THE CORRELATION BETWEEN DIGITAL LITERACY AND STUDENTS READING COMPREHENSION AT ELEVENTH GRADE OF SENIOR HIGH SCHOOL 1 JAMBI

A THESIS

Submitted in as Partial Fulfilment of the Requirement

For Degree

in English Education

Written By:

Putri Adinda Agustiani KS (1800888203042)

ENGLISH EDUCATION STUDY PROGRAM

FACULTY OF TEACHER TRAINING AND EDUCATION

BATANGHARI UNIVERSITY

JAMBI

2022

APPROVAL

This thesis entitled "The Correlation Between Digital Literacy and Students Reading Comprehension at Eleventh Grade of Senior High School 1 Jambi" written by:

        Name   : Putri Adinda Agustiani KS

        Student Number   : 1800888203042

        Study Program   : English Education

        Faculty   : Teacher Training and Education

Has been Corrected and approved to be tested in front of the board of examiners.

Jambi, February 16th 2022

Accepted by:

First Advisor

Second Advisor

Nurul Fitri, S.S. M.Hum

Khidayatul Munawwaroh, S.Pd., M.Pd

The Dean of Teacher Training
and Education Faculty

The Head of English Education
Program

Dr. H. Abdoel Gafar, S.Pd., M.Pd

Ridho Praja Dinata, S.Pd., M.Pd

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DECLARATION

I am the undersigned belong in here:

Name   : Putri Adinda Agustiani KS

NIM   : 1800888203042

Place and Date of Birth   : Jambi, August 8th 2000

Gender   : Female

Study Program   : English Education

States that:

1. The thesis that I have written with the title The Correlation Between Digital Literacy and Students Reading Comprehension at Eleventh Grade of Senior High School 1 Jambi, is original and has never been submitted for an academic degree either at Batanghari University or at any other tertiary institution.
2. This thesis is purely my own ideas, judgments, and formulations, without any unauthorized assistance from other parties, except for the direction of the Advisory Team.
3. In this thesis, there are no works or opinions that have been or have been published by others, unless they are clearly quoted and included as a reference in this thesis with the name of the author mentioned and listed in the bibliography.
4. I make this statement in truth, and if in the future there are irregularities and untruths in this statement, I am willing to accept academic sanctions in the form of revocation of the degree I obtained because of this thesis, as well as other sanctions in accordance with applicable legal norms and provisions.

Jambi, 16th February 2022

The Researcher

Putri Adinda Agustiani KS

LETTER OF RATIFICATION

This thesis entitled "The Correlation Between Digital Literacy and Students Reading Comprehension at Eleventh Grade of Senior High School 1 Jambi" written by Putri Adinda Agustiani KS. Students number 1800888203042. Had been defended in front of the board of examiners on:
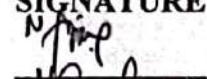
Day   : Friday

Date   : February 16th , 2022

Time   : 10.00 – 12.00

Place   : Batanghari University Microteaching Laboratory Room

Team of Examiners:

NAME	POSITION	SIGNATURE
Nurul Fitri, S.S. M.Hum	First Advisor	
Khidayatul Munawwaroh, S.Pd., M.Pd	Second Advisor	
Dra. Hj. Wennyta, M.Pd.	Main Examiner	
Siti Aisyah, S.Pd., M.Pd	Examiner	

Ratified By:

The Dean of Teacher Training and Education Faculty

The Head of English Education Study Program

Dr. H. Abdoel Gafar, S.Pd., M.Pd

Ridho Pradja Dinata, S.Pd., M.Pd

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MOTTO

"Don't put off your happiness" – Yeo Hwanwoong

ACKNOWLEDGEMENTS

First of all, I would like to say thank you Allah SWT the one Who has a power over all, for giving health and guidance, so I could finish this thesis entitled "THE CORRELATION BETWEEN BETWEEN DIGITAL LITERACY AND STUDENTS READING COMPREHENSION AT ELEVENTH GRADE OF SENIOR HIGH SCHOOL 1 JAMBI". I am aware that this thesis cannot be finished without people's help and support. Therefore in this special opportunity, I would like to thank to the following people who have helped and supported me to gain success:

1. Mr. Dr. H. Abdoel Gafar, S.Pd. M. Pd. As the Dean of English Education Study Program of Language and Arts Department in Teacher Training and Education Faculty of Batanghari University.

2. Nurul Fitri, S.S. M. Hum as my first Thesis Advisor and my Academic Advisor who has guided and suggested me patiently in completing this thesis. Thank you for all knowledge, kindness and love that you have given me. I promise that I will be as great as you in the future.

3. Khidayatul Munawwaroh, M.Pd. as my second Thesis Advisor who has given me a lot of guidance and advices such as suggestion, correction, opinion and many other things that are very useful for the process of my thesis writing. Thank you for the knowledge that you have shared with me.

4. My beloved parents

    Kusairi and Yurnani who always pray for me and support me with their huge love. Thank you being patient with me and always give me the best support while I am

finishing my thesis. I am happy that you are both my parents. I love you both so much, forever.

5. My family

   Thank you for my beloved Brother, Heri Wibowo who financially and loving also helping me to have studied in here and finished my thesis. Also my sister Ayu Ningsih and their children, Rena, Raffa, and Reyta who cheer me up and give their support throughout finishing this thesis.

6. All staff of Batanghari University especially for Mr. Depri who have help me many times.

7. All my wonderful friends, thank you for helping me, especially Kak Kristiani. She help me so much throughout finishing this thesis. She is a great person and listener. Thank you for listening to my rant many times. Also my online friends that I cannot mention one by one.

That is all, of course researcher might have mistakes in writing this thesis but researcher will learn from it and always learning to become better. I Am hoping thesis would be of great useful for the researcher and the reader. Amin.

Jambi, February 16th, 2022

The Researcher

Putri Adinda Agustiani KS

1800888203042

ABSTRACT

Agustiani P,A. 2022. *The Correlation between Digital Literacy and Students' Reading Comprehension at Eleventh Grade of Senior High School 1 Jambi.* A Thesis. English Study Program Of Teacher Training And Education Faculty. Batanghari University Jambi. The first Advisor, Nurul Fitri, S. S. M. Hum. Second Advisor Khidayatul Munawwaroh, M.Pd.

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

Keyword: Digital Literacy, Reading Comprehension, Correlation, Quantitative

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CHAPTER I

INTRODUCTION

1.1 Background of the Research

Nowadays, it has become a common thing that individuals are needed to know how to use technology. We live in the era of technology where new technology is invented every day and will be improved as time being. Everyday activities in general are already using technology or done digitally. It is a truth that we have no choice but follows technology. However, as it might sound bad, technology not only bring negative benefits. But also many positive benefits. The impact of this era is also affected to teaching and learning process in schools. Not to forget to mention that we are also in the middle of the COVID-19 pandemic, where the teaching and learning process is conducted online. Munir (2017:1) states that information and communication of the technology that is developing rapidly affecting life and changes daily activities including in teaching and learning process in education. By utilizing the development of information and communication technology in digital learning, education can reach all levels of society.

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

learning process has been conducted since 24 March 2020. Today, the teaching and learning process online is still done

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

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

The importance of Digital Literacy indeed has a significant impact in this era. We can say that Digital Literacy is a survival skill in the digital era. In this pandemic, students needs more learning materials from books provided by the school and the Internet. The

pandemic situation makes students be more active and search for learning materials from many sites. The Internet provides any information that students need, such as blogs, websites, or even educational learning platforms. Students can access this information to help their online studies. The main issue with online learning is how far the students understand the learning materials teachers give. To understand the materials, many aspect of the individuals are affecting how well the students understand the materials. From environment, social aspect, skills, or the knowledge of the individual itself.

In online learning, reading and to understand the materials is important. Here it come the Reading Comprehension. According to Klingner (2007:104) "Reading is an activity that has a purpose" People may read in order to get information or increase their knowledge and sometimes to critique a writer's idea or writing style. As one of the aspect that determine students understanding, Student's Reading Comprehension is a skill that's individual have to understand the meaning in what they are reading, not only to understand but also to obtain information and knowledge from it. For a student it is a crucial step to understand the materials in teaching and learning process. Reading comprehension not only is used when we read physical materials like books, dictionary and more. Futhermore, it is used in online materials, like e-book, journals, website, or to make it simple we use Reading Comprehension when we use technology that need to be read.

Digital Literacy and Reading Comprehension is highly related to each other. The first principle of Digital Literacy is simply comprehension. The ability to extract implicit and explicit ideas from a media. When individuals reads materials using Digital Literacy, sometimes it is not easy. Often individuals will find hard word to read and comprehend. That is why Reading Comprehension is one of the essential to individuals to use Digital Literacy in all it worth.

Based on the researcher observation on doing her Apprentice Teacher at Senior High School 1 Kota Jambi, The researcher found that many the students have used Digital Literacy in the learning process. Most of the students have and can use technology and devices in learning. So students have the privilege of using technology and have digital literacy ability. Futhermore, because of Online Learning, Students unconsciously using Digital Literacy in learning. In that case, Digital Literacy is much more than searching the Internet. It has many categories including using hypertext link, Evaluation of Content, and Knowledge Assembly.

Which is drawn researcher attention to find how is the students Digital Literacy at Eleventh Grade of Senior High School 1 Jambi. Not only that, this come to researcher attention to where students of Eleventh Grade is lacking in Reading Comprehension. Many students can't understand the main idea of the paragraph, students have difficulty on understanding the text. This is out of researcher expectation knowing that student's Digital Literacy is pretty much established.

From this background of this study, this encourages researcher to conduct research with the title "The Correlation Between Digital Literacy And Students Reading Comprehension at Eleventh Grade of Senior High School Jambi".

1.2 Identification of Problems

Based on the background of the problem above, the researcher formulated the problem as follows:

1. The students reading comprehension is average.
2. The students can't identify the main idea of paragraph.
3. The students is has low knowledge about Digital Literacy

1.3 Limitation of The Research

This study is a correlational study, with quantitative research. This research is focus on to find whether or not there is a significant correlation between Digital Literacy and Reading Comprehension at Eleventh Grade of Senior High School 1 Jambi. This sample of study was Eleventh grade students of XI MIPA 5 in Senior High School 1 Jambi. Whereas the data of this study was got from test & questionnaires.

1.4 Problem of The Research

Based on the background, the problem of this research is to find is there any significant correlation between Digital Literacy and Reading Comprehension at Eleventh Grade of Senior High School 1 Jambi.

1.5 Objective of the Research

The objective of this study is to find whether or not there is a significant correlation between Digital Literacy and Reading Comprehension at Eleventh Grade of Senior High School 1 Jambi.

1.6 Benefits of the Research

It is hoped that this study will provide useful information or benefits for:

a) Teachers, to be able to consider this research to use digital lteracy in language learing especially in English.

b) Students, to give information about the important of digital literacy and impact to their reading comprehension so that they are ready to face digital era

c) University, to be able increase the information about this topic perhaps it will be useful and helpful for other colleges or to other people who want to conduct new or further study about this topic.

1.7 Definition of Key Terms

There are several key term that used in this study, to clarify here are the definitions as follows:

1. Correlation Analysis

According to Lind, Marchal, & Wathen, (2008:694). correlation analysis is a set of techniques to measure the relationship between two variables. The basic idea of correlation analysis is to report the relationship between two variables. Variable X (horizontal line in the graph) and variable Y (vertical line in the graph) which is a non-linear relationship, positive or negative.

2. Digital Literacy

According to Gilster (1997:1) Digital Literacy as an ability to understand and to use information from a variety of digital sources without concern for the different 'competence lists', often criticized for being restrictive.

3. Reading Comprehension

Snow (2002:11) defines it as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Digital Literacy

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

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

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

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

2.1.1 The Aspects of Digital Literacy

Gilster (1997) groups it into four core competencies that a person needs to have, so that it can be said that person is literate includes:

1. Searching the Internet (Internet Searching)

Competence is a person's ability to use the internet and carry out various activities in it. This competency includes several components, the ability to search for information on the internet using search engines, as well as perform various activities in it.

2. Hypertext Direction Guide (Hypertextual Navigation)

This competency is a skill for dynamic reading and understanding of the hypertext environment. So someone is required to understand the navigation (guidance) of a hypertext in a web browser which is certainly very different from the text found in textbooks. This competency includes several components including: knowledge of hypertext and hyperlinks and how they work, knowledge of the difference between reading a text book and browsing via the internet, knowledge of how the web works including knowledge of bandwidth, http, html, and url, as well as the ability to understand web page characteristics.

3. Evaluation of Information Content (Content Evaluation)

This competency is a person's ability to think critically and provide an assessment of what is found online accompanied by the ability to identify the validity and completeness of information referenced by hypertext links. This competency includes several components, including: the ability to distinguish between display and information content, namely the user's perception of understanding the appearance of a visited web page, the ability to analyze background information on the internet, namely the awareness to explore further about sources and creators of information, the ability to evaluate a web address by understanding the various domains for each particular institution or country, the ability to analyze a web page, and knowledge of FAQs in a newsgroup/discussion group

4. Knowledge Assembly

This competence is an ability to organize knowledge, build a collection of information obtained from various sources with the ability to collect and evaluate facts and opinions properly and without prejudice. This is done for certain purposes, both education and work. This competency includes several components, namely: the ability to search for information through the internet, the ability to create a personal newsfeed or notification of the latest news that will be obtained by joining and subscribing to discuss or discuss a particular topic according to the needs or topic of a particular problem, the ability to conduct crosscheck or recheck the information obtained, the ability to use all types of media to prove the truth of the information, as well as the ability to compile the sources of information obtained on the internet with real life that is not connected to the network.

2.2 Definition of Reading Comprehension

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

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

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

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

2.2.1 Learning Reading Comprehension

Learning reading is not easy. This needs well preparation and knowledge. The purpose of teaching reading is to encourage students for comprehending the English text effectively. Generally, the strategies in teaching reading comprehension are divided into

three phases (Klingner, Vaughn, Boardman, 2007:41). The first phase is pre-reading, second phase is while-reading, and last is post-reading.

1. Pre-reading Stage

In this phase, teacher and students interact with the topic within the text. Students are connecting their knowledge, interest, or experience relevant with a text. Pre-reading activities help to learners engage in discovery the content of the text. Helping them with topic, vocabulary, or structures that they may come across when in Pre-reading stage. Pre-reading activity is established to help students make prior knowledge about the text that they want to read.

2. While Reading Stage

While Reading Stage include activities that students engages in while reading the text and the purpose of these activities would be to enable students to achieve the lesson aims by handling the text in different ways. Reading discussion, Answering the questions, Predicting what is next activities are while-reading activities.

3. Post- Reading Stage

The purposes of this stage are to help students use their acquired knowledge in similar readings, to have them integrate their reading skills both with the other language skills: listening, speaking, writing and with the foreign culture, to make use of key words and structures to summarize the reading passage, to extract the main idea of a paragraph or a reading text and to interpret descriptions (outlining and summarizing).

2.2.2 The Aspects of Reading Comprehension

According to King and Stanley cited in Purwanti (2017:82), there are some aspects of reading comprehension:

1. Main idea (topic)

2. Inference (implied detail)

3. Reference (grammatical features)

4. Detail (scanning for specifically stated detail)

5. Vocabulary in context

For this research, the researcher only limited four of reading comprehension aspects are main idea, detail, reference, and vocabulary.

1. Main Idea

Main idea is the important part in paragraph. According to Nurhani (2016:33) the main idea is an important part of knowing the contents of a piece of writing or reading. Main idea tells the idea of the paragraph or it is called as a topic sentence. Writers use main idea to state what they want to inform to readers. Main idea can be stated implicitely or explicitely. Readers need to be able to catch the the main paragraph in a text.

2. Detail

In reading comprehension, the students have to find out the detail information of the text. Riyanto (2008) said that the questions of detail information consist of who, what, where, when, and how of the story. In finding the detailed information of the text, the students can do the scanning.

3. Reference

References is useful to avoid repetition in the passage. Authors use reference in form of pronoun to replace the words that have already used. Reference is referred to the subject of previous or next the text in the story. According to Alsagoff (2008:89) who argues "A pronoun stands in place of a noun phrase, or part of a noun phrase, when the reference to that noun phrase is clear from the context". Is it mean that the reference is the pronouns that refer to a someone or object. Reference of the text is like she, he, it, they, this, these, and there.

4. Vocabulary

Definition of vocabulary states from Hatch and Brown (1995:1), They say that vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speakers of language might use.

2.3 Previous Study

To show the originality of the research, the research uses three studies that are relevant to the researcher as previous study.

Firstly thesis written by Bella Elphira (2018) with the title "The Effect of Digital Literacy on Improving Student Learning in 6 Banda Aceh". In this research, the purpose of this study was to determine the effect of applying digital literacy on improving student learning at SMP Negeri 6 Banda Aceh. The researcher use quantitative method with a simple linear regression approach. The research data were collected through questionnaires and documentation. Questionnaires were distributed to 88 samples from 752 populations using Purposive Sampling. The steps for data analysis in this research are Validity,

Reliability, and Simple Linear Regression. The result of this study is that can the application of Digital Literacy has an effect on increasing Students Learning because the results of the coefficient of determination obtained a value of 0.448, indicating that the independent variable affects the dependent variable by 44%.

Second research written by Anastasia Ronauli Hasibuan & Ira Irzawati (2020) with the title "The Correlation Between Digital Literacy and English Proficiency of Unika Musi Charitas First-Year Students". This research is to discover the correlation between Digital Literacy and English proficiency of first-year students at Unika Musi Charitas. In this research they use purposive sampling technique. For data collection, they use questionnaires and to analyze the results, Pearson Product Moment formula was used to measure the relationship between the two discussed variables. The result of their research it that, they found out that there was significant correlation between Digital Literacy and English Proficiency. This was indicated by the Pearson correlation value of 0.394 at significance level of 0.000 (<0.05). This result clarifies that both the ability of using digital tools and the language in real context carry beneficial correlation.

Last research is written by Al Khazaleh Saqr (2021) with title "The Effect of Digital Reading On EFL Learners' Reading Comprehension" Yarmouk University, Irbid, Jordan. In this study, the researcher's main objective is to investigate how Digital Reading can have an influence on the improvement of EFL learners' Reading Comprehension. The sample of this study comprised of 32 males studying at the Al Mafraq First Basic School for Boys in Jordon. This research is using Experimental Research with the experimental group employed digital reading by using their PCs or mobile phones. The control group studied through traditional method in a classroom using their text books. The technique of collecting data is by conducting a test. The steps in this research

are Validity Test, Reability Test, Pre-Test, Treatment, and Post-Test. The result of this research revealed that the reading comprehension of the experimental group outshined that of the control group. It was concluded that digital reading proved effective in enhancing reading comprehension skills in learners both inside and outside the class.

The similarities between the previous researches with the researcher's is that, all the researches are focusing on "Digital Literacy" and same as researcher where as focus on Digital Literacy as Variable X. All of the previous researches used quantitative research. Technique of data collection same with two researches which are questionnaires. Meawhile the differences from previous studies is that, Researcher use is using Correlational, the previous research using Simple Linear Regression approach. Another difference is that this research is using purposive sampling technique, meanwhile the researcher simple random sampling technique. The last major differences is that researcher using Correlation Approach, meanwhile previous research is using Experimental Approach.

In conclusion, there are many similarities between previous researches and and this research. The are also some differences that suitable for researcher to changes or add. It is hope that previous research and be guide for this reseach.

2.4 Hypothesis

Kountur (2007:89) states that a hypothesis is a assumption or a temporary answer to a research problem that requires data to test the truth of the assumption. In general, the hypothesis is stated in the form of an alternative hypothesis (H_a) and a null hypothesis (H_o). The alternative hypothesis is a statement of what is expected to happen and not what is expected not to happen. While the null hypothesis is a statement that shows no change.

The main hypothesis of this research is that Digital Literacy greatly affects to Students' Reading Comprehension Ability at Eleventh Grade of Senior High School 1 Jambi. As stated in the following hypothesis:

1. Null Hypothesis (H_o)

    "There is no correlation Between Digital Literacy and Reading Comprehension".

2. Alternative Hypothesis (H_a)

    "There is correlation Between Digital Literacy and Reading Comprehension".

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research was using quantitative method. According to Noor (2013:38), Quantitative method is a method to test certain theories by examining the correlation between variables. Meanwhile Creswell (2012) states that quantitative design is a method for measuring certain theories by researching the correlation between two or more variables.

The research design use by the researcher was Correlational Research. Arora and Mahankale (2013: 61) states Correlation studies are concerned with determining the extent of relationship between variables, they enable one to measure the extent to which variations in one variable are associated with variations in determined through the use of the coefficient of correlation.

This research was using *Pearson Correlation Product Moment*. Pearson's Correlation Product Moment Coefficient, or Pearson's was developed by Karl Pearson (1948) from a related idea introduced by Sir Francis Galton in the late 1800's. In addition to being the first of the correlational measures to be developed, it is also the most commonly used measure of association. Simon and Goes (2011:1) elaborates that "Correlational studies display the relationships among variables by such techniques as cross-tabulation and correlations." This is also supported by Creswell (2012:338) opinion that in correlational research design.

investigators use the correlation statistical test to describe and measure the degree of association (or relationship) between two or more variables or sets of scores.

3.2 Population and Sample of the Study

3.2.1 Population

According to Ary, Jacobs, and Sorensen (2006: 148) "Population is all members of any well-defined class of people, events, or objects". In this research, The researcher took the students of Eleventh Grade Students at Senior High School Number 1 Jambi as the population using Clustered Sampling Total population at Eleventh Grade of Senior High School Number 1 Jambi is show below:

Table 1.
Population

No	Class	Total
1	XI MIPA 1	29
2	XI MIPA 2	36
3	XI MIPA 3	36
4	XI MIPA 4	36
5	XI MIPA 5	36
6	XI MIPA 6	36
7	XI MIPA 7	34
	Total	243

Source: Senior High School 1 Jambi

3.2.2 Sample

According to Kerlinger (2006:188), simple random sampling a research method which every member ofthe population has equal opportunity to be the participant. In this study researcher took sample of a number of students in XI MIPA 5 at SMAN 1 Jambi using Simple Random Sampling . The total of sample which XI MIPA 5 Class is shown below:

Table 2.
Sample

No	Class	Female	Male	Total
1	XI MIPA 5	17	15	32

Source: Senior High School 1 Jambi

3.3 Research Variables

According to Kerlinger (2006: 49), a variable is a construct or trait to be studied which has a highly variable value. Kerlinger also mentions that a variable is a symbol which we put any value or number. This research has two kinds of variables. The independent variable is Digital Literacy (X). While the dependent variable is Reading Comprehension (Y). The figure for the two variables in following:

Table 3.

Independent & Dependent Variable

Independent Variable (X) : Digital Literacy	**Dependent Variable (Y) :** Reading Comprehension Ability

3.4 Validity and Reliability

1. Validity Test

Validity is accuracy between the data that occurs in the object of research. Thus, valid data it is "not different" with the data reported by the researcher and the data that actually occurs in the object of research. (Bungin 2005:117)

2. Reability Test

The reliability of the measuring instrument is the accuracy of the measuring instrument against what is measured even though it is done many times Bungin (2005:96). A reliable instrument is an instrument which, when used several times to measure the same object, will produce the same data.

The validity and reability of this research is already valid and realible because, the Reading Comprehension test that used in this research are adopted from thesis written by Muhammad Ramadhan Arif with the title "The Influence of Reading Interest And Self-Efficacy on Reading Comprehension of The Tenth Grade Students At As-Shofa Islamic Senior High School Pekanbaru". Meanwile for the questionnaires of Digital Literacy is adapted from thesis written by Bella Elphira with the title "The Effect of Digital Literacy on Improving Student Learning in 6 Banda Aceh"

3.5 Technique of Data Collection

To obtain the data needed in this study, it was carried out in several ways, as follows:

1. Test

Johnson & Christensen (2014:315) states that Tests are commonly used in quantitative research to measure attitudes, personality, self-perceptions, aptitude, and performance of research participants. Perhaps the most common type of test is the standardized test, which is

developed by psychometricians and usually includes psychometric information on reliability, validity, and reference group norms. The total of questions was 20 items.They were in form of multiple choice questions. The researcher ensure that some of the questions were matched to the objectives of this research.

Table 4.

Description of Instruments Quetionnaires

No	Indicators	Questions	Number of Items
1	Main Idea	Students can determine the main idea	1,5,9,13,17
2	Detail	Students can find the specific information	2,6,10,14,18
3	Reference	Students can identify reference	3,7,11,15,19
4	Vocabulary	Students can understand many vocabularies	4,8,12,16,20
		Total	20

Source: Questionnares adopted from Muhammad Ramadhan Arif (2019)

For the score of students' Reading Comprehension Test, researcher will use the table of the students' score is as follows (Harris:2004)

Table 5.

Classification of Students Reading Comprehension Score

Score	Category
81-100	Excellent
61-80	Good
41-60	Fair
21-40	Poor
Under 20	Failed

Source: (Harris,2004)

2. Questionnares

According to Harper and Marcus (2003:306), a questionnaire is a written list of questions or statements, either given or posted to respondents who fill it in themselves. Information is gathered directly from people through a series of questions or statement. In this study a questionnaire is given to students who used as a sample to determine whether digital literacy affects students' reading comprehension.

Table 6.
Description of Instruments Questionnaires

No	Indicators	Questions	Number of Items
1	Internet Searching	Students can use the internet to find information in learning	1, 3, 4, 5, 12,
2	Hypertext Direction Guide	Students can use hyperlink & hypertext	7, 9,15
3	Evaluation of Information Content	Students can evaluate content that obtained	8, 6,2
4	Knowledge Assembly	Students can assembly the information to complete form of knowledge	10,11,13,14
	Total		20

Source: Questionnares adapted from Bella Elphira (2018)

Furthermore, to determine the questionnaire rating scale the researcher is using four-point likert scale. A Likert-type scale involves a series of statements that respondents may choose from in order to rate their responses to evaluative questions (Vogt:1999). According to Sugiyono (2016:134) in this questionnaires usedd 4 (four) alternative answers, namely: Strongly Agree (SA) with a score of 4, Agree (A) with a score of 3, Disagree (D) with a score of 2, Strongly Disagree (SD) with a score of 1. Four Likert scales are also used for scale questionnaires which make sure respondents to choose one side because of choice "neutral" is not available. In addition to the usual 5 (five) scale options, sometimes 7 (seven) or 9 (nine) scale are also used.

The questionnaire will be analyzed using the Four Likert model attitude scale guidelines, as follows:

Table 7.
Questionnaire Answer Rating Scale

Questionnaire	Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)
………	4	3	2	1

Below is a description of the variables, indicators, instruments, and forms of data:

Table 8.
Description of the Variables, Indicators, Instruments, and Forms of Data

No	Variables	Indicators	Instruments	Forms of Data
1	Digital Literacy Ability (X)	1. Internet Searching 2. Hypertext Direction Guide 3. Evaluation of Information Content 4. Knowledge Assembly	Questionnaires	Ordinal
2	Reading Comprehension (Y)	1. Main Idea 2. Detail 3. Reference 4. Vocabulary	Test	Ordinal

3.1 Technique of Data Analysis

According Moleong (2002:103) explains that data analysis is the process of arranging data sequences, organizing them into patterns, categories, and basic units of description.

In quantitative research, data processing includes the editing, coding, and tabulation stages:

1. Editing

   Editing is checking or eroding data that has been collected. The aim is to eliminate errors contained in the recording in the field and are corrective.

2. Coding

   Coding is the provision of codes for each data that belongs to the same category. Code is a sign made in the form of numbers or letters that provide clues or identity on an information or data to be analyzed.

3. Tabulation Stage

   Data tabulation is a data processing process that is carried out by entering data into tables. The results of this data tabulation can be used as an illustration of the research results, because the data obtained from the field have been arranged and summarized in tables that are easy to understand.

   The data analysis that the researcher do for the test & questionnaires is using descriptive analysis method using this formula:

1. To find out the score of the students in answering the test used the following formula:

$$= \frac{A}{N} \times 100$$

   Description:

   A = Correct Answers

   N = Total Question

2. To obtain the result of the research, researcher use the correlation formula by Pearson Product Moment Correlation Formula. Which is:

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

Description:

rxy = The Correlation Coefficient Between Digital Literacy and Reading Comprehension

N = The Number of Respondents

X = The Students Score of Digital Literacy

Y = The Students Score of Reading Comprehension

ΣX = The Sum of Reading Digital Literacy

ΣY = The Sum of Reading Comprehension Score

ΣX2= The Sum of Squares of Digital Literacy Score

ΣY2 = The Sum of Squares of Reading Comprehension Score

(ΣX)2= The Squares of The Sum of Digital Literacy Scores

(ΣY)2= The Squares of The Sum of Reading Comprehension Scores

ΣXY = Total Number of Digital Literacy Scores and Reading Comprehension Scores

To know the correlation between two variables, the researcher uses correlation level (r) as seen in the Table below:

Table 9.

Description of the Correlation Level

Coefficient of Correlation "r"	Interpretiation
0.00—0.20	The Correlation is Neglected
0.20—0.40	The Correlation is Weak
0.40—0.70	The Correlation is Strong Enough
0.70—0.90	The Correlation is Strong
0.90—1.00	The Correlation is Very Strong

Source: (Burns and Grove:157)

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

CHAPTER IV

FINDING AND DISCUSSION

In this research, the data was collected from 32 students at the eleventh grade of Senior High School 1 Jambi in academic year 2021/2020. This research is conducted at 21th January 2022. The instruments are given to the sample which is XI MIPA 5.

4.1 Finding

4.1.1 The Result of Students' Digital Literacy

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

Table 10.

Descriptive Statistics of Digital Literacy

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

Source: Data Processing using SPSS 25

From data processing above, the result of Digital Literacy is that range of students Digital Literacy is 12, median is 56.00 with the mean 56.28. While the number of the highest score is 61 and the lowest is 49. And the sum of the score is 1801.

Table 11.

Interval Score of Students' Digital Literacy

Interval	Category
52 – 64	Very High
39 – 51	High
26 – 38	Medium
13– 25	Low
0 – 12	Very Low

Classification of data above is obtained by range per data using (Azwar:2012)
using statistics hypothetical and analyzed using SPSS 25.

From the data result, the criteria of Digital Literacy is obtained by range 12. Because of that Interval Score and Criteria above is obtained. And the mean score of Students' Digital Literacy at Eleventh MIPA 5 is at 56.25 = 56. So, it can be concluded that the value of Students' Digital Literacy at Eleventh MIPA 5 belongs to very high category. Interval Score above is obtained by range per data which is 12. Futhermore, the category used is 5 according to (Azwar:2012), The determination of category is based on assumption that the subject sample scores are normally distributed. Where are the mean, median, mode from SPSS data is 56.25, 56.00, and 61.00 which means the data are distributed normally. Below are frequency table and histogram for Digital Literacy data:

Table 12.

Frequency Table of Students' Digital Literacy

		Frequency	Percent	Valid Percent	Cumulative Percent
Total_Digital_Literacy					
Valid	49	2	6.3	6.3	6.3
	52	5	15.6	15.6	21.9
	53	2	6.3	6.3	28.1
	54	1	3.1	3.1	31.3
	55	4	12.5	12.5	43.8
	56	3	9.4	9.4	53.1
	57	1	3.1	3.1	56.3
	58	2	6.3	6.3	62.5
	59	4	12.5	12.5	75.0
	60	2	6.3	6.3	81.3
	61	6	18.8	18.8	100.0
	Total	32	100.0	100.0	

Source: Data Processing using SPSS 25

As seen in table above, the highest frequency of students score from Digital Literacy questionnaires is 61 with total 6 frequency. Meanwhile the lowest score is 49 with total of 2 frequency. Second highest score is 52 with 5 frequency.

Table 13.

Histogram of Students' Digital Literacy
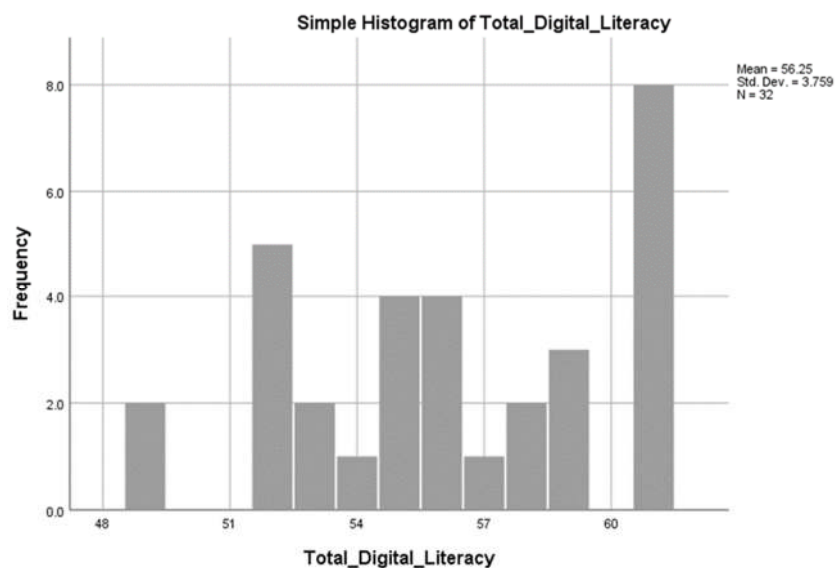
As follows histogram above, more information can be provided where as the frequency of students who obtained 61 score is 6 students. Where as only 2 students for each 49, 53, 58, and 60 score. 5 students with 52 score, 1 students with 54 and 57 score, 3 students with 56 score, and last 4 students with 55 and 59 score.

4.1.2 The Result of Students' Reading Comprehension

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

Table 14.

Descriptive Statistics of Students' Reading Comprehension

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

Source: Data Processing using SPSS 25

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

From the reading comprehension criteria below it can be concluded that Students' Reading Comprehension at XI MIPA 5 is at Good category obtained by the mean 69.84= 70

Table 15.

Interval Score of Students' Reading Comprehension

Score	Category
81-100	Excellent
61-80	Good
41-60	Fair
21-40	Poor
Under 20	Failed

Source: (Harris 2004)

Here is below frequency table and histogram for Students' Reading Comprehension data

Table 16.

Frequency Table of Students' Reading Comprehension

Reading_Comprehension		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	2	6.3	6.3	6.3
	55	1	3.1	3.1	9.4
	60	6	18.8	18.8	28.1
	65	3	9.4	9.4	37.5
	70	6	18.8	18.8	56.3
	75	4	12.5	12.5	68.8
	80	2	6.3	6.3	75.0
	85	6	18.8	18.8	93.8
	90	2	6.3	6.3	100.0
	Total	32	100.0	100.0	

Source: Data Processing using SPSS 25

As seen in table above, the highest frequency of students' Reading Comprehension Test is 60, 70, 85 with total frequency 6. Meanwhile the lowest is 50 with total of 2 frequency. Total of data are valid with 32 total of data.

Table 17.
Histogram of Students Reading Comprehension

Simple Histogram of Reading_Comprehension

Mean = 69.84
Std. Dev. = 11.323
N = 32
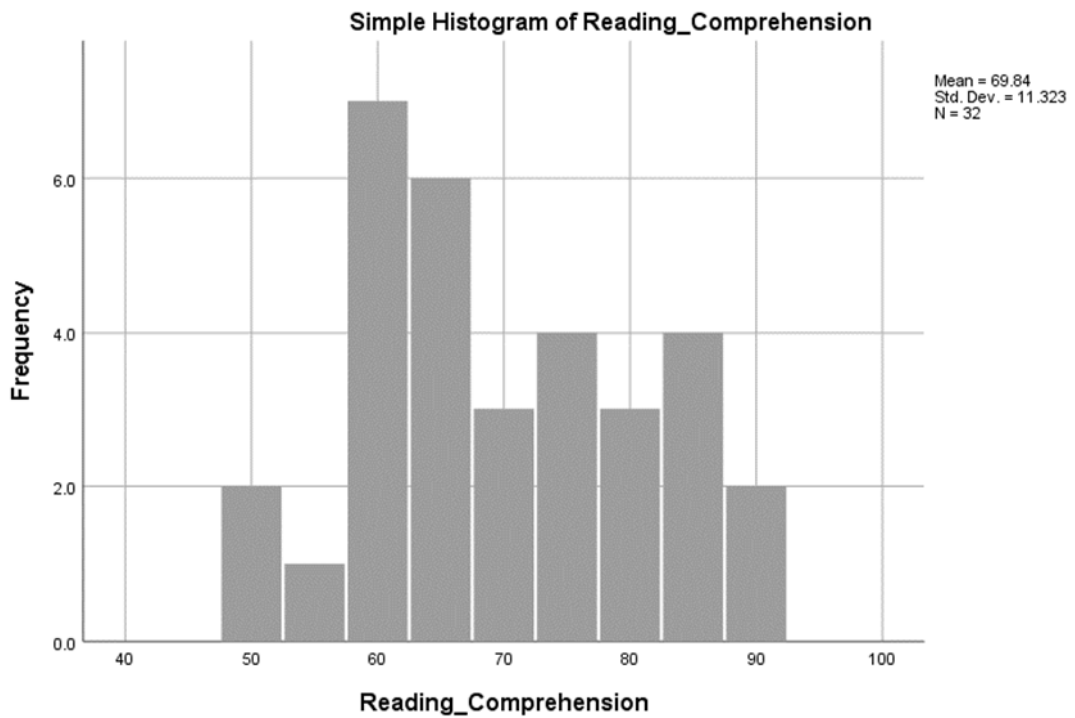
Source: Data Processing using SPSS 25

As follows table above, more information can be provided where as the frequency of 60, 70, and 85 are have same frequency. Where as only 2 students with 50 score, 1 student with 55 score, 3 students with 65 score, 4 students with 85 score, and last 2 students with 80 and 90 score.

4.1.3 The Correlation Between Digital Literacy and Students' Reading Comprehension

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

Table 18.

Result of Pearson Product Moment Correlation Research

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

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

Source: Data Processing using SPSS 25

From table above, the value of significant correlation obtained is .003. It means that 0,04 < 0.05 , therefore 0,05 > hypothesis is rejected, 0,05 < hypothesis is accepted. It's means that there is a significant correlation between Digital Literacy and Students' Reading Comprehension or the hypothesis is accepted.

To know the classification of the correlaton, we can see that the correlation value between Digital Literacy and Students' Reading Comprehension is .501**. Where as following correlation table, .501** is classified at "Strong Enough" Correlation. It can be concluded that

the correlation between variable X and Y is at Strong Enough. The correlation in this research is positive correlation.

Here below the manual calculation of Correlation between Digital Literacy and Students Reading Comprehension using Pearson Correlation Product Moment Formula:

Table 19. Result of Pearson Product Moment Correlation Research

Respondent	X	Y	XY	X^2	Y^2
1	61	85	5185	3721	7225
2	59	75	4425	3481	5625
3	49	70	3430	2401	4900
4	52	65	3380	2704	4225
5	61	75	4575	3721	5625
6	57	60	3420	3249	3600
7	53	65	3445	2809	4225
8	52	85	4420	2704	7225
9	61	85	5185	3721	7225
10	53	50	2650	2809	2500
11	55	65	3575	3025	4225
12	58	65	3770	3364	4225
13	56	60	3360	3136	3600
14	56	60	3360	3136	3600
15	49	50	2450	2401	2500
16	56	70	3920	3136	4900
17	59	90	5310	3481	8100
18	61	75	4575	3721	5625
19	55	75	4125	3025	5625
20	55	60	3300	3025	3600
21	54	55	2970	2916	3025
22	61	70	4270	3721	4900
23	61	80	4880	3721	6400
24	52	60	3120	2704	3600
25	55	60	3300	3025	3600
26	56	85	4760	3136	7225
27	61	90	5490	3721	8100
28	52	65	3380	2704	4225
29	52	80	4160	2704	6400
30	59	60	3540	3481	3600
31	61	80	4880	3721	6400
32	58	65	3770	3364	4225
Total	1800	2235	126380	101688	160075

Mean(Σ) $x = 1800$

Mean(Σ) $y = 2235$

$\sum x^2 = 101688$

$\sum y^2 = 160075$

$\sum xy = 126380$

Formula:

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

$$r_{xy} = \frac{32.126380 - (1800)(2235)}{\sqrt{(32.101688) - (1800)^2 . (32.101688) - (2235)^2}}$$

$$r_{xy} = \frac{4044160 - 4023000}{\sqrt{(3254016 - 3240000)(5122400 - 4995225)}}$$

$$r_{xy} = \frac{21160}{\sqrt{14016 . 127175}}$$

$$r_{xy} = \frac{21160}{\sqrt{1782484800}}$$

$$r_{xy} = \frac{21160}{42219,48365}$$

$$r_{xy} = \ 0{,}501190402$$

$$r_{xy} = \ 0{,}501$$

4.2 Discussion

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

From the data of research it can be conclude that Digital Literacy of students XI MIPA 5 is at very high category with 56.25 score. The highest score 61 and the lowest 49. The total score of questionnaires from XI MIPA 5 is 1801.Meanwhile from the Reading Comprehension test, researcher found out that Reading Comprehension Skill of XI MIPA 5 at good category with 69.84 mean score. the lowest score is 50 and, the highest score is 90. The total of Students Reading Comprehension Test is 2280.

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

1. 0.05 < hypothesis is accepted

2. 0.05 > hypothesis is rejected

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

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

CHAPTER V
CONCLUSION AND SUGGESTION

5.1 Conclusion

This research is to find out is there any correlation between Digital Literacy and Students' Reading Comprehension at Eleventh Grade of Senior High School 1 Jambi. With total 32 respondents, researcher analyzed the data, and from that researcher can draws several conclusions base on the findings. First researcher found that there is correlation between Digital Literacy and Students' Reading Comprehension at Eleventh Grade MIPA 5 at Senior High School 1 Jambi. Futhermore, based on the data result, Students Digital Literacy category is at Very High category. Last but not least, Based on the data result Students' Reading Comprehension category is at Good category.

5.2 Suggestion

Realizing that Digital Literacy is important mostly in this Digital Era and from the result finding, the researcher suggested: Suggested to the teachers to still improve students Digital Literacy and affectively use them in teaching learning process. Futhermore, suggested to the teachers to use Digital Literacy to also improve their Reading Comprehension. Last, suggested for students to learn about Digital Literacy and improve their Reading Comprehension.

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Appendices

Appendix 1 Reading Comprehension Test Instruments

The Rabbit and the Turtle

One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow. Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought.

The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. All this time the turtle kept walking step by step by step. He never quit no matter how hot or tired he got. He just kept going.

However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full-speed to the finish line, but found the turtle there waiting for him.

1. What is the main idea of the second paragraph?
   A. Much to the rabbit's surprise, the turtle challenged him to a race
   B. The rabbit thought this was a good joke and accepted the challenge
   C. The fox was to be the umpire of the race
   D. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought
   E. However, the rabbit slept longer than he had thought and woke up

2. What did the turtle do when the rabbit took a nap?
   A. The turtle laughed at the rabbit
   B. The turtle challenged him to race
   C. The turtle also slept
   D. The turtle kept walking step by step by step
   E. The turtle stood still

3. He went at full-speed to the finish line...

   The word "he" in line 10 refers to...

   A. The turtle

   B. The fox

   C. The rabbit

   D. Everyone

   E. The lion

4. The fox was to be the <u>umpire</u> of the race.

   The word underlined above means...

   A. Helper

   B. Founder

   C. Judge

   D. Walker

   E. Owner

Raden Begawan

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married.

One day Sang Prabu made up his mind to settle the matter by a show of strength. After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding.

When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

5. What is the main idea of the third paragraph?

   A. The fairy could not accept this, so she killed Raden Begawan

   B. When Princess Teja Nirmala heard this, she was very sad

   C. One day Sang Prabu made up his mind to settle the matter by a show of strength

   D. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy

   E. Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals

6. Which one of the following statements is false about Sang Prabu?

   A. Sang Prabu was a father of his only daughter

   B. Sang Prabu was taken to Kahyangan by a wicked fairy

   C. Sang Prabu was a king of a kingdom in West Java

   D. Sang Prabu was a wise man

   E. Sang Prabu did not have a son

7. So a nice fairy took her to the Kahyangan. (line 11). The word "her" in the sentence refers to…

   A. The wicked fairy

   B. The nice fairy

   C. Prince Blambangan

   D. Prince Teja

   E. Princess Nirmala

8. … him unconscious and he forgot his wedding (line 8).

   The word underlined above means…

   A. Divorce

   B. Marriage

   C. Performance

   D. Show

   E. Join

Singapore

Singapore is a South-East Asian country located between Malaysia and Indonesia. Despite its small size, Singapore is known for its transition as a third-world country to the first-world country. Singapore also is known as the Asian Tiger economy, based on its external trade and workforce. Singapore size is not as big as Indonesia, but the city ranks highly in numerous international rankings for its education, entertainment, finance, healthcare, human capital, innovation, logistics, manufacturing, technology, tourism, trade, and transport.

Singapore is home to 5.6 million people with a diverse culture. Majority ethnic groups in Singapore are Chinese, Malay, and Indian. Singapore Independence Day was on the 9th of August 1965. Merlion Statue is the official mascot of Singapore. Singapore is famous for its Garden by the Bay, Marina Bay Sands, dan Orchard Road.

9. What is the main idea of the second paragraph?
    A. Majority ethnic groups in Singapore are Chinese, Malay, and Indian
    B. Singapore Independence Day was on the 9th of August 1965
    C. Singapore is a South-East Asian country located between Malaysia and Indonesia
    D. Singapore is known for its transition as a third-world country to the first-world country
    E. Singapore is home to 5.6 million people with a diverse culture

10. Which one of the following statements is true about Singapore?
    A. Singapore is as big as Indonesia
    B. Liberty Statue is the official mascot of Singapore
    C. Singapore is a North-East Asian country
    D. Singapore is known as the Asian Tiger economy
    E. Malay, Indian and Thai are the majority ethnic group in Singapore

11. ..., based on its external trade and workforce (line 3).

    The word "its" refers to...

    A. Asian Tiger
    B. Singapore

C. South-East Asian Country

D. Economy

E. Malay

12. ..., but the city ranks highly in numerous international rankings for its education,...

The word underlined above means...

A. Many

B. Few

C. Little

D. Similar

E. Uniform

Venice is a city in northern Italy. It has been known as the "Queen of the Adriatic", "City of Bridges", and "The City of Light". The city stretches across 117 small islands in the marshy Venetian Lagoon along the Adriatic Sea in northeast Italy.

Venice is world famous for its canals. It is built on an archipelago of 117 islands formed by about 150 canals in a shallow lagoon. The islands on which the city is built are connected by about 400 bridges. In the old centre, the canals serve the function of roads, and every form of transport is on water or on foot.

You can ride gondola there. It is the classical Venetian boat which nowadays is mostly used for tourists, or weddings, funerals, or other ceremonies. Now, most Venetians travel by motorised waterbuses which ply regular routes along the major canals and between the city's islands. The city has many private boats. The only gondolas still in common used by Venetians are the Traghetti, foot passenger ferries crossing the Grand Canal at certain points without bridges.

13. What is the main idea of the second paragraph?
   A. Venice is a city in northern Italy
   B. Venice is world famous for its canals
   C. It is built on an archipelago of 117 islands formed by about 150 canals in a shallow lagoon.
   D. In the old centre, the canals serve the function of roads, and every form of transport is on water or on foot

E. It is the classical Venetian boat which nowadays is mostly used for tourists, or weddings, funerals, or other ceremonies

14. Which one of the following statements is false about Venice?
    A. Venice is known as "The City of Light"
    B. Venice is connected by about 117 bridges.
    C. Traghetti is usual gondola that is used by Venetians
    D. Shallow lagoon has 150 canals
    E. Venice has many personal boats

15. It is the classical Venetian boat which nowadays is mostly used for tourists, ... (line 8)
    The word "it" refers to...
    A. Gondola
    B. Venice
    C. You
    D. Canal
    E. Wedding

16. The canals <u>serve</u> the function of roads, ...
    The word underlined above means...
    A. Suffice
    B. Destroy
    C. Follow
    D. Accept
    E. Provide

My Holiday

Last holiday my family and I went to Jogjakarta. We stayed at Morison Hotel which is not a long way from Malioboro.

On Friday, we went to the sanctuaries in Prambanan. There were three major temples, the Brahmana, Syiwa and Wisnu. They were truly stunning. We went by just Brahmana and Syiwa temple because Wisnu temple was being remodeled.

On Saturday morning we went to Yogya Kraton. We spent around two hours there. We were fortunate because we were driven by a brilliant and amicable aide. At that point we proceeded with our adventure to Borobudur.

We touched base there at 4 p.m. At 6 p.m., we heard the declaration that Borobudur entryway would be closed. In the evening we left Jogjakarta by bus.

17. What does the third paragraph talk about?
    A. They went to Yogya Kraton
    B. They met kind aide
    C. They spent 2 hours in Kraton
    D. They went to Borobudur after Kraton
    E. They visited Prambanan

18. Why did they just visit Brahmana and Syiwa temples?
    A. Wisnu temple was being destroyed
    B. Wisnu temple was being repaired
    C. Wisnu temple was small
    D. Wisnu temple was dirty
    E. There was no other temple

19. They were truly stunning (line 4).
    The word "They" refers to...
    A. Prambanan, Brahmana, Wisnu, Syiwa
    B. Brahmana and Syiwa
    C. Syiwa, Wisnu, Brahmana
    D. Wisnu, Syiwa, Prambanan
    E. Prambanan, Wisnu, Brahmana

20. We were fortunate because we were driven..

    The word underlined above means...

    A. Happy

    B. Losing

    C. Lucky

    D. Poor

    E. Successful

Multiple Choices Questions Above is Adopted From thesis written by Muhammad Ramadhan Arif with the title "The Influence of Reading Interest And Self-Efficacy on Reading Comprehension of The Tenth Grade Students At As-Shofa Islamic Senior High School Pekanbaru"

Key Answer of Reading Comprehension

1. D   6. E   11. B   16. E

2. D   7. E   12. A   17. A

3. C   8. B   13. B   18. B

4. C   9. E   14. B   19. C

5. D   10.D   15. A   20. C

Appendix 3 Digital Literacy Questionnaires Instruments

QUESTIONNAIRES

Respondent Name:

Name :

Class :

Instructions:

1. Read the statements carefully and thoroughly. After that choose one of the four possible

    answer options, as follows

    SA (Strongly Agree): If the statement is very suit you the best

    A (Agree): If the statement suit you

    D (Disagree): If the statement does not suit you

    SD (Strongly Disagree): If the statement really does not suit you

2. Choose the answer that you think best fits your situation by putting a tick (√) in the

    column provided.

List of Questionnaires

Score		4	3	2	1
NO	Questionnaires	Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Dissagre (SD)
1.	It is Important for students to use internet access as a media of learning and a source of information				
2.	Students use internet access to find school's information				
3.	Through the internet students can access various kinds of information needed				
4.	Searching the internet has become a new habit for students to study and find informatio				
5.	Students search for information through search engines such as using one of the				

	digital media such as Yahoo, Ask, Google, MSN, Bing, and Altavista				
6.	Students can perform a search process on the internet based on various objects				
7.	Students know the information in the form of hypertext or multimedia format				
8.	Students know the difference between information in the internet and textbooks				
9.	Students know about bandwidth, HTML, HTTP, and URL				
10.	Before using information from the internet, students will first analyze the background information				
11.	Students have the awareness to analyze web pages				
12.	Before accessing information, students will distinguish what they want to know and need from different sources based on the credibility of the data				
13.	Students complete assignments by doing a search on a search engin				
14.	Students can easily use several types of media to get the creability of the information that has been obtained				
15.	Students will discuss with others in an effort to solve problems related to the assignments				
16.	Students compile sources of information that have been obtained				

The questionnaires of Digital Literacy above are adapted from thesis written by Bella Elphira with the title "The Effect of Digital Literacy on Improving Student Learning in 6 Banda Aceh'

Appendix 4 Respondents answers on Reading Comprehension Test

1. Respondent 1

B: 18 = 90

READING COMPREHENSION TEST

Respondent Name: Nayla Hana Nazhifa

Class: XI Mipa 5

The Rabbit and the Turtle

One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow. Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought.

The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. All this time the turtle kept walking step by step by step. He never quit no matter how hot or tired he got. He just kept going.

However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full-speed to the finish line, but found the turtle there waiting forhim.

1. What is the main idea of the second paragraph?
   A. Much to the rabbit's surprise, the turtle challenged him to a race
   B. The rabbit thought this was a good joke and accepted the challenge
   C. The fox was to be the umpire of the race
   D. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought
   E. However, the rabbit slept longer than he had thought and woke up

2. What did the turtle do when the rabbit took a nap?
   A. The turtle laughed at the rabbit
   B. The turtle challenged him to race
   C. The turtle also slept

D. The turtle kept walking step by step by step

E. The turtle stood still

3. He went at full-speed to the finish line...

The word "he" in line 10 refers to...

A. The turtle

B. The fox

C. The rabbit

D. Everyone

E. The lion

4. The fox was to be the <u>umpire</u> of the race.

The word underlined above means...

A. Helper

B. Founder

C. Judge

D. Walker

E. Owner

Raden Begawan

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married.

One day Sang Prabu made up his mind to settle the matter by a show of strength. After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding.

When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

5. What is the main idea of the third paragraph?

A. The fairy could not accept this, so she killed Raden Begawan

B. When Princess Teja Nirmala heard this, she was very sad

C. One day Sang Prabu made up his mind to settle the matter by a show of strength

D. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy

E. Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals

6. Which one of the following statements is false about Sang Prabu?

A. Sang Prabu was a father of his only daughter

B. Sang Prabu was taken to Kahyangan by a wicked fairy

C. Sang Prabu was a king of a kingdom in West Java

D. Sang Prabu was a wise man

E. Sang Prabu did not have a son

7. So a nice fairy took her to the Kahyangan. (line 11). The word "her" in the sentence refers to...

A. The wicked fairy

B. The nice fairy

C. Prince Blambangan

D. Prince Teja

E. Princess Nirmala

8. ... him unconscious and he forgot his wedding (line 8).
The word underlined above means...

A. Divorce

B. Marriage

C. Performance

65

D. Show

E. Join

Singapore

Singapore is a South-East Asian country located between Malaysia and Indonesia. Despite its small size, Singapore is known for its transition as a third-world country to the first-world country. Singapore also is known as the Asian Tiger economy, based on its external trade and workforce. Singapore size is not as big as Indonesia, but the city ranks highly in numerous international rankings for its education, entertainment, finance, healthcare, human capital, innovation, logistics, manufacturing, technology, tourism, trade, and transport.

Singapore is home to 5.6 million people with a diverse culture. Majority ethnic groups in Singapore are Chinese, Malay, and Indian. Singapore Independence Day was on the 9th of August 1965. Merlion Statue is the official mascot of Singapore. Singapore is famous for its Garden by the Bay, Marina Bay Sands, dan Orchard Road.

9. What is the main idea of the second paragraph?
    A. Majority ethnic groups in Singapore are Chinese, Malay, and Indian
    B. Singapore Independence Day was on the 9th of August 1965
    C. Singapore is a South-East Asian country located between Malaysia and Indonesia
    D. Singapore is known for its transition as a third-world country to the first-world country
    E. Singapore is home to 5.6 million people with a diverse culture

10. Which one of the following statements is true about Singapore?
    A. Singapore is as big as Indonesia
    B. Liberty Statue is the official mascot of Singapore
    C. Singapore is a North-East Asian country
    D. Singapore is known as the Asian Tiger economy
    E. Malay, Indian and Thai are the majority ethnic group in Singapore

11. ..., based on <u>its</u> external trade and workforce (line 3).

The word "its" refers to...

A. Asian Tiger
B. Singapore
C. South-East Asian Country
D. Economy
E. Malay

12. ..., but the city ranks highly in <u>numerous</u> international rankings for its education,...

The word underlined above means...

A. Many
B. Few
C. Little
D. Similar
E. Uniform

Venice is a city in northern Italy. It has been known as the "Queen of the Adriatic", "City of Bridges", and "The City of Light". The city stretches across 117 small islands in the marshy Venetian Lagoon along the Adriatic Sea in northeast Italy.

Venice is world famous for its canals. It is built on an archipelago of 117 islands formed by about 150 canals in a shallow lagoon. The islands on which the city is built are connected by about 400 bridges. In the old centre, the canals serve the function of roads, and every form of transport is on water or on foot.

You can ride gondola there. It is the classical Venetian boat which nowadays is mostly used for tourists, or weddings, funerals, or other ceremonies. Now, most Venetians travel by motorised waterbuses which ply regular routes along the major canals and between the city's islands. The city has many private boats. The only gondolas still in common used by Venetians are the Traghetti, foot passenger ferries crossing the Grand Canal at certain points without bridges.

13. What is the main idea of the second paragraph?

    A. Venice is a city in northern Italy

    B. Venice is world famous for its canals

    C. It is built on an archipelago of 117 islands formed by about 150 canals in a shallow lagoon.

    D. In the old centre, the canals serve the function of roads, and every form of transport is on water or on foot

    E. It is the classical Venetian boat which nowadays is mostly used for tourists, or weddings, funerals, or other ceremonies

14. Which one of the following statements is false about Venice?

    A. Venice is known as "The City of Light"

    B. Venice is connected by about 117 bridges.

    C. Traghetti is usual gondola that is used by Venetians

    D. Shallow lagoon has 150 canals

    E. Venice has many personal boats

15. It is the classical Venetian boat which nowadays is mostly used for tourists, ... (line 8)

    The word "it" refers to...

    A. Gondola

    B. Venice

    C. You

    D. Canal

    E. Wedding

16. The canals serve the function of roads, ...

    The word underlined above means...

    A. Suffice

    B. Destroy

    C. Follow

    D. Accept

    E. Provide

My Holiday

Last holiday my family and I went to Jogjakarta. We stayed at Morison Hotel which is not a long way from Malioboro.

On Friday, we went to the sanctuaries in Prambanan. There were three major temples, the Brahmana, Syiwa and Wisnu. They were truly stunning. We went by just Brahmana and Syiwa temple because Wisnu temple was being remodeled.

On Saturday morning we went to Yogya Kraton. We spent around two hours there. We were fortunate because we were driven by a brilliant and amicable aide. At that point we proceeded with our adventure to Borobudur.

We touched base there at 4 p.m. At 6 p.m., we heard the declaration that Borobudur entryway would be closed. In the evening we left Jogjakarta by bus.

17. What does the third paragraph talk about?
    A. They went to Yogya Kraton
    B. They met kind aide
    C. They spent 2 hours in Kraton
    D. They went to Borobudur after Kraton
    E. They visited Prambanan

18. Why did they just visit Brahmana and Syiwa temples?
    A. Wisnu temple was being destroyed
    B. Wisnu temple was being repaired
    C. Wisnu temple was small
    D. Wisnu temple was dirty
    E. There was no other temple

19. They were truly stunning (line 4).

The word "They" refers to...

A. Prambanan, Brahmana, Wisnu, Syiwa

B. Brahmana and Syiwa

C. Syiwa, Wisnu, Brahmana

D. Wisnu, Syiwa, Prambanan

E. Prambanan, Wisnu, Brahmana

20. We were <u>fortunate</u> because we were driven..

The word underlined above means...

A. Happy

B. Losing

C. Lucky

D. Poor

E. Successful

2. Respondent 2

$B:15 = 75$

READING COMPREHENSION TEST

Respondent Name: Jabana Afifah

Class : XI mipa 5.

The Rabbit and the Turtle

One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow. Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought.

The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. All this time the turtle kept walking step by step by step. He never quit no matter how hot or tired he got. He just kept going.

However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full-speed to the finish line, but found the turtle there waiting for him.

1. What is the main idea of the second paragraph?
    A. Much to the rabbit's surprise, the turtle challenged him to a race
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    A. The turtle laughed at the rabbit
    B. The turtle challenged him to race
    C. The turtle also slept

D. The turtle kept walking step by step by step

E. The turtle stood still

3. He went at full-speed to the finish line...

The word "he" in line 10 refers to...

A. The turtle

B. The fox

C. The rabbit

D. Everyone

E. The lion

4. The fox was to be the umpire of the race.

The word underlined above means...

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D. Walker

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One day Sang Prabu made up his mind to settle the matter by a show of strength. After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding.

When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

5. What is the main idea of the third paragraph?
    A. The fairy could not accept this, so she killed Raden Begawan
    B. When Princess Teja Nirmala heard this, she was very sad
    C. One day Sang Prabu made up his mind to settle the matter by a show of strength
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    E. Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals

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B. Venice is world famous for its canals

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A. Gondola

B. Venice

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D. Canal

E. Wedding

16. The canals <u>serve</u> the function of roads, ...
The word underlined above means...

A. Suffice

B. Destroy

C. Follow

D. Accept

E. Provide

76

My Holiday

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On Saturday morning we went to Yogya Kraton. We spent around two hours there. We were fortunate because we were driven by a brilliant and amicable aide. At that point we proceeded with our adventure to Borobudur.

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The word "They" refers to...

A. Prambanan, Brahmana, Wisnu, Syiwa

B. Brahmana and Syiwa

C. Syiwa, Wisnu, Brahmana

D. Wisnu, Syiwa, Prambanan

E. Prambanan, Wisnu, Brahmana

20. We were <u>fortunate</u> because we were driven..

The word underlined above means...

A. Happy

B. Losing

C. Lucky

D. Poor

E. Successful

78

3. Respondent 3

B: 12 = 60

READING COMPREHENSION TEST

Respondent Name: Christine Yosephine Gichirg

Class : XI MIPA 5

The Rabbit and the Turtle

One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow. Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought.

The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. All this time the turtle kept walking step by step by step. He never quit no matter how hot or tired he got. He just kept going.

However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full-speed to the finish line, but found the turtle there waiting for him.

1. What is the main idea of the second paragraph?
   A. Much to the rabbit's surprise, the turtle challenged him to a race
   B. The rabbit thought this was a good joke and accepted the challenge
   C. The fox was to be the umpire of the race
   D. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought
   E. However, the rabbit slept longer than he had thought and woke up

2. What did the turtle do when the rabbit took a nap?
   A. The turtle laughed at the rabbit
   B. The turtle challenged him to race
   C. The turtle also slept

D. The turtle kept walking step by step by step

E. The turtle stood still

3. He went at full-speed to the finish line...

The word "he" in line 10 refers to...

A. The turtle

B. The fox

C. The rabbit

D. Everyone

E. The lion

4. The fox was to be the umpire of the race.

The word underlined above means...

A. Helper

B. Founder

C. Judge

D. Walker

E. Owner

Raden Begawan

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married.

One day Sang Prabu made up his mind to settle the matter by a show of strength. After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding.

When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

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   A. The fairy could not accept this, so she killed Raden Begawan
   B. When Princess Teja Nirmala heard this, she was very sad
   C. One day Sang Prabu made up his mind to settle the matter by a show of strength
   D. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy
   E. Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals

6. Which one of the following statements is false about Sang Prabu?
   A. Sang Prabu was a father of his only daughter
   B. Sang Prabu was taken to Kahyangan by a wicked fairy
   C. Sang Prabu was a king of a kingdom in West Java
   D. Sang Prabu was a wise man
   E. Sang Prabu did not have a son

7. So a nice fairy took her to the Kahyangan. (line 11). The word "her" in the sentence refers to...
   A. The wicked fairy
   B. The nice fairy
   C. Prince Blambangan
   D. Prince Teja
   E. Princess Nirmala

8. ... him unconscious and he forgot his wedding (line 8).
   The word underlined above means...
   A. Divorce
   B. Marriage
   C. Performance

D. Show

E. Join

Singapore

Singapore is a South-East Asian country located between Malaysia and Indonesia. Despite its small size, Singapore is known for its transition as a third-world country to the first-world country. Singapore also is known as the Asian Tiger economy, based on its external trade and workforce. Singapore size is not as big as Indonesia, but the city ranks highly in numerous international rankings for its education, entertainment, finance, healthcare, human capital, innovation, logistics, manufacturing, technology, tourism, trade, and transport.

Singapore is home to 5.6 million people with a diverse culture. Majority ethnic groups in Singapore are Chinese, Malay, and Indian. Singapore Independence Day was on the 9th of August 1965. Merlion Statue is the official mascot of Singapore. Singapore is famous for its Garden by the Bay, Marina Bay Sands, dan Orchard Road.

9. What is the main idea of the second paragraph?
   A. Majority ethnic groups in Singapore are Chinese, Malay, and Indian
   B. Singapore Independence Day was on the 9th of August 1965
   C. Singapore is a South-East Asian country located between Malaysia and Indonesia
   D. Singapore is known for its transition as a third-world country to the first-world country
   E. Singapore is home to 5.6 million people with a diverse culture

10. Which one of the following statements is true about Singapore?
    A. Singapore is as big as Indonesia
    B. Liberty Statue is the official mascot of Singapore
    C. Singapore is a North-East Asian country
    D. Singapore is known as the Asian Tiger economy
    E. Malay, Indian and Thai are the majority ethnic group in Singapore

11. ..., based on <u>its</u> external trade and workforce (line 3).

The word "its" refers to...

A. Asian Tiger
B. Singapore
C. South-East Asian Country
D. Economy
E. Malay

12. ..., but the city ranks highly in <u>numerous</u> international rankings for its education,...

The word underlined above means...

A. Many
B. Few
C. Little
D. Similar
E. Uniform

Venice is a city in northern Italy. It has been known as the "Queen of the Adriatic", "City of Bridges", and "The City of Light". The city stretches across 117 small islands in the marshy Venetian Lagoon along the Adriatic Sea in northeast Italy.

Venice is world famous for its canals. It is built on an archipelago of 117 islands formed by about 150 canals in a shallow lagoon. The islands on which the city is built are connected by about 400 bridges. In the old centre, the canals serve the function of roads, and every form of transport is on water or on foot.

You can ride gondola there. It is the classical Venetian boat which nowadays is mostly used for tourists, or weddings, funerals, or other ceremonies. Now, most Venetians travel by motorised waterbuses which ply regular routes along the major canals and between the city's islands. The city has many private boats. The only gondolas still in common used by Venetians are the Traghetti, foot passenger ferries crossing the Grand Canal at certain points without bridges.

13. What is the main idea of the second paragraph?

    A. Venice is a city in northern Italy

    B. Venice is world famous for its canals

    C. It is built on an archipelago of 117 islands formed by about 150 canals in a shallow lagoon.

    D. In the old centre, the canals serve the function of roads, and every form of transport is on water or on foot

    E. It is the classical Venetian boat which nowadays is mostly used for tourists, or weddings, funerals, or other ceremonies

14. Which one of the following statements is false about Venice?

    A. Venice is known as "The City of Light"

    B. Venice is connected by about 117 bridges.

    C. Traghetti is usual gondola that is used by Venetians

    D. Shallow lagoon has 150 canals

    E. Venice has many personal boats

15. It is the classical Venetian boat which nowadays is mostly used for tourists, ... (line 8)
    The word "it" refers to...

    A. Gondola

    B. Venice

    C. You

    D. Canal

    E. Wedding

16. The canals serve the function of roads, ...
    The word underlined above means...

    A. Suffice

    B. Destroy

    C. Follow

    D. Accept

    E. Provide

My Holiday

Last holiday my family and I went to Jogjakarta. We stayed at Morison Hotel which is not a long way from Malioboro.

On Friday, we went to the sanctuaries in Prambanan. There were three major temples, the Brahmana, Syiwa and Wisnu. They were truly stunning. We went by just Brahmana and Syiwa temple because Wisnu temple was being remodeled.

On Saturday morning we went to Yogya Kraton. We spent around two hours there. We were fortunate because we were driven by a brilliant and amicable aide. At that point we proceeded with our adventure to Borobudur.

We touched base there at 4 p.m. At 6 p.m., we heard the declaration that Borobudur entryway would be closed. In the evening we left Jogjakarta by bus.

17. What does the third paragraph talk about?
    A. They went to Yogya Kraton
    B. They met kind aide
    C. They spent 2 hours in Kraton
    D. They went to Borobudur after Kraton
    E. They visited Prambanan

18. Why did they just visit Brahmana and Syiwa temples?
    A. Wisnu temple was being destroyed
    B. Wisnu temple was being repaired
    C. Wisnu temple was small
    D. Wisnu temple was dirty
    E. There was no other temple

19. They were truly stunning (line 4).

The word "They" refers to...

A. Prambanan, Brahmana, Wisnu, Syiwa

B. Brahmana and Syiwa

C. Syiwa, Wisnu, Brahmana

D. Wisnu, Syiwa, Prambanan

E. Prambanan, Wisnu, Brahmana

20. We were fortunate because we were driven..

The word underlined above means...

A. Happy

B. Losing

C. Lucky

D. Poor

E. Successful

Appendix 5 Respondents answers on Digital Literacy Questionnaires

1. Respondent 1

Total score = 54

KUENSIONER

Nama Responden: DAVINA NAJA SABILA

Kelas: XI MIPA 5

Petunjuk Pengisian:

1. Bacalah pernyataan-pernyataan tersebut dengan seksama dan teliti. Setelah itu pilihlah salah satu dari empat pilihan jawaban yang tersedia, yaitu:
   a. SS (Sangat Setuju) :Bila pernyataan sangat sesuai dengan keadaan diri anda
   b. S (Setuju) :Bila pernyataan sesuai dengan diri anda
   c. TS (Tidak Setuju) :Bila pernyataan tidak sesuai dengan diri anda
   d. STS (Sangat Tidak Setuju) :Bila pernyataan sangat tidak sesuai dengan diri anda

2. Pilihlah salah satu jawaban yang anda anggap paling sesuai dengan keadaan diri anda, dengan memberikan tanda ceklis(√) di kolom yang telah disediakan.

Pertanyaan   4   3   2   1

NO	Kuensioner	Sangat Setuju (SS)	Setuju (S)	Tidak Setuju (TS)	Sangat Tidak Setuju (STS)
1.	Pentingnya siswa memanfaatkan akses internet sebagai media pembelajaran dan sumber informasi	√			
2.	Siswa memanfaatkan akses internet untuk mencari informasi sekolah	√			
3.	Melalui internet siswa dapat mengakses berbagai macam informasi yang dibutuhkan		√		
4.	Pencarian di internet menjadi kebiasaan baru bagi siswa dalam belajar dan mencari informasi	√			
5.	Siswa melakukan pencarian informasi melalui search engine seperti menggunakan salah satu media digital seperti Yahoo, Ask, Google, dan Bing.		√		
6.	Siswa dapat melakukan proses pencarian di internet berbasis berbagai macam objek			√	

No.	Pernyataan				
7.	Siswa mengetahui informasi dalam bentuk hypertext atau format multimedia			✓	
8.	Siswa mengetahui perbedaan informasi dalam internet dan buku teks		✓		
9.	Siswa mengetahui tentang bandwith, HTML, HTTP, dan URL		✓		
10.	Siswa mampu membedakan antara tampilan dan konten informasi		✓		
11.	Sebelum menggunakan informasi dari internet, maka terlebih dahulu siswa akan melakukan analisa terhadap latar belakang informasi	✓			
12.	Siswa memiliki kesadaran untuk melakukan analisa terhadap halaman web		✓		
13.	Sebelum mengakses informasi, siswa akan membedakan apa yang ingin diketahui dan dibutuhkan dari sumber berbeda berdasarkan kredibilitas data	✓			
14.	Siswa menyelesaikan tugas dengan melakukan pencarian pada search engine	✓			
15.	Siswa dengan mudah dapat menggunakan beberapa jenis media untuk mendapatkan kebenaran informasi yang telah diperoleh	✓			
16.	Siswa akan berdiskusi dengan orang lain dalam upaya pemecahan masalah terkait tugas yang diperoleh	✓			

2. Respondent 2

Total score = 52

KUENSIONER

Nama Responden: Naqiya Larizza Ardelia

Kelas: XI mipa S

Petunjuk Pengisian:

1. Bacalah pernyataan-pernyataan tersebut dengan seksama dan teliti. Setelah itu pilihlah salah satu dari empat pilihan jawaban yang tersedia, yaitu:
   a. SS (Sangat Setuju) :Bila pernyataan sangat sesuai dengan keadaan diri anda
   b. S (Setuju) :Bila pernyataan sesuai dengan diri anda
   c. TS (Tidak Setuju) :Bila pernyataan tidak sesuai dengan diri anda
   d. STS (Sangat Tidak Setuju) :Bila pernyataan sangat tidak sesuai dengan diri anda

2. Pilihlah salah satu jawaban yang anda anggap paling sesuai dengan keadaan diri anda, dengan memberikan tanda ceklis(√) di kolom yang telah disediakan.

Pertanyaan

NO	Kuensioner	Sangat Setuju (SS) 4	Setuju (S) 3	Tidak Setuju (TS) 2	Sangat Tidak Setuju (STS) 1
1.	Pentingnya siswa memanfaatkan akses internet sebagai media pembelajaran dan sumber informasi	✓			
2.	Siswa memanfaatkan akses internet untuk mencari informasi sekolah	✓			
3.	Melalui internet siswa dapat mengakses berbagai macam informasi yang dibutuhkan	✓			
4.	Pencarian di internet menjadi kebiasaan baru bagi siswa dalam belajar dan mencari informasi	✓			
5.	Siswa melakukan pencarian informasi melalui search engine seperti menggunakan salah satu media digital seperti Yahoo, Ask, Google, dan Bing.		✓		
6.	Siswa dapat melakukan proses pencarian di internet berbasis berbagai macam objek		✓		

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No.	Pernyataan				
7.	Siswa mengetahui informasi dalam bentuk hypertext atau format multimedia			✓	
8.	Siswa mengetahui perbedaan informasi dalam internet dan buku teks		✓		
9.	Siswa mengetahui tentang bandwith, HTML, HTTP, dan URL		✓		
10.	Siswa mampu membedakan antara tampilan dan konten informasi	✓			
11.	Sebelum menggunakan informasi dari internet, maka terlebih dahulu siswa akan melakukan analisa terhadap latar belakang informasi		✓		
12.	Siswa memiliki kesadaran untuk melakukan analisa terhadap halaman web		✓		
13.	Sebelum mengakses informasi, siswa akan membedakan apa yang ingin diketahui dan dibutuhkan dari sumber berbeda berdasarkan kredibilitas data		✓		
14.	Siswa menyelesaikan tugas dengan melakukan pencarian pada search engine		✓		
15.	Siswa dengan mudah dapat menggunakan beberapa jenis media untuk mendapatkan kebenaran informasi yang telah diperoleh		✓		
16.	Siswa akan berdiskusi dengan orang lain dalam upaya pemecahan masalah terkait tugas yang diperoleh		✓		

3. Respondent 3

Total Score = 55

KUENSIONER

Nama Responden: M. Iqbalul Khoiri

Kelas: PI MIPA 5

Petunjuk Pengisian:

1. Bacalah pernyataan-pernyataan tersebut dengan seksama dan teliti. Setelah itu pilihlah salah satu dari empat pilihan jawaban yang tersedia, yaitu:
   a. SS (Sangat Setuju) :Bila pernyataan sangat sesuai dengan keadaan diri anda
   b. S (Setuju) :Bila pernyataan sesuai dengan diri anda
   c. TS (Tidak Setuju) :Bila pernyataan tidak sesuai dengan diri anda
   d. STS (Sangat Tidak Setuju) :Bila pernyataan sangat tidak sesuai dengan diri anda

2. Pilihlah salah satu jawaban yang anda anggap paling sesuai dengan keadaan diri anda, dengan memberikan tanda ceklis(√) di kolom yang telah disediakan.

Pertanyaan   4   3   2   1

NO	Kuensioner	Sangat Setuju (SS)	Setuju (S)	Tidak Setuju (TS)	Sangat Tidak Setuju (STS)
1.	Pentingnya siswa memanfaatkan akses internet sebagai media pembelajaran dan sumber informasi	√			
2.	Siswa memanfaatkan akses internet untuk mencari informasi sekolah	√			
3.	Melalui internet siswa dapat mengakses berbagai macam informasi yang dibutuhkan	√			
4.	Pencarian di internet menjadi kebiasaan baru bagi siswa dalam belajar dan mencari informasi		√		
5.	Siswa melakukan pencarian informasi melalui search engine seperti menggunakan salah satu media digital seperti Yahoo, Ask, Google, dan Bing.	√			
6.	Siswa dapat melakukan proses pencarian di internet berbasis berbagai macam objek		√		

No.					
7.	Siswa mengetahui informasi dalam bentuk hypertext atau format multimedia	✓			
8.	Siswa mengetahui perbedaan informasi dalam internet dan buku teks			✓	
9.	Siswa mengetahui tentang bandwith, HTML, HTTP, dan URL	✓			
10.	Siswa mampu membedakan antara tampilan dan konten informasi	✓			
11.	Sebelum menggunakan informasi dari internet, maka terlebih dahulu siswa akan melakukan analisa terhadap latar belakang informasi	✓			
12.	Siswa memiliki kesadaran untuk melakukan analisa terhadap halaman web			✓	
13.	Sebelum mengakses informasi, siswa akan membedakan apa yang ingin diketahui dan dibutuhkan dari sumber berbeda berdasarkan kredibilitas data	✓			
14.	Siswa menyelesaikan tugas dengan melakukan pencarian pada search engine	✓			
15.	Siswa dengan mudah dapat menggunakan beberapa jenis media untuk mendapatkan kebenaran informasi yang telah diperoleh		✓		
16.	Siswa akan berdiskusi dengan orang lain dalam upaya pemecahan masalah terkait tugas yang diperoleh			✓	

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Appendix 6 Respondents Names

No	Respondents Names
1	Adam Mulia
2	Adela Fhazar Zavira
3	Aditya Pratama Putra
4	Ashya Azzahra
5	Aulia Starla Erdana
6	Christine Yosephine Ginting
7	Crisila Rizky Ramadhina
8	Davina Naja Sabila
9	Desi Eka Mardiani
10	Fiandra Hasan Naufal
11	Gabriella Grace
12	Galang Ramadya
13	Gita Rahmawaty
14	M. Al Ikrom Rihadatul Aisy
15	M. Rafli Afdholi
16	M. Dhandi Januarda
17	Maissy Monica
18	Muhammad Ferdy Mardiansyah
19	Muhammad Iqbalul Khoiri
20	Muhammad Nico Dwiyanto
21	Muhammad Rakha Daffasyah
22	Muhammad Sahaludin Akbar
23	Nabiilah Adeysa
24	Naqyya Larizza Ardelia
25	Nayla Hana Nazhifa
26	Raisya Putri Dhardiyanto
27	Sabrina Afifah Nurrahman
28	Senny Dwi Mardiah Hayati
29	Syukurila Tahta Rega
30	Yondra Anugerah Najogi
31	Yutania Khairunnisyah
32	Zakky Maulana Yudha

Appendix 7 Questionnaires Tabulation

Respondent	x1	x2	x3	x4	x5	x6	x7	x8	x9	x10	x11	x12	x13	x14	x15	x16	Total
1	4	4	4	4	4	4	4	4	4	4	3	4	4	3	4	3	61
2	4	4	4	4	4	4	3	4	3	3	4	4	3	4	3	4	59
3	3	3	3	4	4	3	2	4	2	3	3	3	2	4	3	3	49
4	4	3	4	3	3	3	4	3	3	2	4	3	4	3	3	3	52
5	4	4	4	3	4	4	4	3	4	3	4	4	4	4	4	4	61
6	4	4	4	4	4	4	4	3	2	4	4	3	3	3	4	3	57
7	4	4	4	3	4	2	4	2	4	3	4	3	3	3	2	4	53
8	4	4	3	4	3	2	4	3	3	3	4	3	2	4	4	4	54
9	4	4	4	2	4	4	4	4	4	4	4	4	4	4	4	3	61
10	4	3	4	3	4	2	2	4	3	4	4	3	4	2	4	3	53
11	4	4	4	3	4	4	2	4	4	3	4	3	3	2	4	3	55
12	3	3	4	4	4	4	4	4	2	4	4	4	4	4	4	4	60

13	4	4	4	3	4	3	3	4	2	3	4	4	3	4	3	3	55
14	4	3	4	4	3	4	3	3	3	4	4	3	4	4	3	3	56
15	4	2	3	2	4	2	2	3	3	4	4	3	3	4	3	3	49
16	4	3	4	4	4	4	3	4	4	3	3	4	4	4	3	3	58
17	4	4	4	4	4	3	2	3	2	4	3	3	3	4	4	4	55
18	4	3	4	4	4	4	4	3	4	4	4	4	3	4	4	4	61
19	4	4	4	3	4	3	4	2	4	4	4	2	4	4	3	2	55
20	4	4	4	4	4	4	3	3	3	4	2	2	4	3	3	4	55
21	4	3	3	4	3	2	3	3	4	3	4	3	4	3	4	4	54
22	4	4	4	4	3	3	4	4	4	4	4	4	4	3	3	4	60
23	4	4	4	3	4	4	3	4	3	3	4	4	4	4	4	4	60
24	4	4	4	4	3	3	2	3	3	4	3	3	3	3	3	3	52
25	4	4	4	2	3	4	4	3	4	4	3	4	4	2	3	4	56

26	4	4	4	4	4	4	3	4	4	3	3	3	3	2	4	3	56
27	4	3	4	4	4	4	4	4	4	4	4	4	3	4	3	4	61
28	4	4	3	3	2	2	3	4	4	4	4	4	3	4	2	2	52
29	4	4	4	4	4	2	4	3	4	2	3	2	4	3	2	3	52
30	3	4	4	4	4	4	3	4	4	4	4	4	3	4	3	3	59
31	4	4	4	4	3	4	3	4	4	3	4	4	4	4	4	4	61
32	4	3	4	4	4	4	3	4	3	4	4	4	3	3	4	3	58
Total																	1800

Appendix 8 Tabulation of Students Reading Comprehension

$$= \frac{A}{N} \times 100$$

Description:

A = Correct Answers

N = Total Question

Respondent 1 $= \frac{17}{20} \times 100 = 85$

Respondent 12 $= \frac{13}{20} \times 100 = 65$

Respondent 2 $= \frac{15}{20} \times 100 = 75$

Respondent 13 $= \frac{12}{20} \times 100 = 60$

Respondent 3 $= \frac{14}{20} \times 100 = 70$

Respondent 14 $= \frac{12}{20} \times 100 = 60$

Respondent 4 $= \frac{13}{20} \times 100 = 65$

Respondent 15 $= \frac{10}{20} \times 100 = 50$

Respondent 5 $= \frac{15}{20} \times 100 = 75$

Respondent 16 $= \frac{14}{20} \times 100 = 70$

Respondent 6 $= \frac{12}{20} \times 100 = 60$

Respondent 17 $= \frac{18}{20} \times 100 = 90$

Respondent 7 $= \frac{13}{20} \times 100 = 65$

Respondent 18 $= \frac{15}{20} \times 100 = 75$

Respondent 8 $= \frac{17}{20} \times 100 = 85$

Respondent 19 $= \frac{15}{20} \times 100 = 90$

Respondent 9 $= \frac{17}{20} \times 100 = 85$

Respondent 20 $= \frac{12}{20} \times 100 = 60$

Respondent 10 $= \frac{10}{20} \times 100 = 50$

Respondent 21 $= \frac{11}{20} \times 100 = 55$

Respondent 11 $= \frac{13}{20} \times 100 = 65$

Respondent 22 $= \frac{14}{20} \times 100 = 70$

Respondent 23 $= \frac{16}{20} \times 100 = 80$

Respondent 24 $= \frac{12}{20} \times 100 = 60$

Respondent 25 $= \frac{12}{20} \times 100 = 90$

Respondent 26 $= \frac{17}{20} \times 100 = 85$

Respondent 27 $= \frac{18}{20} \times 100 = 75$

Respondent 28 $= \frac{13}{20} \times 100 = 65$

Respondent 29 $= \frac{16}{20} \times 100 = 80$

Respondent 30 $= \frac{12}{20} \times 100 = 60$

Respondent 31 $= \frac{16}{20} \times 100 = 80$

Respondent 32 $= \frac{13}{20} \times 100 = 65$

Appendix 9 Research Permission

YAYASAN PENDIDIKAN JAMBI
Universitas Batanghari
Fakultas Keguruan dan Ilmu Pendidikan
Jl. Slamet Riyadi Telp. 0741 - 667089

Nomor   : 33 /UBR-01/B/2022
Lampiran : -
Perihal   : <u>Izin Penelitian</u>

Kepada Yth : **Bapak/Ibu**
Kepala SMA N 1 Kota Jambi
di
    Tempat

Dengan hormat,

Kami mengharapkan kesedian Bapak/Ibu untuk memberi izin kepada Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Batanghari Jambi :

Nama   : **PUTRI ADINDA AGUSTIANI KS**

NIM   : 1800888203042

Program Studi   : Pendidikan Bahasa Inggris

Untuk mengadakan penelitian di Sekolah yang Bapak/Ibu Pimpin, guna penyusunan skripsi mahasiswa tersebut di atas dengan judul :

"THE CORRELATION BETWEEN DIGITAL LITERACY AND STUDENTS' READING COMPREHENSION AT ELEVENTH GRADE OF SENIOR HIGH SCHOOL 1 JAMBI"

Penelitian ini akan dilaksanakan mulai Tanggal 20 Januari – 29 Januari 2022

Demikian, atas bantuan dan kerja sama yang baik ini, kami ucapkan terima kasih.

Jambi, 19 Januari 2022
Dekan,

Dr. H. Abdoel Gafar, S.Pd., M.Pd.
NIDN. 1021036502

Appendix 10 Letter of Conducting Research

PEMERINTAH PROVINSI JAMBI
DINAS PENDIDIKAN
SMA NEGERI 1 KOTA JAMBI
Jalan Jendral Urip Sumoharjo No.15 Danau Sipin ☎ (0741) 63147

SURAT KETERANGAN
Nomor : 73   /I10 /SMA 1/PL.2022

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Atas (SMA) Negeri 1 Kota Jambi dengan ini menerangkan bahwa:

Nama   : PUTRI ADINDA AGUSTIANI KS
NIM   : 1800888203042
Program Studi   : Pendidikan Bahasa Inggris

Telah melakukan Penelitian di SMA Negeri 1 Kota Jambi pada tanggal 20 s.d 29 Januari 2022, dalam rangka menyusun skripsi yang berjudul.;

"THE CORRELATION BETWEEN DIGITAL LITERACY AND STUDENTS' READING COMPREHENSION AT ELEVENTH GRADE OF SENIOR HIGH SCHOOL 1 JAMBI"

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dapat dipergunakan seperlunya.

Jambi, 02 Februari 2022

Kepala,

ANWAR MUSADDAD,M.Pd
Pembina
NIP 19650217 199303 1 008

Appendix 11 Documentation of Respondent Answering Instruments