

**CORRELATIONAL STUDY BETWEEN STUDENTS' DIGITAL  
LITERACY AND ENGLISH COMMUNICATIVE COMPETENCE**

(A Correlational Research of Fourth Semester Students of English Education Study Program of  
Private University in Semarang, Central Java)

**A FINAL PROJECT**

Submitted as a Partial Fulfillment of the Requirements to Obtain The *Sarjana Pendidikan*  
Degree in English Education Study Program



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SULTAN AGUNG ISLAMIC UNIVERSITY  
SEMARANG  
2021**

# **PAGE OF APPROVAL**

**A FINAL PROJECT**  
**CORRELATIONAL STUDY BETWEEN STUDENTS' DIGITAL**  
**LITERACY AND ENGLISH LANGUAGE COMPETENCE**

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has been approved by the advisor and to be continued by the Board of Examiners

Semarang, 6 Desember 2021

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# PAGE OF VALIDATION

A *Sarjana Pendidikan* Final Project on

## CORRELATIONAL STUDY BETWEEN STUDENTS' DIGITAL LITERACY AND ENGLISH LANGUAGE COMPETENCE

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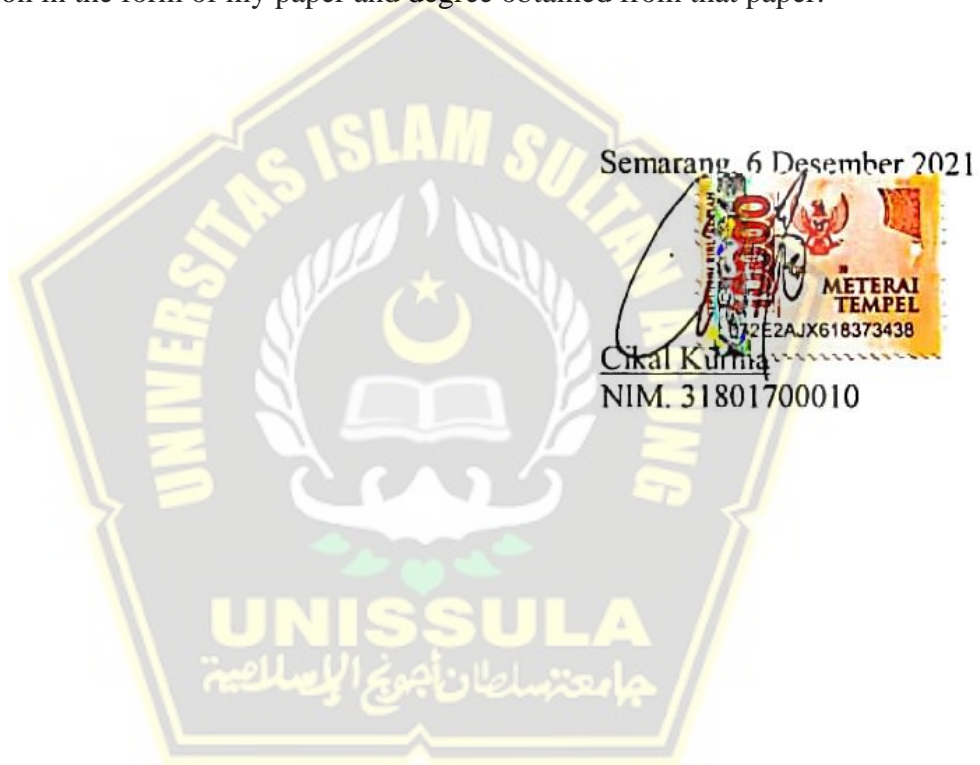


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## STATEMENT OF WORK'S ORIGINALITY

Hereby, I honesty declare that the undergraduate final project I do, does not contain the works or part of the works of other people, except those which were cited in the quotations and the references, as a scientific paper should. If any statements is not valid in the future, I absolutely agree to accept an academic sanction in the form of my paper and degree obtained from that paper.



## SURAT PERNYATAAN PENGESAHAN NASKAH SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Yang bertanda tangan di bawah ini Dekan Fakultas Bahasa dan Ilmu Komunikasi Universitas Islam Sultan Agung (UNISSULA) Semarang menyatakan bahwa skripsi :

Judul : Correlational Study Between Students' Digital Literacy and English Communicative Competence

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Telah memenuhi ketentuan dan persyaratan yang ditetapkan dan oleh karenanya disetujui untuk disahkan.

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## **MOTTO**

**“Always believe in Yourself”**

**“Allah is sufficient for us, and Allah is the best Disposer of affairs (for us).”**

**Quran 03:173**

**“I walk slowly, but never backwards”**

**~ Abraham Lincoln ~**

## **DEDICATION**

This final project is dedicated with lots of gratitude, love and affection to:

- ✚ My dearest parents; Bapak Iwan and Ibu Muginengsih
- ✚ My dearest big sister; Nindya N. Larasati and her husband Wahyu Eko
- ✚ My dearest little brother; Ridho Arraya
- ✚ My better half; Chomar Nur Machmut
- ✚ My whole family
- ✚ My dearest friends
- ✚ Me, myself, and I

## ACKNOWLEDGEMENT

All praise is given to Allah SWT, the Lord of the world for His mercies and blessing, the writer finally could finish this final project. The writer would like to express her biggest gratitude and appreciation for people who helped her in finishing her final project. The writer would like to say thank you to following people:

1. Drs. H. Bedjo Santoso, M.T., Ph.D. as the Rector of Sultan Agung Islamic University.
2. Kurniawan Yudhi Nugroho, S.Pd., M.Pd, as the Dean of Languages and Communication Science Faculty, Sultan Agung Islamic University.
3. Elok Widiyati, S.Pd., M.Pd, as the Head of English Education Study Program of Languages and Communication Science Faculty, Sultan Agung Islamic University.
4. Nur Ekaningsih, S.Pd ,M.Pd, as the writer dearest advisor, for the guidance, patience, sincerity, and love during the process of constructing this final project.
5. All lecturers and staffs of Languages and Communication Science Faculty of Sultan Agung Islamic University who had been giving motivation, support, help, and precious knowledge to the writer during her study at Sultan Agung Islamic University.
6. Bapak Iwan Seputro and ibu Muginingsih, the writer's parents who had been raised and educated, as well as provide support, lots of love and prayers to the writer. And also, for always believe in their daughter.

7. Nindya N. Laras and Wahyu Eko, the writer's older siblings who always give additional support in finishing this final project.
8. Ridho Arraya, the writer's little brother who always help, and willingly accompany the writer and also give additional support in finishing this final project.
9. Chomar Nur Machmut, the writer's better half who is always very helpful and giving the writer new insight to finish this final project.
10. All of my friends from English Education Study Program of Languages and Communication Science Faculty, Sultan Agung Islamic University.
11. All of my friends from the entire Languages and Communication Science Faculty, Sultan Agung Islamic University.
12. Me, myself and I, thank you for always believing yourself and try you best in finishing your study and this final project. Thankyou for not giving up.

To all people who cannot be mentioned one by one who helped me in writing this study, thank you very much and may Allah bless you all.

Semarang, December 2021



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## ABSTRACT

Kurnia, Cikal (2021). Correlational Study Between Students Digital Literacy and English Communicative Competence. A Final Project. English Education Study Program. Faculty of Languages and Communication Science, Sultan Agung Islamic University. Advisor: Nur Ekaningsih, S.Pd., M.Pd.

In this globalization era, students are forced to understand the basic knowledge of digital literacy because of the transformation in the teaching and learning process. Therefore, digital literacy also can be the medium to learn and develop students' English communicative competence. English communicative competence can be accomplished through many ways, but digital literacy is also taking a serious role in it. This study aimed to find out the correlation between students' digital literacy and English communicative competence. As correlational study which belongs to quantitative study, this study used close-ended questionnaire and open-ended interview as the instruments. The sample of this study were fourth semester students of English Education study program UNISSULA. The result of this study showed that there is a weak correlation between students' digital literacy and English communicative competence. It was proven that the correlational coefficient value was smaller than the score of  $r$  table or  $0.350 < 0.432$  it is between 0.20 – 0.399 of the interpretation of the correlation coefficient. It can be described that the correlation coefficient between students' digital literacy and English communicative competence is weak. It can be concluded that the H1 is accepted and H0 is rejected.

***Keywords: Correlation, Digital Literacy, English Communicative Competence***

## INTISARI

Kurnia, Cikal (2021). Correlational Study Between Students Digital Literacy and English Communicative Competence. Skripsi. Program Studi Pendidikan Bahasa Inggris. Fakultas Bahasa dan Ilmu Komunikasi Universitas Islam Sultan Agung. Pembimbing: Nur Ekaningsih, S.Pd., M.Pd.

Pada era globlisasi saat ini, siswa diwajibkan untuk memahami pengetahuan dasar dari literasi digital dikarenakan adanya perubahan pada proses belajar mengajar. Maka dari itu, literasi digital juga bisa dijadikan media untuk belajar dan meningkatkan kecakapan berkomunikasi dengan Bahasa Inggris siswa. Kecakapan berkomunikasi dengan Bahasa Inggris bisa didapatkan melalui banyak hal. Akan tetapi, literasi digital juga menduduki peranan penting disini. Tujuan dari penelitian ini adalah untuk menemukan hubungan antara kemampuan literasi digital siswa dan kecakapan berkomunikasi dengan Bahasa Inggris. Sebagai studi korelasional yang termasuk dalam studi kuantitatif, penelitian ini menggunakan kuesioner tertutup dan wawancara terbuka. Sampel dari penelitian ini adalah mahasiswa semester empat dari program Studi Pendidikan Bahasa Inggris UNISSULA. Hasil dari studi ini menunjukkan bahwa ada korelasi yang lemah antara literasi digital siswa dan kecakapan berkomunikasi dengan Bahasa Inggris. Hal ini dibuktikan dengan nilai koefisien korelasi lebih kecil dari  $r$  table atau  $0.350 < 0.432$ . yang kira-kira berada pada  $0.20 - 0.399$  dari tafsiran koefisien korelasi. Hal itu dapat dideskripsikan bahwa koefisien korelasi antara literasi digital siswa dan kecakapan berkomunikasi dengan Bahasa Inggris adalah lemah. Dapat disimpulkan bahwa H1 diterima dan H0 ditolak.

***Kata kunci: Hubungan, Literasi Digital, Kecakapan Berkomunikasi Bahasa Inggris***



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# **CHAPTER I**

## **INTRODUCTION**

This chapter discuss about the background of the study, reason for choosing the topic, statement of the study, the objectives of the study, hypothesis, limitation of the study, significance of the study, the definition of key terms, and the outline of the study.

### **1.1 Background of the Study**

The ability in speaking English language are very important nowadays for every human being. From 2 years old until 60 years old needs to be able to master English language in order to develop their life. This phenomenon could not be avoided since English is the international language, that is why everyone should be capable of English or at least understand the basic of it. Rao (2019) states that English has acquire the familiar qualities, it has been approved as the international language among thousands of people of different languages. Many products, tv shows, books and advertisements are using English as their intermediate language to reach their customers abroad. Not to be mention, English is now a part of our social life because many job offers requires their soon to be employees to at least master the very basic English. Many schools are now also using English language as their intermediate language to teach their students. Therefore, mastering English language is very needed and important in order to keep up with the current development.

According to Gunantar (2016) recently English enhance one of the most used languages by the most world population. That is why people nowadays think that if they want to develop their skill or upgrading their social status, they need to master English. With this kind of mindset, then we need to prepare a generation where they all have the ability in understanding English. Then how do we do such thing is becomes the next challenge. Along with the evolution of technology, we could use it as a tool to help our generation becomes competence in English language.

English competence means someone are able to possess the four proficiency of English which are reading, writing, listening, and speaking. While for English communicative competence means the ability in using a language to interact and understanding a messages and make ourselves understood in return. However, in order to be competence in mastering the foreign language, students need to learn frequently. Nishanthi (2018) states that it requires patience and diligence to learn English. In line with that statements, learning a new language requires a lot of time because when learning a language, students need to practice it everyday so they would get used to it easily. The problem about learning a foreign language frequently is, students are having many subjects in school, so it is quiet hard for them to learn about the foreign language outside the school hours since they are also have some assignment to be done at home. Then, to overcome this problem, technology comes to help us. Students could practicing by using other method such as watching movies, playing a game, reading a book, or listening to a song of their target language. Or they can simply uses their gadget as a tool to learn the



target language. With this kind of learning, students are expected to be competence in the target language, or to be more specific is English.

The development of technology really help people in many aspects. Nishanthi (2018) also states that the collaboration of English and technology has been taking the crucial position in almost every sectors such as medication, machinating, and education. It means English has already get into almost every part of our life. With those explanation we could really tell that technology also could be used a tool to learn English and got the communicative competence.

Based on principal reasons elaborated above, it is important to conduct studies to investigate on the correlation of students digital literacy and their English communicative competence to the fourth semester students of English Education Study Program, of Private University in Semarang in 2021/2022 academic year.

## **1.2 Reasons for Choosing the Topic**

The study entitled “The Correlational Study Between Students Digital Literacy and English Communicative Competence” has been chosen by the writer based on the following reasons:

1. There are many research about Digital Literacy and other aspects, but the writer focuses more on the correlation between digital literacy and English Communicative Competence.
2. Many students do not use English as the language setting on their mobile phone.

3. Students' lacks of knowledge on the benefits of English instructions on their mobile phone to develop their English communicative competence in digital era.

### **1.3 Statements of the Study**

The topic to be explored in this study is the correlation between digital literacy and English communicative competence on the fourth semester students of English Education Study Program, of Private University in Semarang in 2021/2022 academic year. In this study, the variables are digital literacy as dependent variable and English communicative competence as the independent variable. The relationship among those two variable is cause and effect. The contributor of this study is the fourth semester students of English Education Study Program, of Private University in Semarang in 2021/2022 academic year. Constructed on the background of this study and reasons for choosing the topic, this study tries to answer the following questions; Is there any correlation between students' digital literacy and English communicative competence of the fourth semester students of English Education Study Program, of Private University in Semarang in 2021/2022 academic year?

### **1.4 The Objectives of the Study**

The objective of this research is to find out the correlation between digital literacy and English communicative competence of fourth semester students of English Education Study Program, of Private University in Semarang in 2021/2022 academic year.

## **1.5 Hypothesis**

According to Lolang (2015) there are two kinds of hypothesis, that are Null Hypothesis (H<sub>0</sub>) and Alternative Hypothesis (H<sub>1</sub>). In H<sub>0</sub> it shows that a population parameter has a certain value. Otherwise, in H<sub>1</sub> that the population parameters have different value from the statement mentioned in H<sub>0</sub>. In this examine, the speculation became formulated as follows:

1. Null Hypothesis (H<sub>0</sub>)

There is no significance correlation between digital literacy and English communicative competence of the fourth semester students of English Education Study Program, of Private University in Semarang in 2021/2022 academic year.

2. Alternative Hypothesis (H<sub>1</sub>)

There is a significance correlation between digital literacy and English communicative competence of the fourth semester students of English Education Study Program, of Private University in Semarang in 2021/2022 academic year.

## **1.6 Limitation of the Study**

The writer limit the study to the following aspects:

1. The writer focusly investigates on digital literacy correlation with students' English communicative competence.

2. This research will be conducted only to the fourth semester students of English Education Study Program, of Private University in Semarang in 2021/2022 academic year.

### **1.7 Significance of the Study**

The final outcome if this research hopefully may give some contributions to;

1. Practical Significance

- a. To the Teacher

The finding of this research may enlighten English lecturers' understanding about students' digital literacy towards English communicative competence.

- b. To the Students

The finding will motivate students in using their gadgets as a tool to learn English.

- c. To the Readers

Hopefully by reading this research, the reader will gain many new knowledge and insight mainly about digital literacy towards English communicative competence. They also can use this research as references to their work on the observation in the same fields.

2. Pedagogical Significance

This current research is expected to inform that digital literacy could be used as a new medium to learn English.

## **1.8 Definition of Key Terms**

### **1. Digital Literacy**

Digital literacy often force the user to understand the basic skill of software tools and to use them effectively (Buckingham, 2016). Digital literacy is an underway, long-term learning activity (Levinsen & Sørensen, 2015).

### **2. English Communicative Competence**

Communicative competence is the capability in the application of language, or to speak, in an exceedingly socially-aware manner in order to get an interpretation and achieve social tasks with efficaciousness and naturalness within extended interactions, (Tarvin, 2014).

## **1.9 Outline Of The Study**

This research consists of five chapters which the details of each points are provided as follows:

Chapter I is about the Background of the Study, Reason for Choosin the Topic, Statements of the Study, the Objectives of the Study, Hypothesis, Limitation of the Study, Significance of the Study, Definition of Key Terms, and Outline of the study.

Chapter II provides Review of Related Literature. This chapter discuss about Digital Literacy, Foreign Language Competence, English Communicative Competence, Factors of English Communicative Competence, and the last is about Review of Previous Study.

Chapter III is about Research Method. It consists of Research Design, Subject of the Study, Instrument of The Study, Variable of The Study, Validity and Reliability, Data Collection, Technique of Analyzing the Data.

Chapter IV presented Analysis of Result and Discussion. This chapter consists of Description of UNISSULA's English Education Study Program, Description of Participants, Validity and Reliability of the instruments, Analysis of the Normality test of the data, Analysis of the Correlation of the data, and Discussion of the research findings.

Chapter V presented Conclusion and Suggestion. This chapter is about Conclusion of this study and Suggestion for the lecturers, students, further researchers and readers are also presented based on the result of The Correlation between Students' Digital Literacy and English Communicative Competence of fourth semester students of English Education Study Program, of Private University in Semarang in 2021/2022 academic year.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the researcher reviews some of literatures that consists of Digital Literacy, Digital Literacy on Language Learners, Digital Literacy's Role in Online Learning, Benefits of Digital Literacy, English Communicative Competence, Factors of English Communicative Competence, and the last is about Review of Previous Study.

#### **2.1 Digital Literacy**

Literacy is defined as the capability to read and write something and also interpreting the meaning of something that we read or write. Frankel et al (2016) states that literacy is the activity involving reading, writing, and spoken language to take out, set up, combine, and analyzing meaning through interconnection and participation with multimoda passage in the context of social situated practices. We are now facing the globalization era where technology are taking over the civilization of the human being in almost every aspects of it. In order to keep up with the current development, we need to go hand in hand with the development of technology.

With the intention to keep up with the current development, then we need to be master or at least understood the digital literacy. According to Ayhan (2019) digital literacy is a process that reposes on knowledge literacy, internet comprehension, web comprehension, and digital comprehension. In this 21st

century, technology has been captivated in nearly all area of social work, (Pratolo & Solikhati, 2020). We can conclude that digital literacy is the skills of managing our understanding in line with the technology development from many aspects.

Digital literacy is an underway, long-term learning activity, (Levinsen & Sørensen, 2015). It is explained in the first paragraph that we are facing the globalization era technology, in order to keep up with the current development we need to master digital literacy better so we can follow the flow. Buckingham (2016) stated that digital literacy often force user to understand the basic skill of software tools and use them effectively. I agree with the statements above because the process of being digitally literate is quite long since technology keep expanding everyday so we also have to improve as we learn.

Start from last year, we are dealing with the most sorrowful year because a pandemic is happening around the world. And the Government are taking action by making a regulation which forbid us to gather and carry out our usual activity like we had before. As Tejedor et al (2020) states that the pandemic caused schools and colleges around the world to close their buildings and rapidly move normal education to separated and virtual learning. we can not took too much risk if we still held the conventional classroom.

Then, technology takes part to help us with our daily activities by giving us the access to perform our usual activities through online media. The business and education fields are really helped through this. In line with that explanation,



the importance of digital literacy are taking part of this system. We are served the new way of executing our activity using an online media, there will be many new terms we found in online media that are unfamiliar to us. And that is the reason why do we need to be digitaly literate.

The development of teaching and learning system in Indonesia can be notice by transforming to a paperless era from paper-based era after the internet has been a lifestyle (Pratolo & Solikhati, 2020). With this situation, students are asked to able understanding the digital literacy system because they will face many kinds of different learning style in this era of globalization. Patmanthara & Hidayat (2018) states that digital literacy skills contain of the ability to construct a complex and structured knowledge such as browsing, translating data and information, produce and sharing content on the web, communicate via roomchats and communicating in social networks. Being digitaly literate means we are understanding on how to operate a gadget to help us finishing our work.

There are many tool to be used in the terms of being digitaly literate. Students could access the internet within their cellphone or gadget and they can maximize its fitures to learn about digital literacy. Students demanded to master at least the outline of those applications is so that whether the teacher are using which applications, they will still able to catch up and not being left behind to finish their school works.

Digital literacy also could help students in learning a foreign language since the terms usually used is almost all written in English. According to Yuan et

al (2019) within the setting of a progressively worldwide society and rapidly changing innovation, English language students require motivation to create digital literacies to prepare for a future in which learning modern innovation is a natural handle. There might be a chance when a blended learning system will be applied in the future, so every students should be prepared to be digitally literate.

### **2.1.1 Digital Literacy on Language Learners**

Digital literacy is also changing the measurements scale of language learners. Hafner et al (2015) states that we used to measure one reading comprehensive from their own ability in catching the real meaning of a text. While in this digital literacy era, they also need to ensure that the article they read through an online media is not spreading any deceive news. So rather than only reading it, we also have to know whether the news is true or not.

There is a close relation between Digital literacy and language learners. Language learners are obligated to understood the basic skills of digital literacy so that they would be able to develop their language skills. According to Son et al (2017) language learners are commanded to advanced their digital literacy skills and language learning strategies in technology – increased language learning sorrounding. In line with this explanation means language learners need to develop their digital literacy skills because technology may help them in learning a language a lot. To applied the efficacy of learner coaching in digital language learning, it is necessary to associate the level of digital literacy level that they master, (Son et al., 2017). Iidentifying learner’s digital literacy stages may help

them in finding the most suitable way of learning that they need. It can be said that if we know in which level students understanding English, we can provide the learning styles according to their needs.

### **2.1.2 Digital Literacy's Role in Online Learning**

While doing an online learning, students are forced to use a full digital media as an instrument of their learning system. The teaching and learning process are held through an online meeting where the teacher and students are only seen from their own screen. Therefore, students are obligated to master a basic digital literacy in order to help them joining the online class.

Online learning is also a new thing in most of countries around the world. It is happening because a new dangerous pandemic been attacking massive part of the world and majority of the government forbid us to gather in the meantime. Almarzooq et al (2020) explain that we were given the advice to abolish any kind of large meeting and postpone regular meeting, and also changing our traditional ways of person-to-person into online meeting. By changing our usual activities it gives us the ease to obey the rules but still manage in finishing our responsibility.

The online media here are taking over the role of direct classroom into indirect classroom. Our daily activities of going to school were substituted into turning on our gadget and attending the learning process from our individual places. In this pandemic era, many programs has also competing with each other to provide an ingenious solution to maximize the online learning form

(Almarzooq et al., 2020). It happens because many learning website are trying to be the best and gain many users.

### **2.1.3 The Benefits of Digital Literacy**

In every aspects in our life, there will always be advantages and disadvantages of it. This phenomenon is happening because a single factors may work differently on each individuals, not to mention digital literacy. In digital literacy, it also have the advantages. According to Brian (2015) in the journal written by Maulana (2015), the advantages of digital literacy are:

1. Time Saving

In the use of digital literacy, users does not have to come to the place just to get the information. This point really helps people, moreover in this pandemic era.

2. Study effectively

In digital literacy if someone wants to find an information, it can be done faster just by using their gadget like computer or mobile phone. In a matter of second, users could get the information without giving too much efforts by looking manually.

3. Inexpensive

In digital literacy, users could do everything through their phone from their house. This is saving much money for the transportation fare and more efficient in time.

4. Always update

The happening of qualified digital information will always provide someone new information everytime. In this digital era, any new information could happen in a matter of hour, minute, or even second.

#### 5. Always connected

By using several applications that are connected one to another, it is easier for people to find a new information. In this digital era people are likely to look for an information from a social media rather than do a browsing.

### **2.1.4 The Weakness of Digital Literacy**

The advantages of something always come with the disadvantages, not to mention digital literacy. The multi-features of digital technology development create a new problem related to individual social interaction, (Ayhan, 2019). Those sentence means that with the facilities of technology that are allowed us to do almost everything by ourselves makes us more lazy or do not have the desire to socializing. We, as a human is a social creatures which means we can not live without socializing with other. that is why this is still being a problem on how to manage our wellbeing by keeping up with the technology but do not forget on how to socializing with other people.

### **2.2 English Communicative Competence**

Actually, the real meaning of communicative competence in language learning is the capability to use the language in order to communicate with other person. When we learn a language, the final objectives is to finally being able to use the language as a tool to held a conversation with other people. That is why

learning a new language is not as easy as it looks and requires many times and also efforts. Because when we catch the meaning of the word differently from its natural and contextual meaning, the sentences will sound very different.

Actional competence or the capability to apprehend and create all notable speech acts and speech acts set should also included as a segment of communicative competence, (Celce-Murcia, 2007). In line with this explanation we can see that the ability of someone in doing the verbal communication should also be considered as a communicative competence. The real meaning of communication competence itself is that we should be able in producing a sentence and also understanding the real meaning of it. Do not let the audience get the different meaning of our statement from its original purpose.

Communicative competence is the capability to use language, or to speak, in an exceedingly social-aware manner in order to get a meaning and achieve social tasks with efficaciousness and fluency within extended interactions, (Tarvin, 2014). In line with this explanation, when we learn a language, our capability in using the language is appropriate with the cultural context. Since we know that the same word could have a different meaning in every places. This is why our choices of words in the target language is very important.

Generally, the competences in English learning are intellectual, psychomotorist, and emotional competences gained by students associated with the competences in english learning, (Shobikah, 2020). English language competence means students are obligated to master all the basic skills in english language

learning. She also states that the real meaning of competency in the terms of language learning is communicative competence among teachers and learners whether inside or outside the classroom as the application of language use for communication.

In order to be called competent or qualified in English language, someone need to be very good in understanding the English language itself and they need to be able to apply or do the spoken English. Rather than just able to spoke the spoken words, they also need to fully aware about the meaning and placement of the words regarding the real situation. That is why being competence in English is not as easy as knowing the meaning of English words, but also having the ability of using it in a proper situation and fully get the meaning of the sentences. Do not get it wrong by choosing an innappropriate words in a crucial moment or situation.

### **2.2.1 Four Aspects of Communicative Competence**

There are these several aspects that are used to measure one communicative competences by some experts. Here is one of communicative competence aspects from Celce-Murcia (2007) theory:

#### **1. Sociocultural Competence**

Sociocultural competence relates to the speakers ability on how to communicate the messages properly inside the whole social and cultural condition of communication. The sociocultural competence is

divided again into three variables which are social contextual factors, stylistic appropriateness, and cultural factors.

## 2. Discourse Competence

Discourse competence refers to the ability in selecting, ordering, and arranging the words, grammar, and statements to attain a merged spoken message. This is where the top-down communicative intention and sociocultural knowledge combined with lexical source and grammar to express the message and behaviour to create a logical text. The discourse competence also has four chunks consisting of cohesion, deixis, coherence, and generic structure.

## 3. Linguistic Competence

Linguistic competence includes four types of factors which are phonological which consists of both segmentals and suprasegmentals. And then lexical which consists of the knowledge of both content and function words. Next is morphological which consists of part of speech, structural inflections, and productive derivational processes. Last is syntactic which consists of component or sentence structure, word order both canonical and marked, basic sentence types, modification, coordination, subordination, and embedding.

## 4. Formulaic Competence

Formulaic competence refers to those stable and pre-made parts of language that speakers use often in everyday interactions. Or it can be called as a word to complete the expression of the sentence.



## 5. Interactional Competence

Interactional competence has three parts related to the recent model which are actional competence which is the ability in expressing the speech in target language related to the target language context. And then conversational competence is the ability in the turn-taking system but much longer.

### **2.3 Review of The Previous Study**

Concerning the correlation among students digital literacy and English language competence, the writer purposes some review from previous study related to the present study.

The first study was conducted by Hamutoğlu et al (2019). This study focused to find the effect of an e-learning platform to students digital literacy skills and their behaviour towards e-learning. The participants involved in this study were 47 undergraduates senior students which consists of 25 females, and 22 males enrolled in the Department of Computer Education and Instructional Technology at the Faculty of Education at a state university in Turkey in 2016 until 2017. The study was focused on 5 weeks treatment of the students using a digital platform to conduct the e-learning. The result of this study shows that there were no any correlation between learners attitude towards e-learning and digital literacy.

The second study comes from Solikhati & Pratolo (2019) which entitled The Implementation of Digital Literacy in EFL Learning : A Case Study in SMP

Muhammadiyah 1 Temanggung. The aim of this study is to investigate the implementation of digital literacy in SMP Muhammadiyah 1 Temanggung, investigate teachers' attitude in practicing digital literacy, to explore the challenges in digital literacy and how to overcome them. The researcher used interview as the method of collecting the data by interviewing 2 English teachers and 6-10 students. The result showed that the teachers used both computer and smartphone as the sources of digital literacy, but only 1 teachers who oftenly used both computer and smartphone while the other one only used computer. The problem is that smartphone is prohibited in the school so that is why they focuses more in using computer. Then to overcome the problem related to digital literacy, the teachers usually prepare the learning material beforehand and they also have a backup plan or activity as a substitute when there was a problem with the main activity.

The last research belong to Mantiri et al (2019). This study aims to discuss the problem in digital literacy and the use of digital literacy in ESL classroom. Another objectives of this study is to define the advantages of digital literacy for both students and teachers, explore some misunderstanding among digital literacy and shows the basic need in this area for all language teachers. The result of this study is that teachers should be really capable in digital literacy so that they can provide a better and easy learning for the students, by using the development of technology as a tool.

On the whole, the previous study had been well explained by the researchers to ensure that this study is disparate from those studies above. The

differences among the first previous study compared with this study is that the study were conducted in the state university in Turkey, while this study will take place in Sultan Agung Islamic University. The focus of the previous were on e-learning platform that may help students digital literacy, while this study will focus on how digital literacy helps students mastering or understand English communicative competence better.

The participants of the second study is only several students and 2 English teachers at Junior High School in Temanggung, while the writer will including almost 40 students in this research. For this study, the writer will do the data collection and investigation directly to the participants which is the fourth semester students of English Education Study Program, of Private University in Semarang.

In conclusion, the difference between the last review study is that the method of the data collection conduct by the writer will be done directly to the participants. The writer will use a questionnaire as an instrument. By using an instrument and interview, the data collection will only take a short time. And by using a different instrument, there will be no similarities with the result of the previous study.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter presents about the research method used by the researcher. The research method is a system used for collecting the data to be analyzed in order to find out a new information of the related topic. It is consisting of Design of The Study, Subject of The Study, Variable of The Study, Instrument of The Study, Procedure of Collecting The Data, Technique for Analyzing the Data, and Correlational Analysis.

#### **3.1 Design of The Study**

According to Surya Dharma, MPA (2008) correlational research is another descriptive method often used in educational research. This research study how deep is the relationship between a variable to another variables. In line with those explanation, in this study the writer wants to find out the relationship between digital literacy and students' English communicative competence. Correlational study aimed to examine hypothesis, held by measuring several variables and counting the coefficient correlation between those variables, so it can be determined which variables are correlate one to another.

Correlational research is a research design used to explore the correlation between variables. According to Hasnunidah (2017) correlational research explain the relation between two or more variables, but it cannot proof to elaborate which variable is the cause which is the effect.

The writer tried to investigate the role of digital literacy in helping students with their English communicative competency. With the development of technology, it must be really easy for students to get the access to everything, therefore does it help them too in developing their competencies in English or not is the main principal in conducting this research.

Here, to authorize the research, the researcher used quantitative approach, especially correlational-research. Correlational research is an approach used to decide whether a relationship exists between two or more variables inside a population. The degree of connections is communicated by relationship coefficients. The higher relationship of two variables will have correlation near - 1.00 or + 1.00. While correlation from .00 till -1.00 announce no strong relationship between variables.

In this case, this study is focused on the correlation between digital literacy and English communicative competence of students of the fourth semester students of English Education Study Program, of Private University in Semarang in 2021/2022 academic year.

### **3.2 Subject of The Study**

According to Sugiyono (2015), research subject is a quality or nature or esteem of an individual, protest or movement that has certain factors that are set to be examined and concluded. The study was conducted at Language and Communication Science, Private University in Semarang, specifically in the fourth semester students of English Education Study Program in the academic

year of 2021/2022. To serve some specific information in relation to the participants of this study, the researcher explains the subject of the study through the following aspects: population and sample.

The population of this research was the fourth semester students of English Education Study Program, of Private University in Semarang in 2021/2022 academic year that consists of 40 students. The sampling technique used in this study to determine the sample was non-probability sampling, which was called purposive sampling technique. In this study, the researcher used purposive sampling technique to acquire the sample. According to Etikan (2016), the purposive sampling technique, which also called judgment sampling is the intentional choice of a population based on the qualities of the participant possesses. In this case, the participant was chosen by the aim of the study. They were chosen based on the needs of the study. In this case, the researcher took the whole students of a E1 as a sample, and E2 as a non-sample.

### **3.3 Variables of The Study**

Variable is the main focus of a research which influence and contains a value. According to Ridha (2017) variable is an attribute, value or behavior of an object, individual, that got many specific variations towards each other that has been defined by the researcher to be studied and concluded.

#### **1. Digital Literacy**

Digital Literacy is the capability of someone to understand the basic knowledge of using a software, whether it is operating or interpreting

the software language. Digital literacy often force the user to understand the basic skill of software tools and to use them effectively, (Buckingham, 2016). And the Digital Literacy it is the dependent variable.

## 2. English Communicative Competence

Communicative competence is the capability to use language, or to speak, in an exceedingly culturally-appropriate manner in order to get a meaning and achieve social tasks with efficaciousness and fluency within extended interactions, (Tarvin, 2014). And English Communicative competence is the independent variable.

### **3.4 Instrument of The Study**

According to Hermawan (2017), research instrument is a tool that used to collect the research data so that the data could be easily processed and producing a good quality of research. In this study, the researcher used two instruments, namely; open-ended and close-ended questionnaire.

#### **3.4.1 Questionnaire**

Questionnaire is one of research instruments that used to collect the data from the respondent. It contains various number of questions to be answered by the respondent. Roopa & Rani (2012) states that a questionnaire is the main tool of data collecting in quantitative research. There are two kinds of questionnaire, open-ended and close-ended questionnaire. Roopa & Rani (2012) also states that in open-ended questions, the choices or certain categories are not limited. The respondent could answer it by their own words. While for the close-ended

questions, the respondent's answer was limited by certain choices. In this research, the researcher used the close-ended questions to be given to the respondents. This questionnaire was given to the students who become the sample of this study. For collecting the data, the researcher arranged the questionnaire based on Likert scales.

Sugiyono (2015) states that Likert Scale used to measure an attitude, opinion, and group or personal perception about social phenomenon. In research, this social phenomenon is determined specifically by the writer, which next referred as research variable.

Likert Scales is a research scales which used to calculates the attitudes and opinion. With this Likert scales, the respondents were asked to fill in the questionnaire that require them to express their agreement towards various questions. In this study, it was measuring students' digital literacy towards their English communicative competence.

**Table 3. 1 The Likert Scale**

<b>Alternative options</b>	<b>Score</b>
Strongly Agree	4
Agree	3
Disagree	2
Strongly disagree	1

According to Patmanthara & Hidayat (2018) digital literacy skills contain of the ability to construct a complex and structure knowledge such as browsing,



translating data and information, produce and sharing content on the web, communicate via room chats and communicating in social networks. In the other hand, language learners are facing many obstacles while learning English. Shobikah (2020) also states that the real meaning of competency in the terms of language learning is communicative competence among teachers and learners whether inside or outside the classroom as the application of language use for communication.

**Table 3. 2 Questionnaire**

No	Statements	Alternative options			
		Strongly agree	Agree	Disagree	Strongly disagree
<b>X. Digital Literacy</b>					
1	For me being digitally literate is very important nowadays				
2	The globalization era forces us to understand the basic skill of digital literacy				
3	I can learn to be digitally literate using my gadgets which use English as the language setting				
4	I am able to operate a gadget which use English as the language setting				
5	I am able to interpret the real meaning of the orders on the web which are written in English				

<b>Y. English Communicative Competence</b>					
<b>6</b>	I am using English as the language setting on my gadget				
<b>7</b>	I am able to write a sentence in English after I changed the language setting on my gadget using English				
<b>8</b>	I am able to understand the meaning of a sentence written in in English after I changed the language setting on my gadget using English				
<b>9</b>	I am able to listen to the real sound of words spoken in English				
<b>10</b>	I am able to speak in English fluently after I learn English through my gadget				
<b>11</b>	After changing my language setting in to English, I feel more confidence with my English now				
<b>12</b>	I can communicate effectively using English with another person				
<b>13</b>	I am able to gain more vocabularies after I changed my gadget language setting into English				
<b>14</b>	Learning English through digital				

	literacy is changing the learning style of “teacher-centered method”				
<b>15</b>	Being digitally literate helps me to understand English better				
<b>16</b>	I am being more confident in English after learning English language competence through digital literacy				
<b>17</b>	Being digitally literate really helps in improving Speaking skills				
<b>18</b>	Being digitally literate really helps in enhancing Listening skills				
<b>19</b>	Being digitally literate really helps in enlightening Reading skills				
<b>20</b>	Being digitally literate really helps in increasing Writing skills				

### **3.5 Data Collecting Procedure**

The researcher will collect the data in the procedure as:

1. The researcher asked permission to the dean of the Faculty of Languages and Communication Science, in Private University Semarang, in 2021/2022 academic year to conduct the study.

2. The study chosen the population of the fourth semester students of English Education Study Program, Faculty of Languages and Communication Science, Sultan Agung Islamic University in 2021/2022 academic year. The researcher takes E1 and E2 classes as samples.
3. The researcher gave the respondents a questionnaire related to digital literacy on students English communicative competence.
4. The researcher analyzed the correlation between two variable based on the data from the questionnaire and also interview.

### **3.6 Data Analysis**

Data analysis is an activity after the data from all the respondents were collected, (Sugiyono, 2015). A well-constructed study has certain qualifications. One of them laid on the instruments that is used to measure the variables being involved. Validity and reliability are the mandatory aspects that must be possessed by a good instrument.

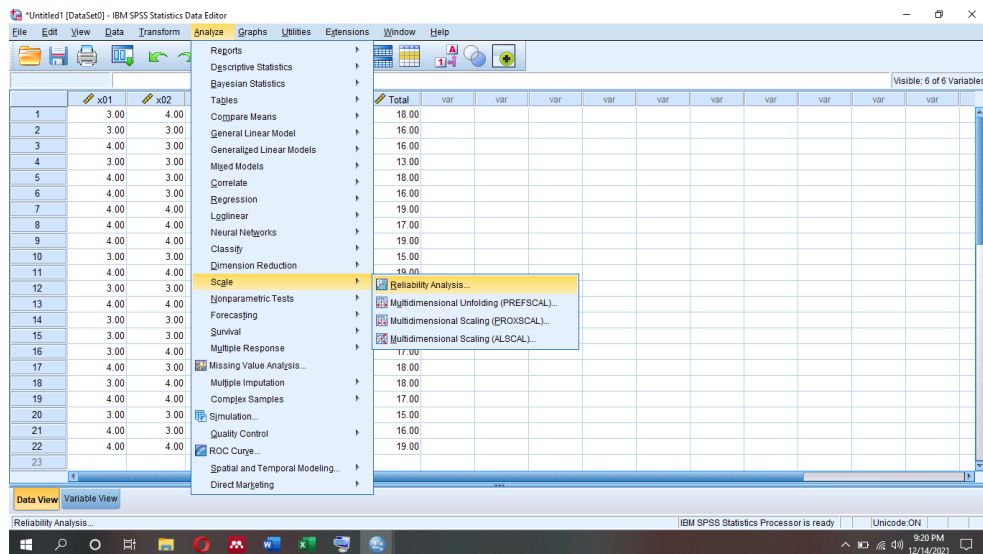
#### **3.6.1 Measuring Validity of the Questionnaire**

Validity is a measurement of how valid and legitimate is an instrument in the means of data collection. According to Yusup (2018) validity is the accuracy and preciseness of an instrument. The purpose of a validity itself is to find out how proper is one instrument to be used in the data collection process so that it can bring a relevance and suitable result regarding the study.

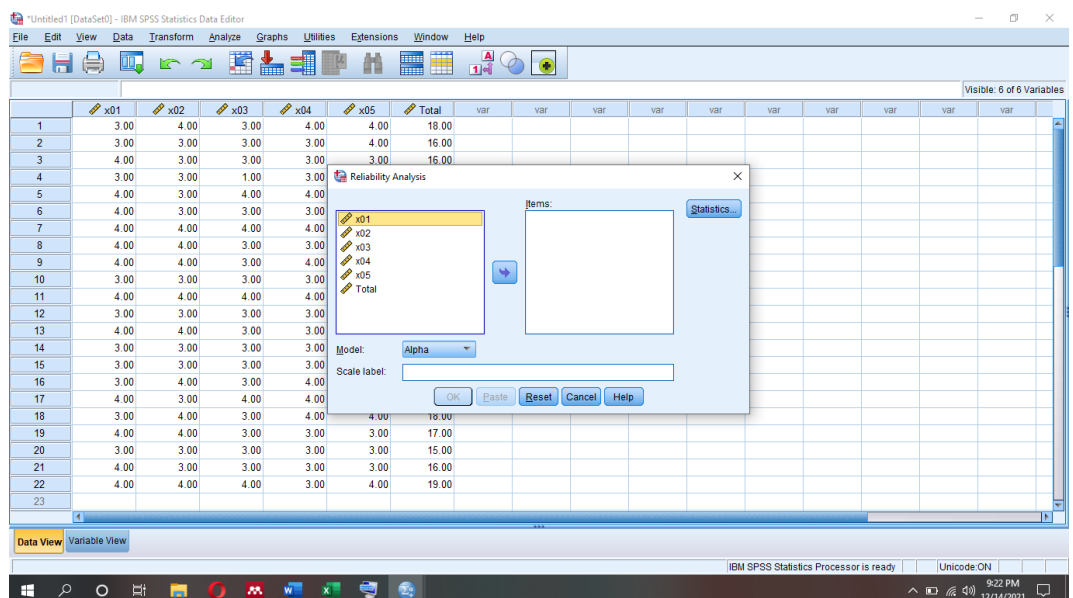
In this research, to calculate the validity of the instruments, the researcher used statistical validity by SPSS software. The researcher asked the advisor of proposal writing as an expert judgement to check the questionnaire and observation sheet using validity rubric in which measures students digital literacy towards students English language competence related to agreement and disagreement and its responses based on the fourth semester students of English Education Study Program, of Private University in Semarang in 2021/2022 academic year.

### **3.6.2 Measuring Reliability of the Questionnaire**

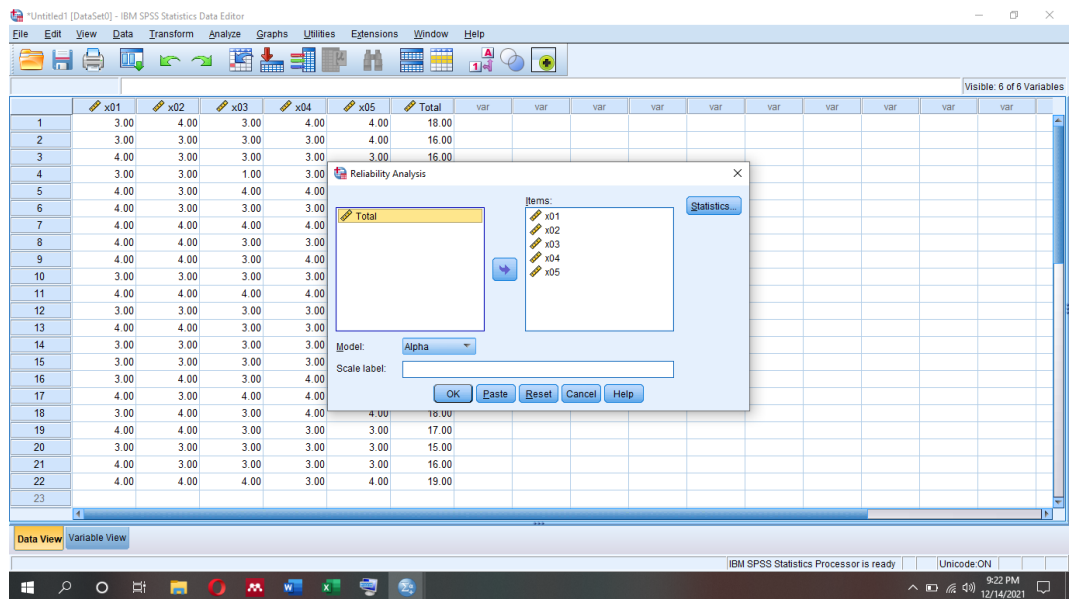
According to Roberts & Priest (2006) reliability defines how far a test, procedure, or specific instrument will bring the same result in a different situation. As for questionnaire reliability of this study, the researcher uses Cronbach Alpha Reliabilities formula to calculate the reliability of the questionnaire of the sample by the newest SPSS software version which is 25. Hereby the researcher will elaborate which formula are used while calculating the reliability by SPSS software.



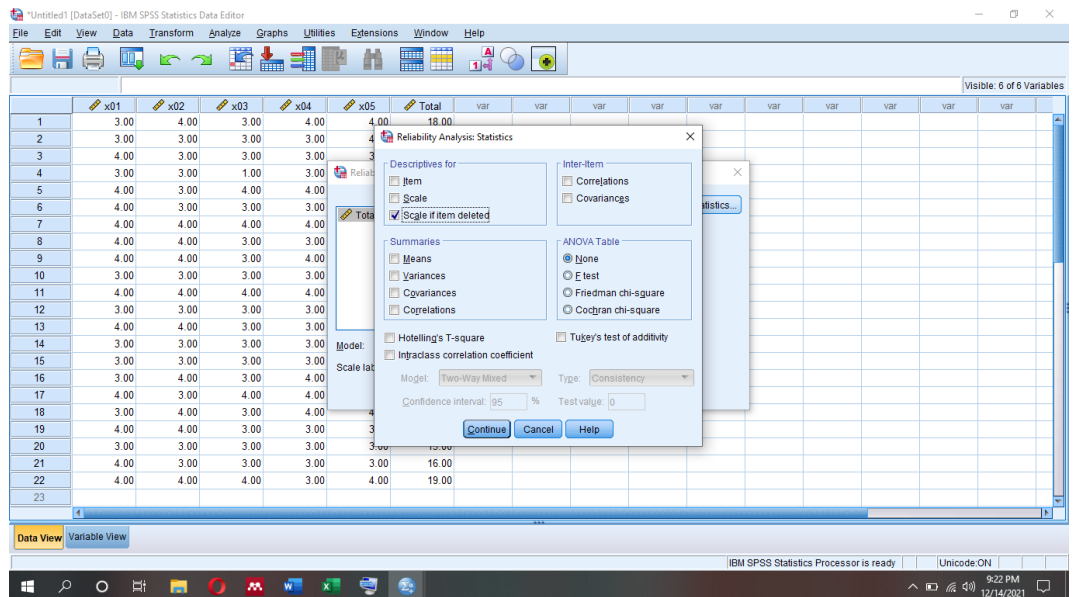
In the picture above, the researcher already input the result data of the questionnaire. Then on the data view menu, select the 'Analyze' menu and choose the scale option and click the top option which is 'Reliability Analysis'.



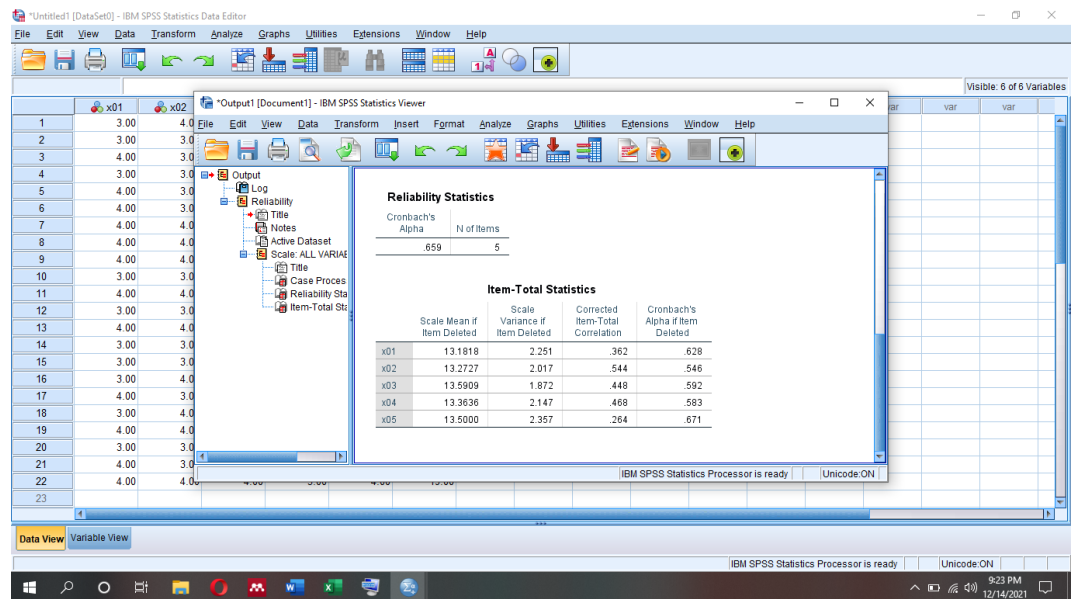
After that, on the pop-up of reliability analysis, the data on the left table were moved into the right table exclude the total.



After moving the data into the right table, then clicking the statistics button on the top right section.



Then, there will be another pop-up showed up, the researcher tick the 'scale if item deleted' option, and then click continue on the bottom part of the pop-up.

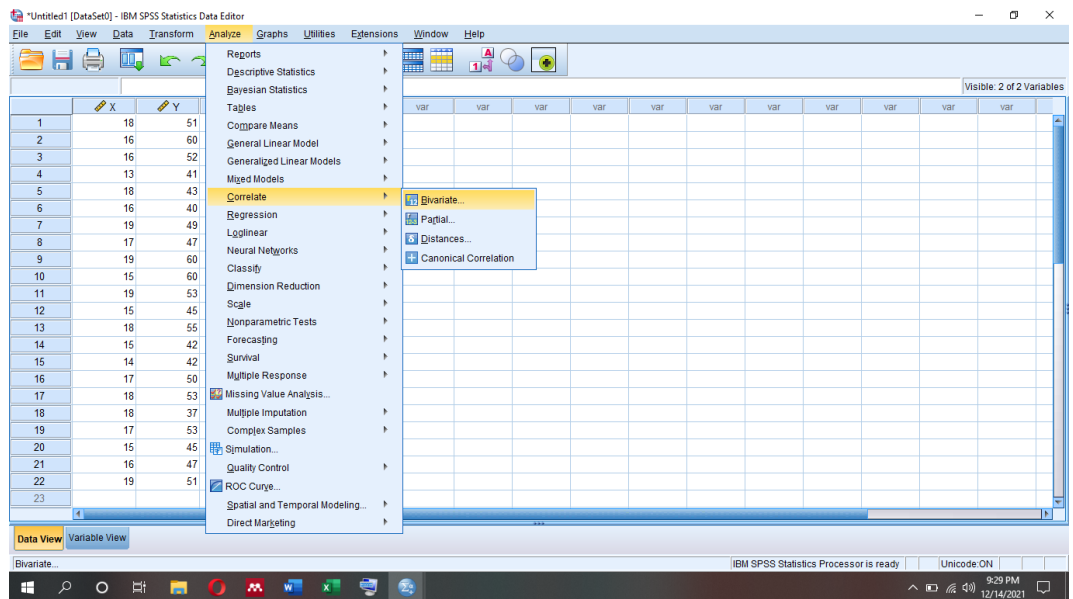


Lastly, a new pop-up will be showed up and it is the result of the reliability of the questionnaire that already formulated using the SPSS software. The researcher uses this result as a source to elaborate the findings.

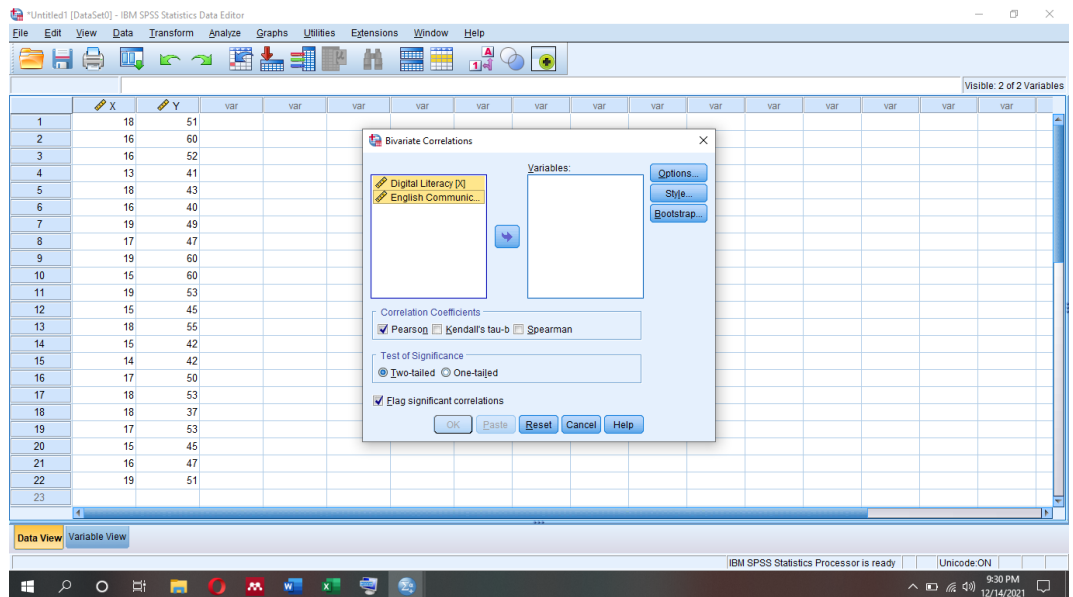
### 3.7 Correlation Analysis

The researcher used statistic computation in SPSS version 25 to analyze the correlation between two variables; students' digital literacy (x variable) and English communicative competence (y variable). The researcher uses Pearson Product Moment to calculate the correlation between the variables. The format used to calculate the correlation will be elaborate below.

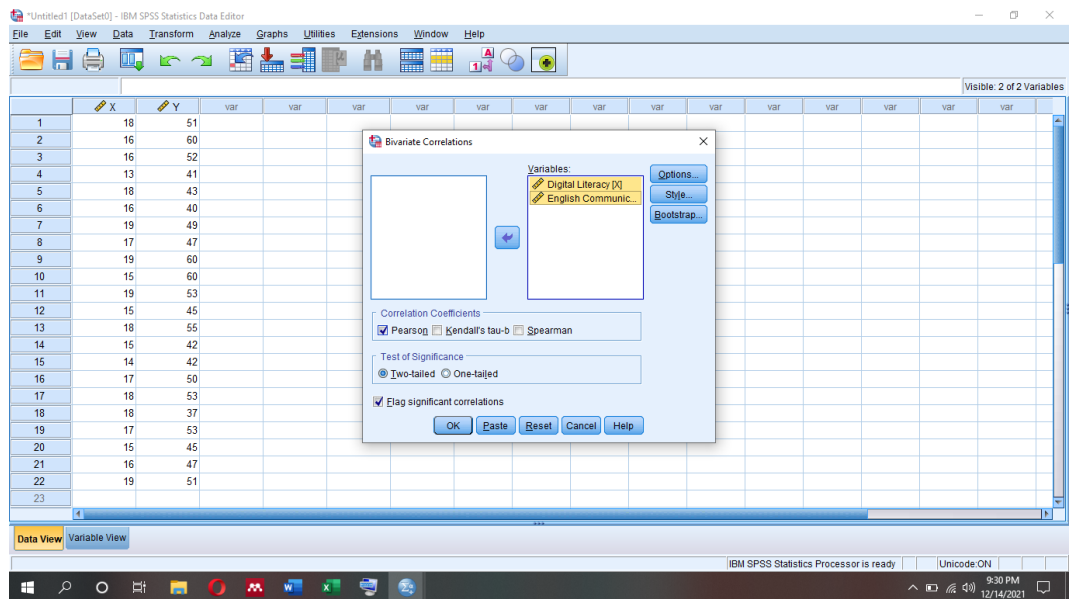




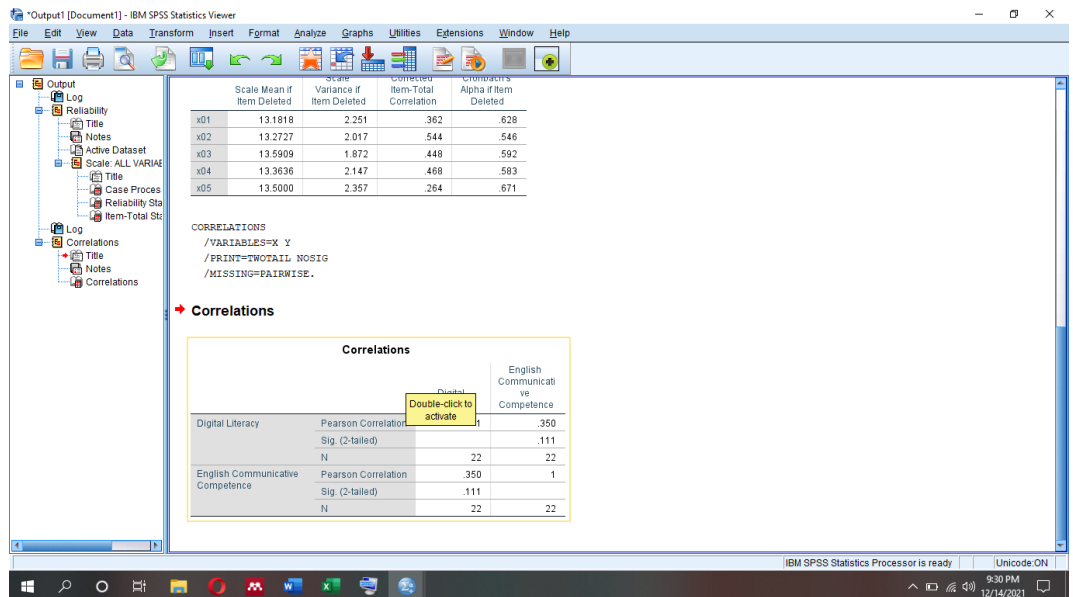
The first step after inputting the data is to click the 'analyze' menu and choose the 'correlate' option, and click 'bivariate' choice.



After the 'bivariate correlation' showed up, then all the data in the left section was moved into the right section.



After replacing the position, then at the bottom section tick the 'Pearson' menu and then click 'ok'.



Lastly, the result of the correlation was showed up, and the researcher use this result as a source to elaborate the findings.

**Table 3. 3 Interpretation of Correlation Coefficient**

<b>Correlation Coefficient</b>	<b>Interpretation</b>
0.810-1.000	High
0.610-0.800	Adequate
0.410-0.600	Rather low
0.210-0.400	Low
0.000-0.200	Very low (there is no correlation)

The correlation coefficient was compared to “r” table. It can be said that the alternative hypothesis ( $H^1$ ) and the null hypothesis ( $H^0$ ) is rejected if the coefficient correlation is higher that “r” table.

## **CHAPTER IV**

### **ANALYSIS RESULT AND DISCUSSION**

This chapter consists of the Profile of English Education Study Program Faculty of Languages and Communication Science of Sultan Agung Islamic University, Description of Respondent, Validity and Reliability of the Instruments, Analysis of the Normality test of the data, Analysis of the Probability Normality of the data, Analysis of the Correlation of the data, and Discussion of the research findings.

#### **4.1. The Profile of English Education Study Program**

The writer conducted the research at English Education Study Program, Faculty of Languages and Communication Science Sultan Agung Islamic University. There are three majors in the Faculty of Languages and Communication Science of Sultan Agung Islamic University, are: English Education study program, English Literature study program, and Communication Science study program. Sultan Agung Islamic University is located on Kaligawe Raya KM. 04, Kaligawe, Semarang. The English Education Study Program has good facilities such as comfortable classroom to conduct the learning, small library for the students in the Faculty of Languages and Communication Science, students' organization room, clean environment, clean and comfortable practical room, and also well equipped to support the learning process.

This year Education Study program has two classes for the eight semester, two classes for the sixth semester, two classes for the fourth semester, and three classes for the second semester. English Education Study program have earned so much accomplishment from various competitions both in National and International Scale.

#### **4.2 Description of the Respondents**

The subject of this study was the fourth semester students of English Education Study Program, of Private University in Semarang in 2021/2022 academic year. There were two classes for the fourth semester of English Education Study Program; E1 and E2. The total number of the students in class E1 was 20 students, and for class E2 was 20 students. But only 22 students, 12 from E1 class and 10 students from E2 class were participating in filling the questionnaire. Due to the small number of populations for this study. In consequence, the writer took both E1 and E2 classes as sample students.

#### **4.3 Validity and Reliability of the Instruments**

When the test fulfills some qualities, validity and reliability can be approved. The test is valid, if it measures what it needs to be measure. On the other hand, the test is reliable when it measures constantly.

##### **4.3.1 Analysis of Validity**

As mentioned by Yusup (2018) validity is the accuracy and preciseness of an instrument. The purpose of a validity itself is to find out how proper is one instrument

to be used in the data collection process so that it can bring a relevant and suitable result regarding the study. To measure the instrument is valid or not, the writer asked the English Lecture of English Education Study Program as an expert judgment to check the instruments using validity rubric.

The aspects of the validation rubric of questionnaire were already filled by the English language lecturers and the aspects of the scoring rubric related to the questionnaire items can be seen in the appendix. The result showed that all the items in the questionnaire got 4 grades which indicates as a valid validation. Another validation was from the interview questions that there were no any modifications needed.

#### **4.3.2. Analysis of Reliability**

In this study, the writer used SPSS software to calculate the reliability test of the Questionnaire by using Cronbach's Alpha formula. The consistency of Cronbach's Alpha formula was measured by calculating the correlation average among questions in the questionnaire. The questionnaire reliability was analyzed after it passed the expert judgement validity previously.

At first, the researcher calculated the reliability test of the questionnaire from the Digital Literacy variable. The result can be seen at the table below that the Cronbach's Alpha was 0.695. It means that the questionnaire from the Digital Literacy variable was reliable and ready to be applied.

**Table 4. 1 Reliability of Digital Literacy**

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
0.659	5

While the result for the questionnaire of English Communicative Competence variable shows that the Cronbach's Alpha was 0.932 as we can see on the table below. It means that the questionnaire from the English Communicative Competence was also reliable and ready to be applied.

**Table 4. 2 Reliability of English Communicative Competence**

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
0.932	15

All the data above showed that Cronbach's Alpha of Digital Literacy and English Communicative Competence was 0.659 and 0.932. An instrument was reliable if the value is higher than 0.05. Thus, it can be concluded the reliability which was stated at the level 0.695 and 0.932 can be categorized as significantly reliable.

#### **4.4 Analysis of the Normality test of the data**

Analyzing the normality of the data is critical. The result of normality test is utilized to see whether the items of the questionnaire are disseminated normal or not.

The Normal data is the data having significant above 5% or 0.005 of Kolmogorov-Smirnov test from SPSS program. The result was shown as follows:

**Table 4. 3 Table of Normality Test**

<b>One-Sample Kolmogorov-Smirnov Test</b>		
		Unstandardized Residual
N		22
Normal Parameters <sup>a,b</sup>	Mean	0.0000000
	Std. Deviation	6.22728857
Most Extreme Differences	Absolute	0.117
	Positive	0.113
	Negative	-0.117
Test Statistic		0.117
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

The analysis of normality data used Kolmogorov-Smirnov was 0.117 with Sig. (2-tailed) 0.200 > 0.05, it means that the samples were normal.

#### **4.5 Analysis of the Correlation of the Data**

After collecting the data from the questionnaire and interview, the writer analyzed the data and the correlation between students' digital literacy and English communicative competence.

The main goal of this study is to find out the correlation between students' digital literacy and English communicative competence of the fourth semester



students of English Education Study Program of Faculty of Languages and Communication Science of Sultan Agung Islamic university in the 2021/2022 academic year. The Pearson's Product Moment in SPSS 25 version was used to compute the result of the correlation test analysis and described the data statistically.

The data compute the correlation between students' digital literacy and English communicative competence can be obtained in appendix pages. From the data we will find out the values. Then, the result was shown as follows:

**Table 4. 4 The Correlation Test of The Data**

<b>Correlations</b>			
		Digital Literacy	English Communicative Competence
Digital Literacy	Pearson Correlation	1	.350
	Sig. (2-tailed)		.111
	N	22	22
English Communicative Competence	Pearson Correlation	.350	1
	Sig. (2-tailed)	.111	
	N	22	22

Based on the table above, the Pearson correlation showed that the correlation between Students' digital literacy and English communicative competence was at 0.350. Because the value of  $r$  table with  $N = 22$  and the and the 5% significant level is 0.432. Hence, the result show that there is a correlation between students' digital literacy and English communicative competence.

**Table 4. 5 Interpretation of the Correlation Coefficient**

Correlation Coefficient	Interpretation
0.00 – 0.199	Very Weak
0.20 – 0.399	Weak
0.40 – 0.599	Moderate
0.60 – 0.799	Strong
0.80 – 1.000	Very Strong

The value of correlation coefficient is 0.350. it is between 0.20 – 0.399. it can be concluded that the degree of significant relationship is weak. Thus, the significant relationship between students' digital literacy and English communicative competence was weak.

#### **4.6 Research Findings**

After collecting the data, the writer would elaborate the findings of instruments' distribution. It provides the findings of the close-ended questionnaire and the interview questions result.

##### **4.6.1 Findings of the close-ended questionnaire**

In this chapter, the writer explained the self-arranged questionnaire result which consists of twenty statements which related to students' digital literacy and English communicative competence. There were twenty statements and twenty-two

respondent. Bellow tables would describe twenty statements such categorized in each variable:

*Statement number 1*

“For me being digitally literate is very important nowadays”

**Table 4. 6 Result of 1<sup>st</sup> Statement**

Statement 1			
		Frequency	Percent
Valid	Agree	10	45.5
	Strongly Agree	12	54.5
	Total	22	100.0

Based on the table from the first statement, majority of the respondents choose to strongly agree scale with the amount of twelve respondents (54.5%). Then, it was followed by agree scale with ten respondents (45.5%). And there were no one choose to disagree or strongly disagree with statement number 1. It showed that majority of the respondents strongly agree that being digitally literate is very important nowadays.

*Statement number 2*

“The globalization era forces us to understand the basic skill of digital literacy”

**Table 4. 7 Result of 2<sup>nd</sup> Statement**

<b>Statement 2</b>			
		Frequency	Percent
Valid	Agree	12	54.5
	Strongly Agree	10	45.5
	Total	22	100.0

Written on the table of the second statement, majority of the respondents choose to agree scale with the amount of twelve respondents (54.5%). Then, it was followed by strongly agree scale with ten respondents (45.5%). And there were no any other choices for statement number two. It showed that majority of the respondents agree that with this globalization era, they are forced to understand the basic skill of digital literacy.

*Statement number 3*

“I can learn to be digitally literate using my gadgets which use English as the language setting”

**Table 4. 8 Result of 3<sup>rd</sup> Statement**

<b>Statement 3</b>			
		Frequency	Percent
Valid	Strongly Disagree	1	4.5
	Agree	16	72.7

	Strongly Agree	5	22.7
	Total	22	100.0

Explained on the table of the third statement, there are sixteen respondents choose to agree scale (72.7%). Then it followed by strongly agree scale that were chosen by five respondents (22.7%). And then there are one respondent who choose strongly disagree. So, it can be said that majority of the respondents were agree that they can learn to be digitally literate by using English as the language setting on their gadgets.

*Statement number 4*

“I am able to operate a gadget which use English as the language setting”

**Table 4. 9 Result of 4<sup>th</sup> Statement**

<b>Statement 4</b>			
		Frequency	Percent
Valid	Agree	14	63.6
	Strongly Agree	8	36.4
	Total	22	100.0

Described on the fourth statement table result, majority of the respondents choose to agree scale with the amount of fourteen respondents (63.6%). Then, it followed by eight respondents that choose strongly agree scale (36.4%). It can be

concluded that majority of the respondents agreed that they are able to operate a gadget that using English as the language setting.

*Statement 5*

“I am able to interpret the real meaning of the orders on the web which are written in English”

**Table 4. 10 Result of 5<sup>th</sup> Statement**

<b>Statement 5</b>			
		<b>Frequency</b>	<b>Percent</b>
Valid	Disagree	1	4.5
	Agree	15	68.2
	Strongly Agree	6	27.3
	Total	22	100.0

Mentioned on the table of the fifth statement result, there were fifteen respondents choose to agree scale (68.2%) about statement number five. Then, it followed with strongly agree scale that were chosen by six respondents (27.3%). And there was only one respondent that choose the disagree scale. We can draw a line that majority of the respondents agree that they can interpret the orders that were written in English on the web.

As we can see from table 4.6 to 4.10 majority of the respondent's responses showed a positive result with the topic about being literate in digital literacy. It means, those respondents believe and understand that with the new development of technology, they need to be able to master the basic skill of digital literacy to survive in this new era.

*Statement number 6*

“I am using English as the language setting on my gadget”

**Table 4. 11 Result of 6<sup>th</sup> Statement**

Statement 6			
		Frequency	Percent
Valid	Strongly Disagree	1	4.5
	Disagree	2	9.1
	Agree	8	36.4
	Strongly Agree	11	50.0
	Total	22	100.0

Showed on the table from the sixth statement, there were eleven respondents that choose to strongly agree scale (50.0%). Then, it followed by agree scale that chosen by eight respondents (36.4%). And then there were two respondents chose

disagree, and only one respondent chooses strongly disagree. It means that the majority of the students are using English as the language setting on their gadget.

*Statement number 7*

“I am able to write a sentence in English after i changed the language setting on my gadget using English”

**Table 4. 12 Result of 7<sup>th</sup> Statement**

Statement 7			
		Frequency	Percent
Valid	Disagree	3	13.6
	Agree	14	63.6
	Strongly Agree	5	22.7
	Total	22	100.0

On the table from the seventh statement result, we can see that majority of the respondents choose to agree scale with the amount of fourteen respondents (63.6%). And then it followed by strongly agree scale that were chosen by five respondents (22.7%). And then they were three respondents that choose to disagree (13.6%). From the data above, we can conclude that majority of the respondents were agree that they can write a sentence in English after they changed their language setting in English.



*Statement number 8*

“I am able to understand the meaning of a sentence written in English after I changed the language setting on my gadget using English”

**Table 4. 13 Result of 8<sup>th</sup> Statement**

Statement 8			
		Frequency	Percent
Valid	Disagree	3	13.6
	Agree	12	54.5
	Strongly Agree	7	31.8
	Total	22	100.0

Proved on the table of the eighth statement, majority of the respondents choose to agree scale with the amount of twelve respondents (54.5%). Then it followed by seven respondents that choose strongly disagree scale (31.8%). And there were only three respondents choose disagree (13.6%). It can be seen from the data above that majority of the respondents were agree that they were able to understand the meaning of an English sentence after they changed their gadget language setting in English.

*Statement number 9*

“I am able to listen to the real sound of words spoken in English”

**Table 4. 14 Result of 9<sup>th</sup> Statement**

Statement 9			
		Frequency	Percent
Valid	Agree	16	72.7
	Strongly Agree	6	27.3
	Total	22	100.0

Based on the table of the ninth statement, majority of the respondents choose to agree scale with the amount of sixteen respondents (72.7%). Then, it followed by six respondents who choose strongly agree (27.3%). Based on the data above we can conclude that majority of the students were agree that they can listen to the real sound of a spoken English words.

*Statement number 10*

“I am able to speak in English fluently after I learn English through my gadget”

**Table 4. 15 Result of 10<sup>th</sup> Statement**

Statement 10			
		Frequency	Percent
Valid	Disagree	4	18.2
	Agree	12	54.5
	Strongly Agree	6	27.3
	Total	22	100.0

Written on the data from the result of the tenth statement, we can see that twelve respondents choose to agree scale (54.5%). Then it followed by strongly agree with the amount of six respondents (27.3%). And the last choice was disagreed with four respondents (18.2%). From the table above we can conclude that main part of the respondents was agree that they can speak English fluently after learning English through their gadget.

*Statement number 11*

“After changing my language setting in to English, I feel more confidence with my English now.”

**Table 4. 16 Result of 11<sup>th</sup> Statement**

<b>Statement 11</b>			
		Frequency	Percent
Valid	Disagree	2	9.1
	Agree	14	63.6
	Strongly Agree	6	27.3
	Total	22	100.0

Explained on the data of the eleventh statement above, we can see that there were fourteen respondents choose agree (63.6%). Then it followed by strongly agree in the second place with the amount of six respondents (27.3%). and there were two respondents that choose disagree. From the data above, it can be said that majority of

the respondents were agree that they feel more confidence with their English ability after changing the language setting on their gadget.

*Statement number 12*

“I can communicate effectively using English with other person”

**Table 4. 17 Result of 12<sup>th</sup> Statement**

<b>Statement 12</b>			
		Frequency	Percent
Valid	Disagree	5	22.7
	Agree	14	63.6
	Strongly Agree	3	13.6
	Total	22	100.0

On the data of the twelfth statement result, we can see that there were fourteen respondents that choose agree scale (63.6%). And then there were five respondents that choose disagree scale (22.7%). And the last is strongly agree with three respondents (13.6%). From the data above, we can conclude that majority of the respondents were agree that they can communicate using English with another person effectively.

*Statement number 13*

“I am able to gain more vocabularies after I changed my gadget language setting into English”

**Table 4. 18 Result of 13<sup>th</sup> Statement**

<b>Statement 13</b>			
		Frequency	Percent
Valid	Disagree	1	4.5
	Agree	11	50.0
	Strongly Agree	10	45.5
	Total	22	100.0

Written on the data of the thirteenth result, there were eleven respondents that choose agree scale (50.0%). And then ten respondents choose to strongly agree (45.5%). And there was only one respondent choose to disagree scale. So, we can conclude that the respondents were mainly agree that they can gain more vocabularies after they changed their gadget language setting into English.

*Statement number 14*

“Learning English through digital literacy is changing the learning style of ‘teacher-centered method’”

**Table 4. 19 Result of 14<sup>th</sup> Statement**

<b>Statement 14</b>			
		Frequency	Percent
Valid	Disagree	2	9.1
	Agree	10	45.5
	Strongly Agree	10	45.5

	Total	22	100.0
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Illustrated on the table of the fourteenth statement result above, there were ten respondents choose to agree scale (45.5%) and also ten other respondents choose strongly agree (45.5%). And then there were two respondents choose disagree scale (9.1%). From the data provided above, we can conclude that majority of the respondents were agree that learning English through digital literacy is changing the teacher-centered method learning system.

*Statement number 15*

“Being digitally literate helps me to understand English better”

**Table 4. 20 Result of 15<sup>th</sup> Statement**

Statement 15			
		Frequency	Percent
Valid	Disagree	1	4.5
	Agree	13	59.1
	Strongly Agree	8	36.4
	Total	22	100.0

Proved on the table of the fifteenth result above, majority of the respondents choose to agree scale with the amount of thirteen respondents (59.1%). And then eight respondents choose strongly agree scale (36.4%). And there was only one respondent choose disagree about the statement. It can be concluded that majority of

the respondents agreed that being digitally literate helps them in understanding English better.

*Statement number 16*

“I am being more confident in English after learning English language competence through digital literacy”

**Table 4. 21 Result of 16<sup>th</sup> Statement**

<b>Statement 16</b>			
		Frequency	Percent
Valid	Disagree	1	4.5
	Agree	12	54.5
	Strongly Agree	9	40.9
	Total	22	100.0

Described on the data of the sixteenth statement result above, we can see that there were twelve respondents choose to agree scale (54.5%). And then nine respondents choose strongly agree scale (40.9%). And there was only one respondent who choose disagree. From the data explained above, we can conclude that the respondents were mainly agree that they are being more confident in their English after learning English language competence through digital literacy.

*Statement number 17*

“Being digitally literate really helps in improving Speaking skills”

**Table 4. 22 Result of 17<sup>th</sup> Statement**

<b>Statement 17</b>			
		Frequency	Percent
Valid	Disagree	3	13.6
	Agree	10	45.5
	Strongly Agree	9	40.9
	Total	22	100.0

Shown on the table of the seventeenth statement above, there were ten respondents choose agree scale (45.5%). And then nine respondents choose strongly agree (40.9%). And the least was disagreed scale with three respondents (13.6%). Based on the data elaborated above, we can conclude that majority of the respondents agree that being digitally literate helps them in improving their speaking skills.

*Statement number 18*

“Being digitally literate rally helps in enhancing Listening skills”

**Table 4. 23 Result of 18<sup>th</sup> Statement**

<b>Statement 18</b>			
		Frequency	Percent
Valid	Disagree	1	4.5
	Agree	13	59.1
	Strongly Agree	8	36.4
	Total	22	100.0



Explained on the table of the eighteenth statement result above, there were thirteen respondents choose to agree scale (59.1%). And then eight respondents choose strongly agree (36.4%). And the last was disagree scale with only one respondent. Based on the data elaborated above, we can conclude that majority of the respondents agree that being digitally literate helps them in enhancing their Listening skills.

*Statement number 19*

“Being digitally literate really helps in enlightening Reading skills”

**Table 4. 24 Result of 19<sup>th</sup> Statement**

<b>Statement 19</b>			
		Frequency	Percent
Valid	Agree	10	45.5
	Strongly Agree	12	54.5
	Total	22	100.0

Proved on the table of the nineteenth statement result above, there were twelve respondents choose to strongly agree (54.5%). And then ten respondents choose agree scale (45.5%). It can be concluded that the respondents mainly agree that being digitally literate really help them in enlightening their Reading skills.

*Statement number 20*

“Being digitally literate really helps in increasing Writing skills”

**Table 4. 25 Result of 20<sup>th</sup> Statement**

<b>Statement 20</b>			
		<b>Frequency</b>	<b>Percent</b>
<b>Valid</b>	<b>Disagree</b>	1	4.5
	<b>Agree</b>	14	63.6
	<b>Strongly Agree</b>	7	31.8
	<b>Total</b>	22	100.0

Mentioned on the table of the twentieth statement result, there were fourteen respondents choose agree scale (63.6%). And then seven respondents choose strongly agree (31.8%). And the last was disagree scale with only one respondent. Based on the data elaborated above, we can conclude that majority of the respondents agree that being digitally literate helps them in increasing their Writing skills.

From table 4.11 until table 4.25 we can conclude that the respondents mainly agree that by learning English through digital literacy can help them in mastering or developing their English communicative competence better. They also believe that with the help of technology they can manage to improve their ability in English communicative competence.

Based on the whole result of the closed – ended questionnaire, majority of the result showed positive responses which got the results strongly agree, agree, agree on students' digital literacy and English communicative competence. Even though some

of the respondents give negative responses, it can be concluded that digital literacy really affects students' English communicative competence.

#### **4.6.2 Findings of the open-ended questionnaire**

As the previous chapter explained that the instrument was also an open-ended questionnaire. The writer had done it and would be analyzed in this sub-chapter. The writer would start from the first question to the fifth question that was answered by five respondents.

Based on the answer, the respondents answered in a positive response. It showed that the respondents agree that being digitally literate is very important for them. Especially with the happening of the technology that are in a speed of light, it will be a mistake if we are not catching up with something that can help us in improving our ability. Moreover, the learning process are done by online media right now, hence if students are not being digitally literate it will be a burden for them.

After the answer being concluded, all of the respondents answered in a positive response for the second question. It showed that they agreed that with the help of technology, their English communicative competence could be better. They said that with the help of technology, they can learn the English language with their own suitable way. With a fun learning system, they believe they can improve their English communication competence.

Based on respondent's answer, most of the respondents answered in a positive response. It showed that they were sure that they can communicate well in English.

They believe that they can communicate well in English is because they like English language, and learning English language could be done through many ways, so it will be easier for them to learn English.

All of the respondents answered the question almost similarly. It showed that most of them found difficulties while learning through digital media, and the main problem was bad signal. We all know that with various geographical background it is quite hard for us to get a stable signal. Especially for those who live in an area that has not fully covered by internet connection. So, even though learning English through digital media is easy and fun, but there is also a problem that can be avoided such as bad signal.

According to all of the respondents answers they answered in a positive response. It showed that they were agree that they can be fluent in English. It is a good sign, because the first thing that we can do before learn something new is to believe in ourselves that we are capable in it, and they all showed a good behavior.

#### **4.7. Discussion**

The writer already provided the findings of the research on the previous chapter, hereby the writer would like to elaborate the findings above by explaining the result one by one.

##### **4.7.1 Discussion of the questionnaire findings**

From the twenty statements of the questionnaire, majority of the respondents answered in a positive way. They are agreed with almost all of the statement related

to digital literacy and English communicative competence. They were all agreed that being digitally literate is very needed nowadays. Not to mention, with the development of technology, being digitally literate is a very basic skill to be possess.

As we can see from the result of the data above, it shows that in order to get competence in communicate using English, all the respondents believe that they need to learn about digital literacy. As mentioned by Sopandi et al (2019) mastering literacy could be solution in improving or developing our communication skills. In line with those explanation, all the respondents also agreed that they can manage to improve their communication skill using digital literacy. Even though there are many obstacles or problem while learning digital literacy, but the respondents said that they still can handle it.

Digital literacy not only help students in catching up with their oral skill of English communication competence, but also for the written skill. Many students stated that after they continuously read an article, news, or any information written in the online media, they are now able to improve their writing skills. This phenomenon explained that being digitally literate does help students in every skills of English language. They get better at speaking and listening by watching an English video from the internet, and they also get better in reading and writing by reading an article on the internet.

#### **4.7.2 Discussion Of The Open-Ended Questionnaire Findings**

After interviewing five of the respondents, the writer would try to elaborate their answer specifically related to their answer according to the question given to the five respondents from the first until the fifth question. These five questions were asked a question related to English communicative competence. All of the respondents were asked the same question. Then, their answer was explained below.

Based on the data showed above from the first question, majority of the respondents agreed that being digitally literate is very important nowadays. Because, with the development of technology and the globalization era, they think that it is very important for us to keeping up with the surroundings around us. By being digitally literate means, we are preparing ourselves to always prepare with the newest development, and with that we can improve our self-value.

From the second question, it is showed that the respondents were agree that with the help of technology, they believe they can improve their English communicative competence. Since they can use their gadget as a tool to find and learn many new knowledges. If they are studying using their gadget, it would be easier for them to study something that they found difficult repeatedly. Because, it is impossible to ask the teacher to repeat for several time about the material.

Based on the third question, all of the respondents believe that they can communicate well using English. Even though they are quite shy not sur with their ability, but they believe that they can communicate well using English in the future. They all believe that if they study English language continuously using their gadget

through many media, it can be easy for them to be competence in communicating well using English language.

From the fourth question table above, all of the respondents found an error or problem while they were learning English through digital media. There was various reason faced by the respondents, such as bad signals, the inability to check whether they read the word correct or not, and the inability to get the clear explanation from a certain material. The main problem is bad connection, it happens because we all live in different places with different demography, this is the main reason why is the internet connection are not the same from one place to another.

Based on the last question, we can see that all of the respondents believe that they will be able to be fluent in using English as long as they want to keep learning and practicing the English language with the help of the technology. Learning English could be done in so many ways, and technology comes to help us with it. By learning a language using technology it can help us to learn a new language faster because of so many sources that we can get while doing so.

Based on previous sub chapter, the writer delivered the result of the data statistically by using SPSS software. The writer did this study to find out the correlation between students' digital literacy and English communicative competence in fourth semester students of English Education Study Program, of Private University in Semarang in 2021/2022 academic year. The data was collected in close – ended questionnaire and open-ended through Google form and WhatsApp chat. It contained 20 statements of close – ended questionnaire and 5 questions of interview.

As a result, the reliability was 0.659 and 0.932, the results were higher than Cronbach's Alpha value 0.659 and  $0.932 > 0.05$ . It means the instrument was reliable.

The data normality explained that both students' digital literacy and English communicative competence have the normal measurement. The analysis of correlation showed that the correlation between students' digital literacy and English communicative competence was at 0.350. Because the value of  $r$  table with  $N = 22$  and the 5% significance level is 0.432. So, the result show that there is a correlation between students' digital literacy and English communicative competence. Therefore, it can be concluded that H1 (alternative hypothesis) is accepted and H0 (null hypothesis) is rejected.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter is about Conclusion of this study and Suggestion for the lecturers, students, further researchers and readers are also presented based on the result of The Correlation between Students Digital Literacy and English Communicative Competence of fourth semester students of English Education Study Program UNISSULA Semarang in 2021/2022 academic year.

#### **5.1 Conclusion**

According to the previous chapter that students' digital literacy could be one of the factors that affect students in developing their English communicative competence. In order to prove this assumption, the writer did this study.

As described on the chapter IV, it can be concluded that H1 (alternative hypothesis) is accepted and H0 (null hypothesis) is rejected, there is correlation between students' digital literacy and English communicative competence of fourth semester students of English Education Study Program of UNISSULA Semarang in 2021/2022 academic year. It was proven that there was a significant correlation between both of data. The result showed that the correlation coefficient value was lesser than the score of  $r$  table or  $0.350 < 0.432$ . The correlation coefficient value was 0.350, it is around 0.20-0,399. It can be described that there is a weak degree of

significant correlation between student's digital literacy and English communicative competence of fourth semester students of English Education Study Program, of Private University in Semarang in 2021/2022 academic year. Thus, students' digital literacy weakly correlates to the English communicative competence.

## **5.2 Suggestion**

After concluding and describing the result of this study, therefore the writer would like to give suggestions for:

1. The Lecturers

The lecturers as students' parents at university should be able to help the students while studying in the university to give them the support or advice on how to maximize the use of digital media as a tool for students to learn and develop their English communication better. If students were given advice on how to use their gadget wisely to learn English will be more organized and do not feel lost to start studying English using their gadgets. The lecturers' support is quiet important for students.

2. The Students

The students are expected to be able to be aware of and care about their ability in digital literacy and English communicative competence. They are expected to be understood the basic knowledge of digital literacy, be confidence in learning English through digital media and be able to operate gadgets using an English language.

### 3. For Future Researchers

The people who are going to conduct research related to this study should make a better improvement by using another indicator of this study.

### 4. For the Readers

This study hopefully will give the readers experience and information about students' digital literacy and English communicative competence. The readers can finally realize that digital literacy could help students in developing their English Communicative competence.

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## APPENDIXES

Appendix – 1 Rubric validation

Instruction:

Give the thick mark (✓) at the alternative answers which you think the best one for the following criteria

Criteria	Operational Definitions	Score				<p><b>Statements NOT meeting standard</b></p> <p><b>(List page and statement number) and need to be revised.</b></p> <p><i>Please use the comments and suggestions section to recommend revisions</i></p>
		1	2	3	4	
<b>Clarity</b>	<ul style="list-style-type: none"> <li>The statements are direct and specific</li> </ul>				✓	
	<ul style="list-style-type: none"> <li>Only one statement is asked at a time</li> </ul>				✓	
	<ul style="list-style-type: none"> <li>The participants can understand what is being asked</li> </ul>				✓	
	<ul style="list-style-type: none"> <li>There are no <i>double-barreled</i> statement (two statements in one)</li> </ul>				✓	
<b>Wordiness</b>	<ul style="list-style-type: none"> <li>Statements are concise</li> </ul>				✓	
	<ul style="list-style-type: none"> <li>There are no unnecessary words</li> </ul>				✓	
<b>Negative Wording</b>	<ul style="list-style-type: none"> <li>Statements are asked using the affirmative</li> </ul>				✓	
<b>Overlapping Responses</b>	<ul style="list-style-type: none"> <li>All possibilities are considered</li> </ul>				✓	
	<ul style="list-style-type: none"> <li>There are no ambiguous statements</li> </ul>				✓	
<b>Balance</b>	<ul style="list-style-type: none"> <li>The statements are unbiased and do not lead the participants to a response. The statements</li> </ul>				✓	

	are asked using a neutral tone				
<b>Use of Jargon</b>	• The terms used are understandable by the target population				✓
	• There are no clichés or hyperbole in the wording of the statements				✓
<b>Appropriateness of Responses Listed</b>	• The choices listed allow participants to respond appropriately				✓
	• The responses apply to all situations or offer a way for those to respond with unique situations				✓
<b>Use of Technical Language</b>	• The use of technical language is minimal and appropriate				✓
	• All acronyms are defined				✓
<b>Application to Praxis</b>	• The statements asked relate to the daily practices or expertise of the potential participants				✓
<b>Relationship to Problem</b>	• The statements are sufficient to answer the research question				✓
	• The statements are sufficient to obtain the purpose of the study.				✓
Comments and Suggestions.					
<i>The instrument is valid to be used in this study</i>					
Nur Ekaningsih, S.Pd., M.Pd					



**Simon & White (2011)****The Criteria of the Score:**

1 = Not Acceptable (major modifications needed)

2 = Below Expectations (some modification needed)

3 = Meets Expectations (no modifications needed but could be improved with minor changes)

4 = Exceeds Expectations (no modifications needed)

Score of Validation rubric:

	<u>Total Score</u>
Score	<u>Total Items</u>

Score =  $\frac{19 \times 4}{19}$  = **4** (*Exceeds Expectations (no modifications needed)*)

Semarang, 8 Agustus 2021

**Validator**



(Nur Ekaningsih, S.Pd.,M.Pd  
NIK. 210815028

## Appendix – 2 Open-ended questionnaire validity

Instruction:

- Give tick mark (✓) at the alternative answers which you think the best one for the following criteria

Criteria	Operational Definitions	Score				Statements NOT meeting standard (List page and statement number) and need to be revised.  <i>Please use the comments and suggestions section to recommend revisions</i>
		1	2	3	4	
Clarity	• The statements are direct and specific			V		
	• Only one statement is asked at a time			V		
	• The participants can understand what is being asked			V		
	• There are no <i>double-barreled</i> statement (two statements in one)			V		
Wordiness	• Statements are concise			V		
	• There are no unnecessary words			V		
Negative Wording	• Statements are asked using the affirmative			V		
Overlapping Responses	• All possibilities are considered			V		
	• There are no ambiguous statements			V		
Balance	• The statements are unbiased and do not lead the participants to a response. The statements are asked using a neutral			V		

	tone					
<b>Use of Jargon</b>	<ul style="list-style-type: none"> <li>The terms used are understandable by the target population</li> </ul>			V		
	<ul style="list-style-type: none"> <li>There are no clichés or hyperbole in the wording of the statements</li> </ul>			V		
<b>Appropriateness of Responses Listed</b>	<ul style="list-style-type: none"> <li>The choices listed allow participants to respond appropriately</li> </ul>			V		
	<ul style="list-style-type: none"> <li>The responses apply to all situations or offer a way for those to respond with unique situations</li> </ul>			V		
<b>Use of Technical Language</b>	<ul style="list-style-type: none"> <li>The use of technical language is minimal and appropriate</li> </ul>			V		
	<ul style="list-style-type: none"> <li>All acronyms are defined</li> </ul>			V		
<b>Application to Praxis</b>	<ul style="list-style-type: none"> <li>The statements asked relate to the daily practices or expertise of the potential participants</li> </ul>			V		
<b>Relationship to Problem</b>	<ul style="list-style-type: none"> <li>The statements are sufficient to answer the research question</li> </ul>			V		
	<ul style="list-style-type: none"> <li>The statements are sufficient to obtain the purpose of the study.</li> </ul>			V		
<p>Comments and Suggestions</p> <p>The instrument can be used for the research</p>						

**Simon & White (2011)****The Criteria of the Score:**

1 = Not Acceptable (major modifications needed)

2 = Below Expectations (some modification needed)

3 = Meets Expectations (no modifications needed but could be improved with minor changes)

4 = Exceeds Expectations (no modifications needed)

Score of Validation rubric:

	<b><u>Total Score</u></b>
<b>Score</b>	
<b>Total Items</b>	

Semarang, 8 August 2021

**Validator**



(Elok Widiyati, S.Pd.,M.Pd)

NIK. 210816030

## Appendix – 3 Closed Ended Questionnaire Form

No	Statements	Alternative options			
		Strongly agree	Agree	Disagree	Strongly disagree
<b>Digital Literacy</b>					
1	For me being digitally literate is very important nowadays				
2	The globalization era forces us to understand the basic skill of digital literacy				
3	I can learn to be digitally literate using my gadgets which use English as the language setting				
4	I am able to operate a gadget which use English as the language setting				
5	I am able to interpret the real meaning of the orders on the web which are written in English				
<b>English Communicative Competence</b>					
6	I am using English as the language setting on my gadget				
7	I am able to write a sentence in English after I changed the language setting on my gadget using				

	English				
<b>8</b>	I am able to understand the meaning of a sentence written in English after I changed the language setting on my gadget using English				
<b>9</b>	I am able to listen to the real sound of words spoken in English				
<b>10</b>	I am able to speak in English fluently after I learn English through my gadget				
<b>11</b>	After changing my language setting in to English, I feel more confidence with my English now				
<b>12</b>	I can communicate effectively using English with other person				
<b>13</b>	I am able to gain more vocabularies after I changed my gadget language setting into English				
<b>14</b>	Learning English through digital literacy is changing the learning style of “teacher-centered method”				

<b>15</b>	Being digitally literate helps me to understand English better				
<b>16</b>	I am being more confident in English after learning English language competence through digital literacy				
<b>17</b>	Being digitally literate really helps in improving Speaking skills				
<b>18</b>	Being digitally literate really helps in enhancing Listening skills				
<b>19</b>	Being digitally literate really helps in enlightening Reading skills				
<b>20</b>	Being digitally literate really helps in increasing Writing skills				

## Appendix – 4 List of Open-ended questionnaire question

No	Question
1	Do you think that being “digitally literate” is important?
2	Do you think that with the help of technology, your English Communicative Competence get better?
3	Do you think that you can communicate well using English?
4	Have you got any problem while learning English Language through Digital Media?
5	Do you think that you can be competence in communication using English with the help of Digital Media?



Appendix – 5 Students responses of close ended questionnaire

NO	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	3	4	3	4	4	4	4	4	3	4	3	3	4	3	3	3	3	3	4	3
2	3	3	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
3	4	3	3	3	3	4	4	4	4	3	4	3	3	3	4	4	3	3	3	3
4	3	3	1	3	3	1	3	3	3	3	3	2	3	2	3	3	3	3	3	3
5	4	3	4	4	3	4	3	3	3	3	2	2	3	3	3	3	2	2	4	3
6	4	3	3	3	3	2	2	2	3	2	3	2	3	4	2	2	3	3	4	3
7	4	4	4	4	3	4	3	3	3	3	3	3	4	4	4	3	3	3	3	3
8	4	4	3	3	3	3	3	3	3	2	3	2	3	3	3	3	4	4	4	4
9	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
10	3	3	3	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
11	4	4	4	4	3	3	3	3	3	3	3	3	4	4	4	4	4	4	4	4
12	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
13	4	4	3	3	4	4	3	4	3	4	4	3	4	4	3	4	4	3	4	4
14	3	3	3	3	3	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3
15	3	3	3	3	2	3	3	3	3	2	3	3	3	2	3	3	2	3	3	3
16	3	4	3	4	3	4	3	4	3	3	4	3	4	4	3	3	3	3	3	3
17	4	3	4	4	3	3	3	3	4	3	3	3	4	4	3	4	4	4	4	4
18	3	4	3	4	4	3	2	2	3	2	2	2	2	3	3	3	2	3	3	2

19	4	4	3	3	3	4	3	3	3	4	3	3	4	3	4	4	4	4	3
20	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
21	4	3	3	3	3	4	3	3	3	3	3	3	4	3	3	3	3	3	3
22	4	4	4	3	4	3	3	3	4	3	3	3	3	3	4	4	4	4	3

## Appendix – 6 Student’s response of the open-ended questionnaire

1<sup>st</sup> question

No.	Do you think that being “Digitally Literate” is important?
1	Yes, I do. It is very important
2	I think so, moreover in the globalization era nowadays
3	I think it is really important. Moreover, in the globalization era like now, there are many sectors that are being really competitive. So, we need to be digitally literate.
4	I think it is very important, in this modern era to be more specific.
5	Yes, I think it is very important. Because it can improve my English skill.

2<sup>nd</sup> question

No.	Do you think that with the help of technology, your English communicative competence gets better?
1	Yes, I do. Because of digital literacy it will be very useful to improve and develop our English.
2	It’s really helpful. With the various types of learning application. It helps us to train our speaking and reading speed.
3	Of course, it is helpful. With the development of technology, there are many ways for us to learn English using our own gadget. And learning using our own gadget is one of the most interesting way of learning.

4	Really helpful, because I thought that English is only about speaking. Turns out we learn many things, and the digital media provides the material really clear.
5	Of course, it is. By using my phone or applications, I can communicate with another foreigner.

3<sup>rd</sup> question

No.	Do you think that you can communicate well using English?
1	Yes, I do
2	Well for myself, I think I need to study more. I get it when someone talks in English. But it is quite hard for me to answer to them using English too.
3	Personally, I think that I can't communicate well using English. Maybe it is because I barely practice.
4	It is quite hard because we need to repetition while learning a language. But through digital media it really helps me a lot to memorizing the words.
5	Just a little bit, but I will always try to speak well using English

4<sup>th</sup> question

No.	Have you got any problem while learning English through digital media?
-----	--

1	Of course, it requires high self-discipline to learn through online media, missing social interactions, lack of lectures contact, unsupported environment, and also bad signal.
2	Of course, I do. The main problems are the signal and then the ineffectiveness. I mean if I said a word incorrectly, there will be no one to correct me right away.
3	So many problems. The ultimate problem is that I think the explanation or description in the Online media is not that clear. So, we still need the role of teacher to explain it here.
4	For me myself, I still need a lot of practice to communicate using English. Because I have to think for a while to choose the appropriate words.
5	I got many troubles it is the signal. It makes the learning interrupted.

5<sup>th</sup> question

No.	Do you think that you can be competence in communicating using English with the help of Digital Literacy?
1	Yes, I do. Many information comes through digital media. And with the help of it I am able in developing my English communicative competence.
2	In my opinion yes, as long as I want to learn and always practicing through the media that I have.

3	For me personally I am not so sure. Because if we want to learn a Language, we need to practice a lot, while online media only provide the theory and not the practice.
4	I am pretty sure I can. Because one of my role models said that he learns English through digital media. So, I am pretty sure I can.
5	Yes, I think I will be competence in communicating using English with the help of Digital media.

## Appendix – 7 List of Respondents

questionnaire cikal

Pertanyaan Jawaban 22 Setelan

Full name  
22 jawaban

Beril Kholif Arrohman
Rosita Izlin
Alfian Agung Nugroho
AYU KARTIKA NDARI
Fathimatuzzahra
Siti Jazilah
Candra umayah
Azka Salsabila
Alviona Putri

10:20 AM  
12/20/2021

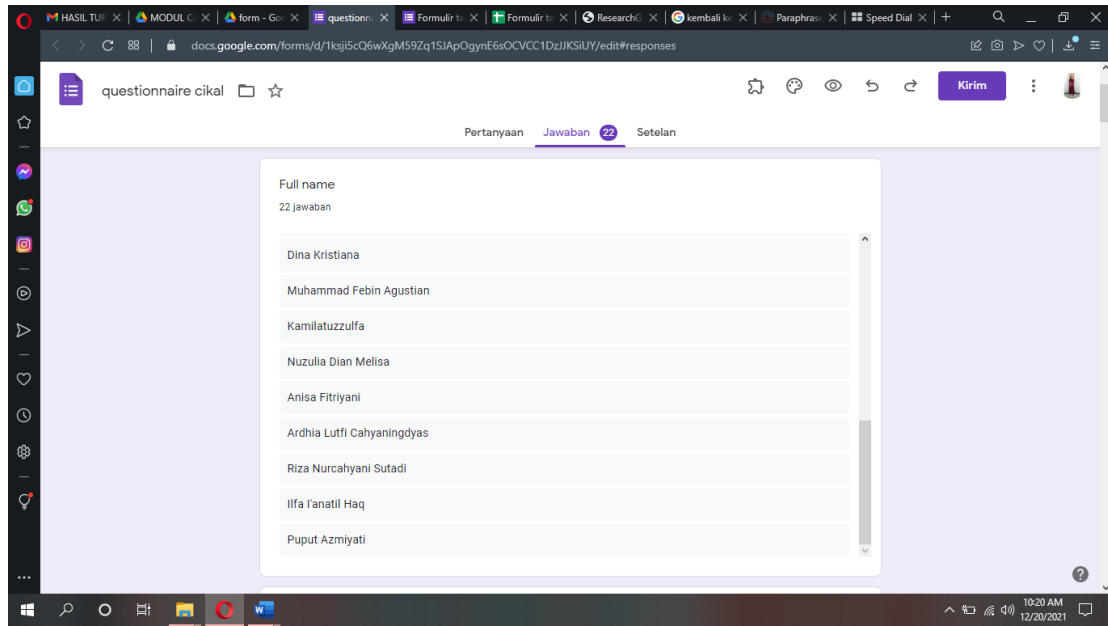
questionnaire cikal

Pertanyaan Jawaban 22 Setelan

Full name  
22 jawaban

Zulfa
Ainun Haniah
Dwi Sekar Sari
Harlina zumiarti
Dina Kristiana
Muhammad Febin Agustian
Kamilatuzzulfa
Nuzulia Dian Melisa
Anisa Fitriyani

10:20 AM  
12/20/2021





## Appendix – 8 Google form

The screenshot shows a Google Form titled "questionnaire cikal" in edit mode. The form has a header with a navigation bar showing "Pertanyaan", "Jawaban 22", and "Setelan". Below the header is a decorative image of rolled-up diplomas and a graduation cap. The main content area contains a "Questionnaire" section with a greeting: "Hai, my name is Cikal Kurnia from English Education 2017 Study Program Unissula Semarang. I am now doing my research which entitled 'THE CORRELATIONAL STUDY BETWEEN STUDENTS DIGITAL LITERACY AND ENGLISH COMMUNICATIVE COMPETENCE'. Please fill in the form below and answer all the questions. Thankyou in advance!". Below the greeting is a text input field labeled "Full name \*".

questionnaire cikal ☆ Semua perubahan disimpan di Drive

Pertanyaan Jawaban 22 Setelan

Questionnaire

Hai, my name is Cikal Kurnia from English Education 2017 Study Program Unissula Semarang. I am now doing my research which entitled 'THE CORRELATIONAL STUDY BETWEEN STUDENTS DIGITAL LITERACY AND ENGLISH COMMUNICATIVE COMPETENCE'. Please fill in the form below and answer all the questions. Thankyou in advance!

Full name \*

Teks jawaban singkat

The screenshot shows the same Google Form, but now displaying three Likert scale questions. Each question has four response options: "strongly agree", "agree", "disagree", and "strongly disagree".

questionnaire cikal ☆ Semua perubahan disimpan di Drive

Pertanyaan Jawaban 22 Setelan

1 For me being digitaly literate is very important nowadays \*

strongly agree agree disagree strongly disagree

Alternative options

2 The globalization era forces us to understand the basic skill of digital literacy \*

strongly agree agree disagree strongly disagree

Alternative options

3 I can learn to be digitaly literate using my gadgets which use English as the language setting \*

strongly agree agree disagree strongly disagree

Alternative options

## Appendix – 9 Documentations

