



UTILIZING CRITICAL DISCOURSE ANALYSIS FOR DEVELOPING STUDENTS' DIGITAL LITERACY: A NEED ANALYSIS APPROACH

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Abstract

The research aimed to analyze the need for implementing Critical Discourse Analysis to improve students' digital literacy skills. The research focuses on analyzing the problems and needs of students majoring in Management at STIE Gentiaras Lampung regarding the need to apply Critical Discourse Analysis to improve students' digital literacy skills. Qualitative descriptive is a type of research used by researchers. Meanwhile, STIE Gentiaras Lampung students were the subjects used in this study. There are literature studies, observations, interviews, and tests as data collection methods in the study. There are four analyses of problems experienced by students in order to develop students' digital literacy skills. The four problems are 1) Low Digital Literacy Skills of Students, 2) Mismatch of Teaching Methods in The Classroom, 3) Lack of Integration in the Curriculum, and 4) Lack of Access and Infrastructure. Needs analysis is also carried out by researchers, in addition to applying problem analysis. STIE Gentiaras Lampung students have three needs. First, students need CDA as a learning method to develop their digital literacy skills. Second, students need CDA integration with the latest curriculum. Third, students need adequate access and infrastructure to develop digital literacy skills. Therefore, researchers will continue this research by using CDA as a learning method to develop students' digital literacy skills.

Keywords : CDA, digital literacy, need analysis

INTRODUCTION

In today's digital era, information can be abundantly available, and communication can transcend geographical boundaries, so digital literacy has become the center of attention in contemporary education (Knight et al., 2020). Digital literacy is the range of capacities, competencies and skills students need to navigate, evaluate and communicate effectively within a broad range of digital platforms and technologies. The ability to distinguish credible sources from misinformation is sorely needed as technology is increasingly integrated into various aspects of our lives. Thus, teachers and students can use digital tools for learning and discussion in class. Digital literacy is needed to develop critical thinking, ethical judgment, and a mindful approach to digital interactions. Therefore, students can be responsible, informed, and involved in the wider community if teachers can foster digital literacy among students (Alakrash et al., 2021).

Critical Discourse Analysis (CDA) is a theoretical and methodological framework rooted in linguistics and social theory that examines the relationship between language, power and ideology in various contexts (Jafari, 2021). CDA's role is to reveal how language strengthens or challenges existing ideologies, shapes power dynamics and builds and reflects social reality (Fairclough, 2010). Students can uncover social structures, hidden meanings, and ways discourse can influence perceptions by dissecting the linguistic elements of texts. Incorporating CDA into digital literacy education equips students with the tools to critically analyze and navigate the complexities of online communication in today's digital landscape.

Digital literacy includes a range of skills, knowledge, attitudes, and behaviors essential to navigating, understanding, evaluating, creating, and communicating effectively using digital technologies and online platforms. Students should focus on technical skills and master a holistic understanding of the digital landscape, including social dynamics, communication channels, information sources, and resources. In today's interconnected world, the ability to navigate the digital realm with discernment and critical thinking is paramount for students' success and active participation in various spheres of life. Digital literacy is a fundamental competency for students to engage with the digital world competently and critically (Jalil et al., 2021).

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Digital literacy is very important for students in many ways. Digital literacy can empower students to research effectively, evaluate information critically, and engage in collaborative projects. This capability can help students meet the demands of the workforce in the modern era to become responsible digital citizens, make informed choices about their online interactions, protect privacy and contribute positively to online communities. Therefore, students can navigate the complexities of the digital world with confidence, autonomy, and critical awareness through digital literacy (Durriyah & Zuhi, 2018).

Previous research has illustrated how CDA can uncover digital media representations and narratives, thereby triggering discussions about the influence of media on society (Anwar et al., 2020; Brown, 2019; Hashemi & Ghanizadeh, 2012; Rogers & Schaenen, 2014; Sipitanos et al., 2021). However, there are emerging gaps, including focusing on analyzing existing digital texts rather than student-driven content creation. CDA integration in digital content creation can facilitate students to produce material that is technically proficient and socially insightful. Further research is needed to assess the impact of CDA interventions in increasing student digital literacy. This current study conducted a needs analysis to determine what teachers and students need to increase student digital literacy. Addressing these challenges can lead to more effective strategies for equipping individuals with the essential skills for thoughtful digital engagement.

Based on the explanation above, researchers conducted a needs analysis that involves a directed approach to identify various aspects teachers and students need in applying Critical Discourse Analysis (CDA) to improve students' digital literacy skills. Two research focuses become the reference for researchers in analyzing the use of CDA in improving students' digital literacy skills. First, researchers can analyze the various difficulties experienced by STIE Gentiara Lampung students in developing student digital literacy. Second, researchers will analyze the needs of STIE Gentiara Lampung students in developing student digital literacy.

RESEARCH METHOD

Qualitative descriptive is a type of research used by researchers. Management students at STIE Gentiara serve as research subjects in this study. There are literature studies, observations, interviews, and tests as research data collection methods. Meanwhile, researchers analyzed the contents of the university curriculum, observations, and student test results as a data analysis technique used in this study.

This research uses various research instruments. First, the researcher used a digital literacy comprehension written test. Researchers use various instrument grids: Retrieval and Online Search, Critical Evaluation of Online Sources, Digital Communication and Social Media, Privacy and Security Awareness, and Responsible Digital Citizenship. Second, researchers used interview guidelines to obtain primary data from students. In this second instrument, researchers use various instrument grids, namely the level of student digital literacy, factors confusing, and explanations of digital literacy for students.

Furthermore, the researcher used the observation sheet as the third instrument in this study. There are two instrument grids in this stage: student learning culture and observing the lecture process of STIE Gentiara Management students. Furthermore, researchers used document analysis sheets to collect literature study data. This instrument has two lattices: digital literacy content in English learning and digital literacy content in the school curriculum.

FINDING AND DISCUSSION

There are two research focuses used by researchers to analyze the need for using CDA in improving the digital literacy skills of STIE Gentiara Lampung students. The researcher carried out an analysis of various student problems in developing digital literacy skills in English courses. Second, researchers identified students' needs in developing digital literacy skills in English courses. Below is an explanation of the two focuses of the study.

Problem analysis

4th-semester Management students taking English 2 courses are the research subjects of this study. This course aimed to improve communication skills professional preparation, increase access to information, develop soft skills, and opportunities for further study. This course is a compulsory subject, therefore Management students must graduate from this course in order to graduate from the STIE Gentiara Lampung. The achievements that students must master in digital literacy are Retrieval and Online Search, Critical Evaluation of Online Sources, Digital Communication and Social Media, Privacy and Security Awareness, and Responsible Digital Citizenship. However, Management students at STIE Gentiara Lampung experienced difficulties obtaining digital literacy skills.

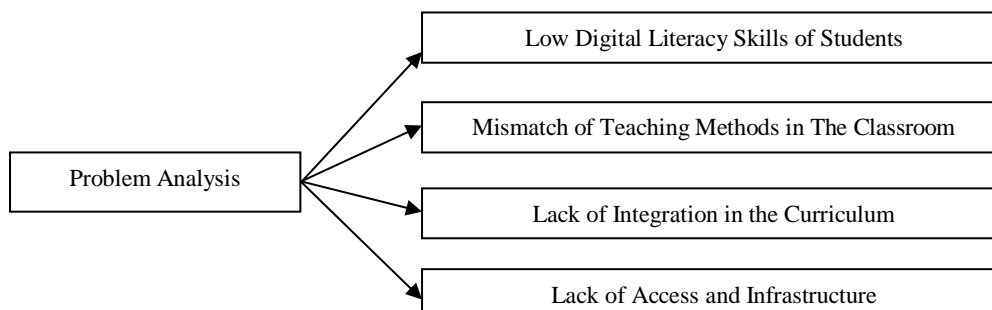


Figure 1. Finding of Problem Analysis

After conducting thematic analysis, the researcher obtained findings about student problems in developing students' digital literacy skills: 1) Low Digital Literacy Skills of Students, 2) Mismatch of Teaching Methods in The Classroom, 3) Lack of Integration in the Curriculum, and 4) Lack of Access and Infrastructure. Meanwhile, there is a description of the problems students have in order to develop students' digital literacy skills, namely:

Low Digital Literacy Skills of Students

Students still have not mastered the concept of digital literacy. A survey conducted by researchers shows that 68% of students have not mastered the concept of digital literacy. This phenomenon means that students still have not mastered Retrieval and Online Search, Critical Evaluation of Online Sources, Digital Communication and Social Media, Privacy and Security Awareness, and Responsible Digital Citizenship. Therefore, the lecturers can use Critical Discourse Analysis to improve students' digital literacy skills. The proposed method is CDA. Critical Discourse Analysis (CDA) is a method of text analysis used to understand how language is used in social, political and cultural contexts. It includes an in-depth examination of how texts create meaning, represent power, and influence worldviews. Students can develop digital literacy skills with CDA because CDA can encourage students to be critical of digital content, evaluate the credibility of digital information, and master the power of language in social media (Brown, 2019).

Mismatch of Teaching Methods in The Classroom

The researcher conducted a questionnaire on students about understanding students' digital literacy skills. The study findings explain that 66% of students feel that the teaching methods used by lecturers are still inappropriate. Using conventional learning methods by lecturers can contribute to students' lack of enthusiasm in developing digital literacy skills. Traditional learning methods that focus on lectures and the absorption of information without providing opportunities for active interaction with digital technology can reduce students' motivation to increase their digital literacy proactively. Digital literacy skills require hands-on experience with digital tools, critical analysis of online information, and the ability to collaborate in digital environments. If learning methods do not accommodate these aspects, opportunities to develop comprehensive digital literacy may be limited, and students may not feel engaged or motivated in addressing the challenges of modern technology (Hunt & MacPhee, 2020).

Lack of Integration in the Curriculum

Based on the questionnaire results, 72% of students thought the curriculum did not encourage students to develop their digital literacy skills. If digital literacy is not properly integrated into the curriculum, students may feel it is not the main focus. A curriculum that does not properly integrate digital literacy can signal that this ability is not a priority in students' academic and professional development. As a result, students may feel less motivated to hone their digital literacy skills actively. Educational institutions need to recognize the central role of digital literacy in preparing students to face an increasingly digitalized world (Hazaeta & Hazaeta, 2020). By encouraging the integration of digital literacy in the curriculum, institutions can strongly encourage students to perceive it as an important and relevant competency.

Lack of Access and Infrastructure

Not all students have equal access to computers or the internet to develop digital literacy. Economic or geographical factors can become barriers to obtaining adequate access. Inequality in access to computers and internet devices can provide serious challenges in developing digital literacy among students. This gap can reinforce the digital literacy gap, as students who do not have adequate access may not have the opportunity to develop the digital skills needed to face the challenges of a modern era that relies heavily on technology. Therefore, holistic solutions must be considered to overcome these obstacles and ensure students can increase digital literacy equally.

Need Analysis

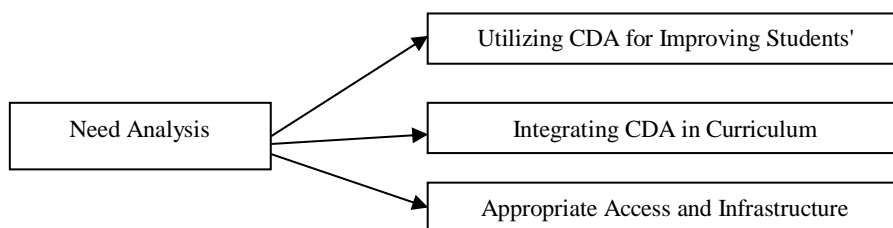


Figure 2. Finding of Need Analysis

After finishing analyzing the problem as the focus of the first research, the researcher continued to analyze the needs of STIE Gentiaras Lampung students to develop digital literacy skills through CDA. There are three students' needs based on the findings of the problem analysis above. They first used CDA as a learning method to improve students' digital literacy skills. Second, teaching materials that are aligned with the current curriculum. Finally, appropriate access and infrastructure for utilizing CDA to improve students' digital literacy. Below, the researcher will describe three analyses of students' needs to develop digital literacy skills through CDA.

Utilizing CDA for Improving Students' Digital Literacy

STIE Gentiaras students had some difficulties developing their digital literacy ability based on the observation in this research. Utilizing CDA to improve students' digital literacy solves this problem because this method can help students master the ideology, power, and social dynamics involved in digital literacy. CDA can facilitate the students to explore the meaning of digital texts, trace the ideologies that may embedded in messages, and identify the underlying structure of power (Rogers & Schaenen, 2014). Therefore, students can gain deeper insight into how these messages influence their perception and views of digital platforms by understanding how language is used to build narratives.

Moreover, CDA can also facilitate students in developing their critical thinking in comprehending digital content and information (Nasution et al., 2022). They can understand the goal of the message, recognize biases, and distinguish between facts and opinions by examining digital message assumptions. These activities can encourage them to become more intelligent and critical information students in the modern era full of ambiguous and complex information.

On the other hand, students can apply theoretical concepts to practical experiences based on implementing CDA in enhancing digital literacy (Esquivel, 2019). They can learn and master the works of CDA in real-world situations by examining digital texts relevant to daily activities, academics, politics, and economics. This activity can facilitate the development of their understanding ability of CDA principles and give them the tools to communicate and preserve their perspective in a complex and fast-paced digital environment.

Therefore, the implementation of CDA for developing students' digital literacy can offer significant benefits for students in solving their difficulties. CDA can provide powerful analytical tools and facilitate students to become more understanding, critical, and active in the modern world.

Integrating CDA into the Curriculum

According to thematic analysis, integrating CDA into the curriculum is students' second need to improve their digital literacy ability. Some stages can be conducted to integrate CDA into the learning curriculum. First, lecturers must design modules or learning units that specifically teach CDA principles and how they apply them in the context of digital literacy in their English courses. This module includes material about using discourse analysis to identify power and ideology in digital messages and enable students' critical ability to examine online content.



Second, lecturers can present concrete examples of digital content related to students' learning needs in this module. This English course module includes social media posts, advertisements, and news articles. Lecturers can guide students in analyzing these contents using CDA to identify word choice, language use, narrative structure, and hidden messages. Moreover, they can integrate practical activities by giving assignments to students to implement CDA principles in the digital content they have. These digital contents include social media posts, videos, and blog posts that reflect their socio dynamics, ideology, and power in a digital context. Lecturers can give constructive feedback to assist students in developing their analysis ability and implementation of CDA principles in the digital content they find (Dar et al., 2010).

Third, lectures can facilitate class discussions for students to promote the collective analysis of digital content. These discussions enable students to ask questions, share their ideas, and develop deeper views of how CDA can be applied in various online contexts. Integrating CDA into the curriculum also requires appropriate assessment. Lectures can design assessment tasks that assess students' understanding of CDA principles, make students apply them in digital content analysis, and convey ideas using CDA understanding.

Appropriate Access and Infrastructure

Appropriate access and infrastructure is the last of students' need for developing digital literacy ability by applying CDA. STIE Gentiaras Lampung, as an educational institution, must provide a high-tech learning environment with modern software, computer facilities, and stable internet access for conducting digital discourse analysis. Moreover, this institution must also ensure that its students access relevant digital resources, such as online content, news articles, and scientific journals to be analyzed.

Meanwhile, training and assistance for lecturers is also important apart from technical aspects. STIE Gentiaras can organize special training for English lecturers in implementing CDA for developing students' digital literacy. This training includes the application of how to guide students in CDA analysis, how to recognize power dynamics in digital content, and the evaluation of students' work with a CDA lens. Furthermore, collaboration with professionals and experts in CDA and digital literacy can also be an effective step. Inviting guest speakers or collaborating with experts can provide new views and insights that can be applied in developing digital literacy ability (Razak et al., 2022).

Finally, monitoring student progress in implementing CDA in their digital literacy is important. Educational institutions can monitor the skills mastered by students, the difficulties encountered, and the results of their work. This will assist the institution in making necessary adjustments to the learning approach and support provided to students.

CONCLUSION

Based on the results and discussion conducted by researchers, two research focuses were developed in this study: problem and need analysis. In developing students' digital literacy skills through CDA, researchers found four problem analyses based on observations, interviews, questionnaires and tests. The four problems are 1) Low Digital Literacy Skills of Students, 2) Mismatch of Teaching Methods in The Classroom, 3) Lack of Integration in the Curriculum, and 4) Lack of Access and Infrastructure. Meanwhile, there are three needs for STIE Gentiaras students to develop their digital literacy skills. First, students need CDA as a learning method to develop their digital literacy skills. Second, students need CDA integration with the latest curriculum. Third, students need adequate access and infrastructure to develop digital literacy skills. Thus, researchers will continue this research by using CDA as a learning method to develop students' digital literacy skills.

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