

ABSTRACT

Prayogi, Adi Bagus. 2024. *The Implementation of Digital Literacy in Teaching Process at Global English Course. Skripsi*, English Department Faculty of Teacher Training and Education Islamic University of Kadiri. Advisor I: Erwin Hari Kurniawan, M.Pd., Advisor II: Wildan Isna Ashar, M.Pd.

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Digital literacy involves being able to use technology to access information, communicate, solve problems, and even do things like computer programming. It's not just about knowing how to use gadgets; it's also about having social skills, being a good learner, and thinking critically, creatively, and innovatively. Digital literacy encompasses a wide range of abilities, from using technology for tasks like problem-solving to fostering social skills and critical thinking. Therefore, in educational aspect, educators need to embrace digital literacy to enhance their teaching practices, empowering them to effectively integrate technology into their educational strategies for improved learning outcomes.

This research project focuses on how teachers at the Global English Course use digital tools in different aspects of their teaching. It explores how these tools are integrated into lesson planning, teaching methods, student assessments, and reflections on their teaching practices. Using a qualitative descriptive method, this study involves conducting interviews with teachers, observing their teaching practices, and documenting their experiences with digital tools. These methods help gather information about how technology is used in teaching at the

Global English Course, providing a clearer picture of its effectiveness in enhancing the learning process.

The study results show that all Global English Tutors implementing their digital literacy during the teaching process. In the pre active phase, teachers usually create their lesson plans using digital tools such as laptops and smartphones to find relevant information online. In the inter active phase, the tutors utilize digital tools such as phones to aid in delivering lesson content and facilitating discussions during the teaching process. In the post active phase, researchers observed that teachers in speaking classes utilize their digital skills during the reflection process. They mentioned that using digital literacy makes the assessment process easier and more convenient for teachers.