EFL PRE-SERVICE TEACHER'S DIGITAL LITERACY PRACTICES IN USING DIGITAL TOOLS DURING TEACHING INTERNSHIP PROGRAM

THESIS

Submitted in Partial Fulfilment of the Requirement for Gaining the Bachelor Degree in English Language Education

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ABSTRACT

Title	: EFL Pre-Service Teacher's Digital Literacy Practices in Using Digital Tools During Teaching Internship Program
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Technological advancements and the use of digital learning tools have impacted the educational field. The study aims to explain EFL pre-service teachers' digital literacy practices in using digital tools during the teaching internship program and describe EFL pre-service teacher's specific purposes for using digital tools. The participants were two female EFL pre-service teachers at UIN Walisongo Semarang majoring in English Language Education Department who had completed their teaching internship program and used digital tools in the teaching and learning process. Qualitative research with interviews and documentation as supporting data was carried out to obtain data about the participant's experiences. Data were collected from interviews given to pre-service teachers. The data were examined using thematic analysis to discover details on using digital tools for learning. The findings showed that pre-service teachers use many kinds of digital tools for teaching, such as Google Classroom, Quizziz, Google Meet, Zoom, Canva, Powerpoint presentations, and YouTube. In addition, the specific purposes of using digital tools in teaching English are for effectiveness and to keep abreast with technological development.

Keywords: digital literacy, digital tools, EFL pre-service teacher, language teaching, teaching internship program

MOTTO

"Be the best version of you."

DEDICATION

Praise is given to Allah SWT, who has blessed the researcher to complete the thesis.

This thesis is dedicated to all English lecturers and anybody who helped the researcher complete the project, especially my cherished parents, who never fail to encourage me and shower me with unending love. I want to thank my friends for helping the researcher finish this work.

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8. For those who cannot be mentioned one by one who has supported the researcher to finish this thesis.

The researcher finally acknowledges that this thesis is far from being a perfect arrangement. The researcher will, therefore, gladly consider helpful criticism to improve this thesis. Last, the researcher hopes this thesis will be useful to others, especially herself.

Semarang, 15 Juni 2023
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CHAPTER I

INTRODUCTION

This chapter covers the background of the research, research question, objectives, pedagogical significance, and limitations of the research.

A. Background of the Research

In this era, with technological advances, technology has changed many homes worldwide. Technology influenced all aspects of life, including the teaching and learning process. Teachers are integrating technology into the classroom. The process of teaching and learning languages is supported by the combination of technology and language learning, and it also allows teachers to use technology to make their lessons more engaging. It will be able to employ technology in learning more effectively, depending on the level of digital literacy. Digital literacy is also crucial to student learning in academic settings, particularly in English teaching and learning. Therefore, to enhance student learning, digital literacy can be incorporated as a crucial ability in the classroom(Mardiah, 2022).

. The ability to use technology successfully is the core of both digital literacy and the concepts of digital literacy. Technical competence and awareness of the social

norms surrounding the proper utilization of new technology must also be mastered(Hockly & Dudeney, 2018). Developing digital abilities is a widely recognized goal of instruction in many language programs(Godwin-Jones, 2015). Learners must interact using linguistic and technological abilities as the social world becomes digitally mediated(Gamage, 2013).

The explosive growth of digital technology caused much discussion of digital literacy(Sociology & Hartley, 2014). The ability to understand and evaluate information with technology can be interpreted as digital literacy(Tang & Chaw, 2016). English teachers must have high digital literacy because this generation lives in contact with digital technology(Balasubramanian et al., 2014). As a result, teachers must use digital technology in English teaching and learning activity. Many types of research have proven the advantages of applying it. For example, digital technology helps students enhance their English skills(Tri et al., n.d.), creates effective learning through social networks(Hedayati & Marandi, 2014), and establishes student motivation to learn. However, in some Asian countries, including Indonesia, many English teachers are still digitally literate. Some studies show that most teachers lack knowledge and skills, so they use digital technology related to technical (e.g., computers, projectors, cameras,

recorders) only to prepare lessons. This ability is classified at the lowest level in Bloom's digital taxonomy(Anderson et al., n.d.).

The research conducted by Cannon (2018) explains that digital literacy does not need to be separated from traditional literacy practices. Instead, they can be integrated with non-digital communication methods, such as oral and print-based communication. Media and Cultural Studies and recent media literacy case studies examining popular culture texts such as horror films and comics provide examples of how digital technology can be used in secondary English classrooms(Cannon et al., 2018).

These studies demonstrate that media studies can be integrated with traditional literature-based curricula. In secondary school classrooms, the study of canonical literature can be combined with digital text creation, employing a gothic poem as a source of inspiration for movies. Digital literacy is seen in these studies as a complement to analog or non-digital literacy in an English classroom. Making meaning with digital technologies is essential to English teaching and learning, not an add-on or a side feature.

Research on the digital literacy of pre-service teachers reveals positive signs in integrating technology, especially in English(Kuru Gönen, 2019). For the pre-service teacher, broadening digital literacy is important to enhance personal experiences and help stimulate practice towards technology use(Burnett, 2010). In addition, Information Communication and Technology (ICT) can be a new way of teaching, especially in language learning. Digital literacy is claimed to be very helpful for pre-service teachers in Indonesia. Empirical evidence shows that digital technology has many benefits for developing teachers' motivation, learning materials, and creativity(Paramitasari, n.d.). Two English teachers from various generations who implemented digital literacy in the classroom demonstrated real benefits and great student responses(Kurniawati et al., 2018). Another statement stated that digital technology has great potential to teach English skills, which means that teachers and pre-service teachers must be able to apply digital literacy in language learning(Durriyah & Zuhdi, 2018).

Many studies stated that using digital tools in teaching and learning can have a positive impact. Therefore, the researcher wants to prove that using digital tools does have a positive impact in the context of a story

from EFL pre-service teachers during the teaching internship program.

B. Research Questions

There are two questions for the topic those are:

1. How does the practice of using digital tools for EFL pre-service teachers use during the teaching internship program?
2. What are the specific purposes do pre-service teachers use digital tools to teach English?

C. Research Objectives

The objectives of the study are as stated in the research question are:

1. To explain EFL pre-service teacher's digital literacy practices in using digital tools during the teaching internship program
2. To describe EFL pre-service teachers' specific purposes for using digital tools in teaching English

D. Limitations of the Research

The researcher focused on students information of two female EFL pre-service teachers gathered from the English Language Education Department of UIN Walisongo Semarang, who had completed teaching internships and employed digital tools for teaching in this research.

E. Pedagogical Significance

1. Theoretical Significance

   a) This research concerns EFL pre-service teachers' digital literacy practices in using digital tools. This study has the potential to offer EFL pre-service teachers with important information regarding digital literacy and its use in teaching activities.

   b) The findings can contribute to guiding and evaluating EFL pre-service teachers learning digital literacy and using digital tools in their lessons, motivating them to improve their ability to integrate digital literacy into lessons.

2. Practical Significance

   a) The findings can serve as a resource for undergraduate students.

   b) For EFL pre-service teachers who implement digital literacy into their teaching activities, the

findings of this study are extremely beneficial as a source for the teaching and learning process.

c) The findings will give the future researcher a more detailed understanding of this topic.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter covers previous research and literature review, which are related to this present research.

A. Previous Research

Digital tools for teaching and learning have been the subject of research into digital literacy practices in recent years. The researcher chose a few earlier studies related to digital literacy practices in using digital tools for this section. Those are:

The first previous study was entitled Digital Literacy Practices of Turkish Pre-service EFL Teachers conducted by Akayoğlu et al. (2020). Rapid developments in information and communication technology mean that language teachers must be able to use digital tools. In addition, they must also be digitally literate so they can always evaluate tools and platforms for proper implementation. The pre-service teacher must know to modify digital content according to their needs.

This study also investigates the conceptualization of digital literacy pre-service teachers, such as explaining the concept of digital literacy, what tools they use, and what goals they want to achieve using digital tools. This research shows that pre-service teachers are already proficient with many digital tools and perceive them as

competent. Their understanding of digital literacy appeared varied, including basic information to critical, creative, and collaborative skills(Akayoğlu et al., 2020).

The second study was titled Language Teacher Perceptions and Practices of Digital Literacy in Finnish Higher Education, carried out by Paavola, Nelson, and Rontu (2018). There are new problems and ways of learning for teachers because of the development of digitalization that has been included in the curriculum. The study intends to investigate their needs and challenges, their perspective, and their digital literacy practices. The outcomes of this study suggest that learning-related digital issues are quite popular. Teachers are additionally encouraged to integrate digital components into lessons(Paavola et al., 2018).

Another previous study entitled Social, Innovative, and Deep: Exploring Digital Literacies in a Year 9 English Classroom was conducted by Jill Colton (2020). The teacher provides material that is integrated with existing digital tools. Some of the tools used by teachers include social media and mobile technology. Digital tools encourage student participation in learning(Colton, 2020).

Based on prior researchers' successful completion, researchers were motivated and attempted to study narrative inquiry in the study of digital literacy practices, specifically among students at UIN Walisongo. Researchers attempted to retell students' digital literacy practices during a teaching internship program.

B. Literature Review

1. Definition of Digital Literacy

Digital literacy explains the practice of making meaning through digital media(Akayoğlu et al., 2020). The definition of digital literacy is divided into conceptual and standardized operational definitions. The conceptual definition presents the ideal, while the standardized operational focuses on tasks, performance, or skills. The wide range of understandings of digital literacy implies that digital literacy is a framework that contains multiple sub-literacies and skills(Knobel, n.d.).

Digital literacy is a person's ability to use digital technology safely, wisely, and productively. Digital literacy is organized into four major components: language, information, connection, and (re)design(Dudeney et al., 2013).

Each has sub-categories the major components are as follows:

• Language: literacy in print, texting, hypertext, visual and multimedia arts, gaming, mobile technology, coding, and technological literacy

• Information: search literacy, information literacy, tagging literacy

• Connections: Participatory, cultural, and intercultural literacy

• (Re)design: remix literacy

2. **Components of digital literacy**

Digital literacy includes several components in general. The components are different and proposed by different experts. According to Dudeney (2013), digital literacy has four components: language, information, connections, and re-design.

Table 1. Four components of digital literacy(Dudeney et al., 2013)

| Language | This component focuses on communication via digital texts, images, and multimedia. | Literacy in print, texting, hypertext, visual and multimedia arts, gaming, mobile technology, coding, and |

		technological literacy
Information	This component focus on digital information management	Search literacy, information literacy, tagging literacy
Connections	This component focuses on social network participation	Participatory, cultural, and intercultural literacy
Re-design	This component focuses on modifying digital information	Remix literacy

According to Sarah Payton (2010), digital literacy comprises eight components(Payton & Hague, n.d.).

Table 2. Eight Components of digital literacy

Functional skills	The ability to show skill in operating digital tools
Creativity	The ability to produce digital content creatively
Critical thinking and evaluation	The ability to incorporate critical thinking and evaluation to understand digital information
Cultural and social understanding	The ability to engage digital tools for elaborating cross-cultural understanding

Collaboration	The ability to work collaboratively in using digital tools
The ability to discover and choose information	The ability to choose and determine digital information
Effective communication	The ability to educationally exchange digital content
E-safety	The skill of using technology safely

In digital literacy, Learners must cope with messages, drawings, videos, and recorded sounds(Mudra, n.d.). Learners must practice certain digital literacy skills.

Technical and soft skills are the two constructive points of digital literacy. These two abilities describe using digital tools professionally and effectively(Rinekso et al., 2021).

3. Digital literacy and digital competence

According to Anusca Ferrari (2016), digital competence has been used since the launch of the Digital Competence Network(Ferrari et al., 2016). Catalina Iordache (2017) expresses that these two terminologies have different meanings(Iordache et al., 2017). Digital literacy is a required skill to gain digital competence. Digital

competence is regarded as one of the eight core competencies for lifelong learning, along with multilingualism, mathematical prowess, and abilities in science, engineering, and technology(Kotzab et al., 2018). Digital competence is one of the components of digital literacy. Digital competence is the first step to achieving digital literacy.

4. Digital literacy practices in language education

Because of their entire digital lives, the new generation, according to Tapscott's phrase Net Generation from 1999, will become skilled technology users. Digital natives are persons who were born into a connected society and will be capable of technology. Digital immigrants, however, need to learn how to use technology daily(Prensky, 2001).

However, this opinion is challenged by stating that the main factors differentiating digital skills are not based on age but on time and effort. As a result, the concepts of "digital residents" and "digital visitors" developed(White & Le Cornu, 2011). In fact, in a formal and professional

context, digital technology has not reached normalization(Bax, 2003).

According to some researchers, everyday social skills to use technology are not directly applied in formal and professional contexts(Selwyn, 2009). In the context of education, this statement is true. Individuals only develop the use of digital tools in daily life, which is not necessarily following the use of digital tools in an educational context. Therefore, they may lack skills in using digital tools for pedagogical use. So, they need the training to use effective, reflective, critical media in the learning space. Language teachers can help students gain digital literacy abilities by incorporating technology into their lessons. Therefore, pre-service and in-service teachers are equipped with technical skills and an understanding of technology in language learning(Dudeney et al., 2013).

CHAPTER III

RESEARCH METHOD

This chapter covers the research design, research setting, participants, data source, data collection methods, instruments, and data analysis methods.

A. Research Design

A qualitative research method has been used in the study to offer precise descriptions and patterns(Akayoğlu et al., 2020). In qualitative research, events are presented in their natural surroundings realistically and comprehensively using data collection techniques like observation, interviews, and document analysis(Merriam, 1998). It identifies EFL pre-service teachers' practices using digital tools and their specific purposes. Two participants partook in semi-structured interviews.

B. Research Setting

The research was conducted at the English Language Education Department of UIN Walisongo Semarang. The research was carried out remotely through online media, Google Meet.

C. Participants

The participants in this study were two female pre-service EFL teachers of UIN Walisongo Semarang majoring in English Language Education Department who voluntarily agreed to participate as respondents. Respondents were chosen from a pool of pre-service teachers who used digital tools. They are EFL pre-service teachers who participated in the teaching internship program provided by the Microteaching Laboratory of the Faculty of Education and Teacher Training at UIN Walisongo Semarang. All participants consented to indicate that they were willing to participate in this study and that their names would be kept anonymous before agreeing to participate.

D. Data Source

The practices of EFL pre-service teachers using digital tools during the teaching internship program are the essential data in this study. The information originates from two female EFL pre-service teachers from UIN Walisongo Semarang as part of their teaching internship program. The information was gathered through participant interviews. The data pertains to whether digital tools should be used throughout the teaching internship

program and the specific goals of employing digital tools in learning.

E. Method of Data Collection

For data collection, the researcher employed the following two methods:

- Interview

  Several interviews will be given to two female EFL pre-service teachers at UIN Walisongo Semarang via Google Meet. Oral story data were obtained through a semi-structured interview by the researcher. Two female EFL pre-service teachers were interviewed to find out their digital literacy practices in using digital tools during the teaching internship program and the specific purposes of using digital tools in teaching English. After then, the interview was written down and translated into English. For handling interview findings, transcription is necessary.

- Documentation

  Researchers gathered data for this study by photographing the interview process, recording interview findings, and creating transcripts.

F. Instruments

The researcher employed interviews and documentation as the research instrument in this study. The list of interview question is as follows:

1. What kind of digital tools have you been using?

2. Do you have any particular preference for digital tools?

3. When did you know about the use of digital tools for teaching?

4. Can you describe how you decided to use digital teaching tools?

5. What is your view about using digital tools for teaching?

6. Which digital tools are used by your professors at the university?

7. How can you use digital tools to teach English? Please give the details with examples

8. What are your reasons for using digital tools for teaching?

9. What digital tools do you use for teaching?

10. What benefits do you get from using digital tools for teaching?

11. What problems did you face in using digital tools for teaching? How do you solve this problem?

12. What are the specific purposes for using digital tools for teaching English? Please give the details

13. What are your suggestions for using digital tools for teaching?

14. Are there any other opinions you would like to tell us?

G. Method of Data Analysis

Documentation is collecting information that entails gathering and analyzing documents, including textual documents, pictures, films, electronics, and audio. Pre-existing information in papers, publications, research findings, journals, and other scientific data about the study subject is used to create documentation. This study's data was acquired by taking images, collecting interview findings, and writing transcripts.

For the data analysis, thematic analysis is used in this study. The researcher analyzed field texts using thematic analyses to 'arrive at themes illuminating the content and hold within or cross stories'. Thematic analysis is transparent, adaptable, and detailed to translate different aspects of the research focus. It consists of specific guidelines for 'identifying, analyzing, and reporting patterns (themes) within the data and describing data in rich details.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter includes research findings and discussion.

A. Findings

1. The practice of using digital tools used by EFL pre-service teachers during the teaching internship program

a. Pre-service EFL teacher one's story

The participant is a student at UIN Walisongo Semarang majoring in English Language Education Department. She completed a teaching internship program in a private school conducted by the Microteaching Laboratory of the Faculty of Education and Teacher Training. She also finished all required courses before beginning her teaching internship program.

Pre-service teacher one has been using digital tools before teaching internship program. Many types of digital tools that she used for teaching. She used Google Classroom for learning management tools. She also used quiz activities, such as Quiziz and Duolingo, Canva for material design, Powerpoint for presentation, Zoom Cloud Meeting, Google Meet for online video conferences, and Google Drive for online storage.

Pre-service teacher one prefers to use digital tools because she can easily interact with her student in class rather than using traditional teaching methods of teaching such as oral explanation. She used Zoom with her students. Even if it was not face-to-face, she felt connected with her students. She also can use the break-out room, one of the features of Zoom, so that the students can focus more on her instruction. As pre-service teacher one said:

"I like to use digital tools which can easily interact with my students even though we are in different places, such as Zoom. I can break out room to make my students more focused on the instructions."

She has been familiar with digital tools since junior high school. At that time, her teacher used to teach with digital tools. Powerpoint presentation is one of the most popular digital tools for learning during that time. So, most of her teachers use PowerPoint presentations while teaching English. As pre-service teacher one said:

"I already know about using digital tools since junior high school. My teachers used to

teach with digital tools. Powerpoint was the
most popular back then.”

She decided to use digital tools since teaching English introduces and encourages students to speak, write, read, and listen to foreign languages, mostly for communication. Using digital tools can help the teacher to introduce and encourage her students to develop their English skills. As she said:

“I decided to use digital tools because
teaching English means introducing and
encouraging students to speak, write, read,
and listen to foreign languages, mostly for
communication. So, using digital tools help
me to do that.”

Pre-service teacher one has a view about using digital tools for teaching. She was fascinated and pleased with it. She stated that it is easier to teach English using digital tools. As she said:

“In my opinion, it was very useful and
important to do. Being an English teacher in
this era is easier because English is not rare
now. Everyone (mostly) needs English. So,
with the existence of digital tools should be

involved in English teaching. It will be easier for the teacher."

In addition to the pre-service teacher one who decided to use digital tools in their teaching process, many lecturers at her university have also used digital tools in their lectures. The lecturers' most used video conference media are Zoom Cloud Meeting, Google Meet, Webex, and Microsoft Teams. Besides that, the lecturer also used online websites to conduct exams, such as Google Forms and some online apps to help their students write papers, practice speaking or enrich their vocabulary.

Using digital tools for teaching English, like Quiziz, can conduct exams or evaluations for students. It helps her so much in evaluating the students. She can ask some questions about the materials and put them into Quiziz. Then, she shared the quiz with her students. Most of her students like quiz because it is more like playing a game than answering a question by writing some words. As she said:

"I think when I use digital tools, I would say Quiziz. It was an online website to conduct exams or evaluate students' comprehension

of the materials. I usually try to ask some questions, starting from the easiest and hardest ones. Quiziz also lets me know my students' rank and identify who had done with the quiz. It also seems like we play a game, but with answering questions."

Pre-service teacher one stated that using digital tools helped her a lot. She can explore various ways to teach English. Technological development worried her, but the technology helped her to try various digital tools for teaching English, and as a result, the students liked it.

During the teaching internship program, pre-service teacher one used many digital tools. For example, she used tools for conducting exams, storing her materials, doing presentations for students, and designing the lesson.

She argued that there are many benefits of using digital tools for teaching. One that can be felt the most is easy to use because now many people use them, do not take much time, and do not require much money. As she said:

"A lot. Easy to prepare, to use, timeless. We did not spend much cost."

In addition, she faced problems when using digital tools for teaching. One of the problems is that she does not know how to use it. Usually, she watched the tutorial on YouTube. She always looking up how to use it on the internet. As she said:

> *"At first, it probably how to use them. I always learn to use them by watching the tutorial video on YouTube or browsing the internet."*

During the teaching internship program, pre-service teacher one had limited knowledge of using various digital learning tools. She did not know many digital learning tools that could be applied to learning activities. Pre-service teacher one suggests that teachers try various digital tools to facilitate learning. Pre-service teacher two used Quizziz. She used Quizziz to provide questions as an evaluation for students. Using Quizziz was very useful for her.

a. Pre-service teacher two story

The participant is a UIN Walisongo Semarang student majoring in the English Language Education Department. She completed a teaching internship program at a public school

provided by the Microteaching Laboratory of the Faculty of Education and Teacher Training. During her time, she examined various lecturers' materials to fulfil the requirements for a teaching internship program.

Pre-service teacher two has been using digital tools before undergoing a teaching internship program. She used digital tools such as Google Classroom, Quiziz, Powerpoint presentations, and YouTube. These tools helped her so much in teaching and learning.

Pre-service teacher two has a preference for using digital tools. She prefers using digital tools to show a video rather than text. She believes that students are more interested in the learning materials when it is delivered by video. So she uses YouTube a lot as a tool for teaching.

The Covid 19 pandemic was the time when she started to get to know about digital tools. During the pandemic, online learning began to be carried out due to restrictions on community social activities. At that time, she realized that digital tools could also be used in teaching. As pre-service teacher one said:

"I realized it when online learning is enforced during restrictions on community social activities."

She decided to use digital tools in the teaching process for effectiveness. She always considers learning needs before learning activities take place. She uses Google Classroom to provide learning materials before attending the class. So, the class will be more effective. As she said:

"I decided it by considering the needs of learning activities that will take place. For example, when I use the synchronous method, I need Google Classroom to distribute learning materials before the face-to-face session begins."

She has the view that using digital tools for teaching is highly recommended. It can make the learning process more dynamic and efficient. In addition, the learning atmosphere becomes fun, so students do not get bored easily. As she said:

"In my opinion, using digital tools for teaching makes the teaching and learning process more efficient and dynamic. The learning atmosphere is fun for students."

Pre-service teacher two stated that many lecturers also use digital tools. Most of them use video conferences for teaching, such as Google Meet and Microsoft Teams. In addition, lecturers also use Google Classroom and E-Learning. As she said:

"My lecturer at university also uses digital tools. Mostly they use Google Meet, Google Classroom, Microsoft Teams, and E-Learning."

Pre-service teacher two said digital tools are helpful, especially for teaching pronunciation. An example of using digital tools to learn pronunciation is learning how to pronounce English words correctly, like a native speaker from YouTube. As pre-service teacher two said:

"Very helpful, especially for teaching pronunciation. For example, when teaching vocabulary, we can use YouTube as an additional medium for teaching pronunciation. On Youtube, we can learn how a native speaker pronounces a word."

The reason for using digital tools by pre-service teacher two is easy to use. In addition,

according to her, digital tools make learning more effective and efficient. As she said:

"It is easy to use, simple, and makes the learning process more efficient."

She used Google Forms, Google Classroom, Google Meet, and Zoom Cloud Meeting during the teaching internship program. These tools can help her to prepare for the lessons. She uses Google Classroom to provide materials before attending the class. Meanwhile, she uses Google Forms to collect students' exam answers. As pre-service teacher two said:

"I use Google Classroom, Google Form, Google Meet, and Zoom Cloud Meeting during my class."

She stated that there are many benefits of using digital tools for teaching, such as making the learning process more varied and not monotonous, the learning process more interactive, and the class atmosphere more enjoyable. As pre-service teacher two said:

"It makes it more varied and not monotonous. Students are also more interactive, and everything feels more fun."

Besides the many benefits, pre-service teacher two also found a problem. The main problem is an unstable internet connection. As a result, she had to use two devices for teaching. As she said:

> *"The common problem in using digital tools is unstable internet network. I usually log in on two devices as a backup for the main device in the teaching process."*

Pre-service teacher two found an unstable internet connection, which made it difficult for her to use digital tools in learning activities. In addition, preparation before using digital tools in learning activities must be done. Pre-service teacher two said these tools were useful during the teaching internship program. She used Google Classroom and Google Forms as applications of digital tools for learning. Google Classroom helped her conduct materials before the class, while Google Forms helped her provide questions as evaluations for students.

2. **Pre-service EFL teachers' specific purposes in the use of digital tools in teaching English**

    a. Pre-service teacher one story

The purpose of using digital tools by pre-service teacher's one is effectiveness. She does not want to waste her time. She might lose much time if she still uses the manual method, such as using a planner book to write all her schedules. She only needs to bring her mobile phone to write all her schedule using Google Calendar.

> *"Try not to waste my time doing all teaching preparation manually. Before using Google Notes or Calendar, I always do my teaching planner activity in my book. I must bring it every time I go out. Now, I must bring my phone because all my plans can be accessed."*

Pre-service teacher one hoped that pre-service teachers could use digital tools effectively. Pre-service teachers must be prepared with various teaching methods due to technological development, including using digital tools for teaching.

> *"Use them as effectively as possible. Try to find out the best way to use them. Try to learn more about what tools I do not know yet, and*

explore using digital tools as much as possible. A teacher must study throughout the time. A teacher is not born smart, but they are born full of preparation."

Pre-service teacher one has a very interesting opinion regarding using digital tools for teaching. She said that humans did come from traditional ways, but that did not make them have to be left behind by technological development. Therefore, pre-service teachers may not be familiar with many currently available digital tools, but pre-service teachers must be prepared for technological development, including digital tools.

"I just want to say that: We come from the traditional way, but we are digitally prepared."

Several digital tools, such as video conferences, Zoom, Google Meet, and YouTube, are most commonly used by lecturers at the university. During the teaching internship program, pre-service teacher two used Quizziz. Sometimes, she used YouTube to learn to speak English. However, due to the time constraint of preparing several tools, she only used Quizziz.

b. Pre-service teacher two story

In using digital tools, pre-service teacher two hoped that she always keep abreast of technological development. In pre-service teacher two's opinion, it is important so she can adapt her teaching method according to the student's interest. Students will feel bored when teachers do not keep up with technological development.

> *"My goal is to use digital tools so that technological developments do not leave me behind."*

Pre-service teacher two provided suggestions for using digital tools for teaching. The most important thing is that the teacher knows how to use and ensure the internet connection so the learning process can go well.

> *"Learn how to operate the digital tool you want to use, and make sure your internet connection is stable."*

Pre-service teacher two emphasizes that pre-service teachers must be technologically literate. She stated that there are many benefits of using technology for teaching. The quality of student learning can also be improved by using technology in the classroom.

"Even though we are pre-service English teachers, we must also be technologically literate. Learn a lot about technology. Make the best use of technology to improve the quality of education in Indonesia."

Pre-service teacher two stated that the lecturers used Google Classroom during their lectures during the COVID-19 pandemic. Some of them had used Google Classroom before the COVID-19 pandemic took place. Pre-service teacher two see many advantages in using Google Classroom. She can provide materials before the class starts. Finally, she used Google Classroom during the teaching internship program.

B. Discussion

This study aims to explain EFL pre-service teacher's digital literacy practices in using digital tools during the teaching internship program and describe EFL pre-service teacher's specific purposes for using digital tools. Digital literacy is the capability of people to understand how to use digital technologies securely and responsibly(Hockly & Dudeney, 2018). To keep abreast of technological development, using digital tools in learning must be

considered. Using digital tools in language learning has become crucial. Digital tools are advantageous since they can improve the quality of their teaching by assisting young learners in learning the language. Many digital tools can assist students in improving their comprehension of every word, text, and meaning provided via digital platforms. This fact illustrates that digital tools can help to increase digital literacy.

The researcher found that the participants used many digital teaching tools in this study. The use of these digital tools has different functions. Participants use Google Forms to collect the exam result, Google Classroom to provide learning materials before class, and video conferences such as Zoom Cloud Meeting, Google Meet, Webex, and Microsoft Teams to communicate with students if the participants are not attending the class.

The result of this research is in line with a research entitled Social, Innovative and Deep: Exploring Digital Literacies in a Year 9 English Classroom conducted by Jill Colton (2020). In this research, the teacher provides material that is integrated with existing digital tools. Some of the tools used by teachers include social media and

mobile technology. The use of digital tools is proven to encourage student participation in learning.

Based on the research findings, the researcher found some benefits and problems faced by the participants. According to the conclusions of this study, participant one and participant two have different problems. Participant One feels that using digital tools is easy and does not need many costs. Participant Two stated that using digital tools made learning not monotonous and more varied. Participant One has a problem with how to use digital tools. In contrast, participant two encountered a problem with an unstable internet connection while using digital tools for teaching.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher offers a conclusion and suggestion of what was covered in the previous chapter.

A. **Conclusion**

Based on the study conducted on the digital literacy practices of EFL pre-service teachers during the teaching internship program, many digital tools are used, there are specific purposes for using digital tools, and there are benefits and problems encountered.

The result indicates that pre-service EFL teachers use digital learning tools such as Quiziz, Google Classroom, Google Forms, Google Meet, Microsoft Teams, Webex, and Zoom Cloud Meeting. Furthermore, the purposes of using digital tools in teaching English are for effectiveness and to keep abreast of technological development. The result of this research aligns with a research entitled Social, Innovative, and Deep: Exploring Digital Literacies in a Year 9 English Classroom conducted by Jill Colton (2020). In this research, the teacher provides material integrated with existing digital tools. Some of the tools used by teachers include social media and

mobile technology. The use of digital tools is proven to encourage student participation in learning.

In addition, EFL pre-service teachers also get benefit from using digital teaching tools such as creating interactive and effective learning, facilitating class management, not being monotonous and more varied, requiring less money, and being easy to use.

The problems pre-service EFL teachers face in using digital tools for teaching include not knowing how to use certain digital tools and unstable internet connection. Pre-service EFL teachers have suggestions for using digital tools. Some pre-service EFL teachers' instruction includes being digitally prepared and benefitting from technology.

B. Suggestion

The researcher tried to offer useful information regarding pre-service EFL teachers' digital literacy practices when using digital tools. However, this research was conducted with a small number of participants briefly. Here are some recommendations from this study:

1. For the researcher

   The researcher still has many shortcomings because the study was conducted online through Google Meet. When conducting interviews, it is common for information to be unclear, for miscommunication to occur, for a negative signal to exist, and for the interviewer to be unable to be free. Hopefully, more studies will be conducted long-term, improving research quality.

2. For the contributor

   This study reports to contributors about digital literacy practices in using digital tools. The researcher hopes that this information can be shared with other students so that it is useful.

3. For the next researcher

   This study will be useful to future academics interested in this area.

C. Closing Statement

Sincerely, this thesis is the researcher's first academic project, and it is a type of researcher contribution to the academic area of UIN Walisongo Semarang. Finally, this thesis has been completed as part of the requirements for the bachelor's degree in English Language Education and Teacher Training Faculty at UIN Walisongo Semarang.

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APPENDICES

Appendix 1: Guidelines of the Research-Interview

Interview Questions for Pre-service EFL Teacher

NO	Question
1	What kind of digital tools have you been using?
2	Do you have any particular preference for digital tools?
3	When did you know about the use of digital tools for teaching?
4	Can you describe how you decided to use digital tools for teaching?
5	What is your view about using digital tools for teaching?
6	Which digital tools are used by your professors at the university?
7	How you think you can use digital tools in teaching English? Please give the details with examples.
8	What are your reasons for using digital tools for teaching?
9	What digital tools do you use for teaching?
10	What benefits do you get from using digital tools for teaching?
11	What problems did you face in using digital tools for teaching? How do you solve this problem?
12	What specific purposes for using digital tools for teaching English? Please give the details.
13	What are your suggestions for using digital tools for teaching?
14	Are there any other opinions you would like to tell us?

Interview transcripts of Pre-Service Teacher One

Date   : Sunday, 14th May 2023

Activity   : Interview with Pre-Service Teacher One

Paticipant   : Pre-Service Teacher One

Interviewer   : Rina Prasetyani

Location   : Google Meet

No	Question	Answer
1	What kind of digital tools have you been using?	Quiziz, PPT, Google drive, Duo Lingo, Zoom, Google Meet, Canva, Duolingo, etc.
2	Do you have any particular preference for digital tools?	I like using digital tools that can easily interact with my students even though we are in different places, such as Zoom. I can break out room to make my students more focused on the instructions.
3	When did you know about the use of digital tools for teaching?	I already know about the use of digital tools since junior high school. My teachers used to teach with digital tools. Powerpoint was the most popular back then."
4	Can you describe how you decided to use digital tools for teaching?	I decided to use digital tools because teaching English means introducing and encouraging students to speak, write, read, and listen to foreign languages, mostly for communication. So, using digital tools help me to do that.
5	What is your view about using digital tools for teaching?	In my opinion, it was very useful and important to do. Being an English teacher in this era is easier because English is not rare now. Everyone (mostly) needs English. So, with the existence of digital tools should be

		involved in English teaching. It will be easier for the teacher.
6	Which digital tools are used by your professors at the university?	They sometimes use video conference media, online websites to conduct exams, and online apps to help them write papers, practice speaking, or enrich their vocabulary.
7	How do you think you can use digital tools in teaching English? Please give the details with examples.	I think when I use digital tools, I would say Quiziz. It was an online website to conduct exams or evaluate students' comprehension of the materials. I usually try to ask some questions, starting with the easiest and hardest. Quiziz also lets me know my students' rank and identify who had done with the quiz. It also seems like we are playing a game but with answering questions.
8	What are your reasons for using digital tools for teaching?	It helps me a lot. I usually feel so helped by the existence of digital tools. I can try various digital tools for teaching.
9	What digital tools do you use for teaching?	I use most digital tools while teaching, such as social media, tools for conducting exams, storing my materials, doing my presentation, and designing my lesson.
10	What benefits do you get from using digital tools for teaching?	A lot. Easy to prepare, to use, timeless. We did not spend much cost.
11	What problems did you face in using digital tools for teaching? How do you	At first, it was about how to use them. I always learn to use them by watching the tutorial video on YouTube or just browsing the internet. Always depend on Google.

	solve this problem?	
12	What specific purposes for using digital tools for teaching English? Please give the details.	Try not to waste my time doing all teaching preparation manually. Before using Google Notes or Calender, I always do my teaching planner activity in my book. I must bring it every time I go out. Now, I must bring my phone because all my plans can be accessed.
13	What are your suggestions for using digital tools for teaching?	Use them as effectively as possible. Try to find out the best way to use them. Try to learn more about what tools I do not know yet, and explore using digital tools as much as possible. A teacher must study throughout the time. A teacher is not born smart, but they are born full of preparation.
14	Are there any other opinions you would like to tell us?	I want to say that: We come from a traditional way, but we are digitally prepared.

Interview transcript of Pre-Service Teacher Two

Date   : Sunday, 14th May 2023
Activity   : Interview with Pre-Service Teacher Two
Participant   : Pre-Service Teacher Two
Interviewer   : Rina Prasetyani
Location   : Google Meet

No	Question	Answer
1	What kind of digital tools have you been using?	Google Classroom, Quiziz, PowerPoint, YouTube
2	Do you have any particular preference for digital tools?	I prefer a digital tool that can show videos. That would be more interesting.
3	When did you know about the use of digital tools for teaching?	When online learning is enforced during restrictions on community social activities
4	Can you describe how you decided to use digital tools for teaching?	I decided by considering the needs of the learning activities that will take place. For example, when I use the synchronous method, I need Google Classroom to distribute learning materials before the face-to-face session begins.
5	What is your view about using digital tools for teaching?	Using digital tools for teaching makes the teaching and learning process more efficient and dynamic.
6	Which digital tools are used by your professors at the university?	Google Classroom, Google Meet, Quiziz, Microsoft Teams, E-learning
7	How do you think you can use digital tools in teaching English? Please	That is very helpful, especially for teaching pronunciation. For example, when teaching vocabulary, we can use YouTube as an additional medium for teaching

|	give the details with examples.	pronunciation. On Youtube, we can learn how a native speaker pronounces a word.
8	What are your reasons for using digital tools for teaching?	Easy to use, simple, and make the learning process more efficient
9	What digital tools do you use for teaching?	Google Classroom, Google Form, Google Meet, Zoom Cloud Meeting
10	What benefits do you get from using digital tools for teaching?	The teaching and learning process is not monotonous and more varied.
11	What problems did you face in using digital tools for teaching? How do you solve this problem?	The common problem in using digital tools is an unstable internet network. I usually log in on two devices as a backup for the primary device in the teaching process.
12	What specific purposes for using digital tools for teaching English? Please give the details.	Keep abreast of current technological developments and create interactive learning and a fun learning atmosphere.
13	What are your suggestions for using digital tools for teaching?	Learn how to operate the digital tool you want to use, and make sure your internet connection is stable.
14	Are there any other opinions you would like to tell us?	Even though we are pre-service EFL teachers, we must also be technologically literate. Learn a lot about technology. Make the best use of technology to improve the quality of education in Indonesia.

Appendix 3: Documentation of the interview
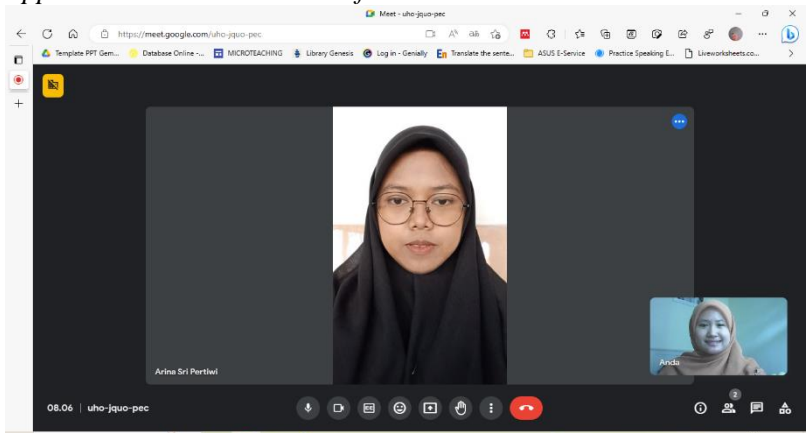
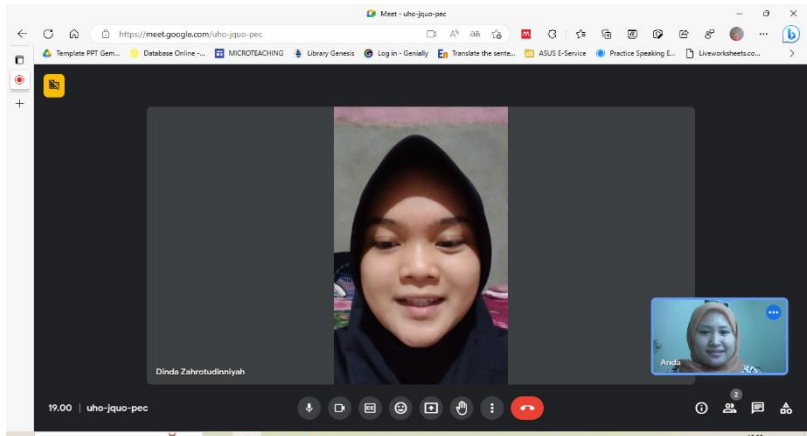Picture 1. The documentation of the interview with Pre-Service Teacher One
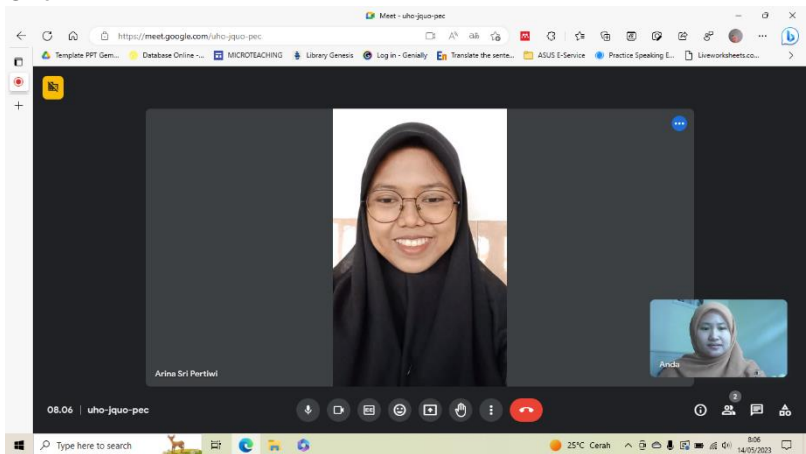
Picture 2. The documentation of the interview with Pre-Service Teacher One
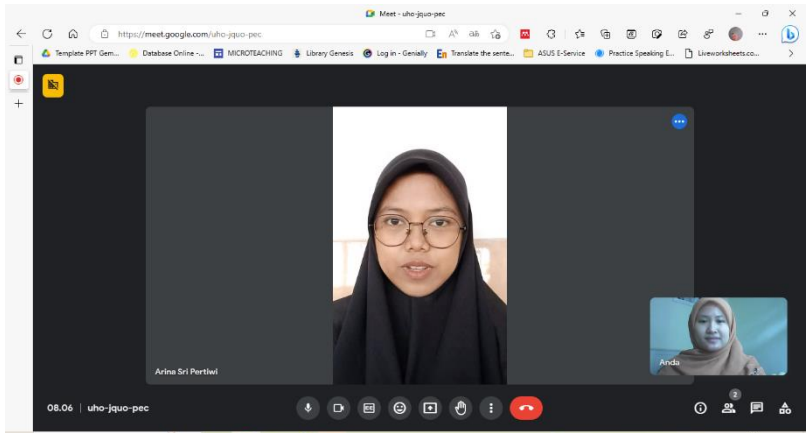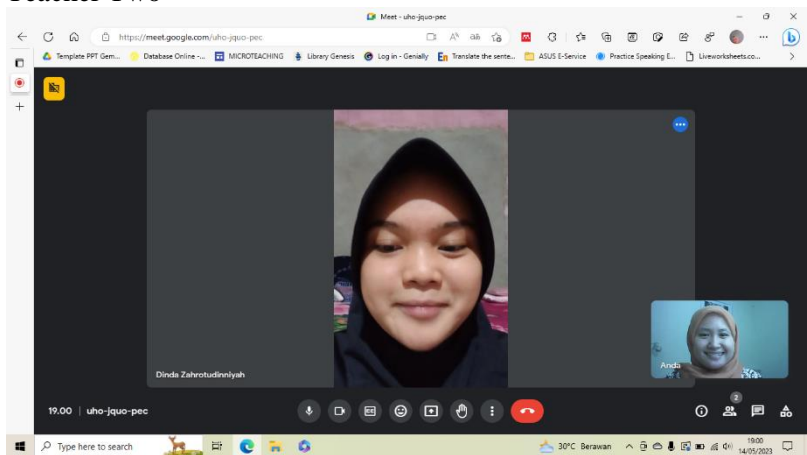
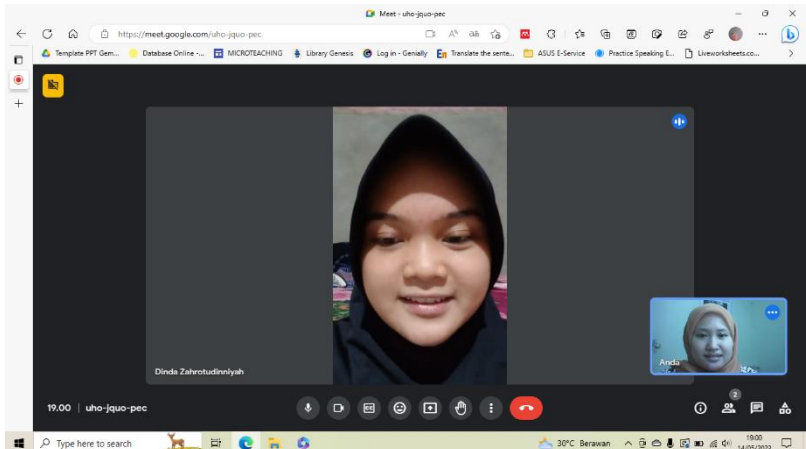Picture 3. The documentation of the interview with Pre-Service Teacher One
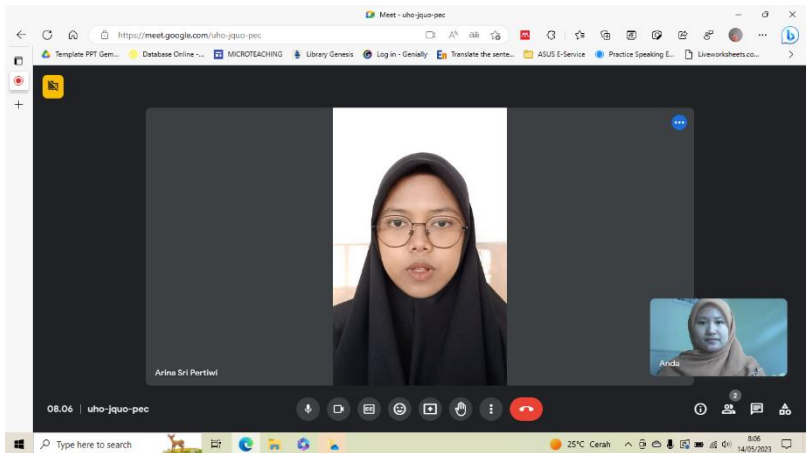
Picture 4. The documentation of the interview with Pre-Service Teacher One

Picture 5. The documentation of the interview with Pre-Service Teacher Two

Picture 6. The documentation of the interview with Pre-Service Teacher Two

Picture 7. The documentation of the interview with Pre-Service Teacher Two

Picture 8. The documentation of the interview with Pre-Service Teacher Two

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