CHAPTER I

INTRODUCTION

This chapter gives the study's background, including why it was conducted; first, a research question is developed; next, the study's purpose is to answer the questions posed; after that, we'll continue discussing the value of research and show you how it can help you; scope and limitations of a study are the limits of what is included in the study; finally, definitions of key terms are provided at the end of the chapter to help readers and researchers understand each other better.

A. Background of the Study

Information literate This means that a person living in an information society is literate when he or she is able to read and use information essential to daily life, recognizes the need for information, and searches for information in order to make informed decisions. It means that, simply put, information literacy refers to a person who has the ability to read and write information.

"The ability to recognize when information is needed, find and evaluate the information needed, and use it effectively" is what the American Library Association (ALA) defines as information literacy. Finding, evaluating, and effectively using the necessary information requires information. Concentrate on gathering data that will be extremely helpful for conducting research and analyzing data to serve as a foundation for decisions in the future.

Even today, with rapid technological innovation and increasing information resources, information literacy is becoming increasingly important[1]. One of the most important reading skills in today's information society is the ability to judge the reliability of online information[2]. This shows that in the digital age, information is easily obtained not only from books in the library but also from the internet. As a teacher or educator, of course thinking

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[1] Bundy, Alan. *Australian and New Zealand Informastion Literacy Framework.* 2004. (Adelaide; Australian and New Zealand Institute for Information literacy, second edition) p.3
[2] Pariera, Katrina L. *Information Literacy on the Web.* 2012. (California; University of South California) vol.6 p.34

is also required to develop, eespecially in finding the latest information, processing it and using it as a learning reference.

The most important goal of education in an Information-literate society is to improve individuals who have learned how to learn as learning to develop in an ever-changing life. The role of Iinformation literacy is very important for lifelong learning because it improves the quality of education both in the learning environment and in the education environment. Therefore, the importance of literacy information for educators and students themselves is equally important in their respective proportions.

Indonesia has many programs to raise social awareness about the importance of literacy. Government-supported efforts to implement literacy programs in various sectors aim to increase interest in reading and the public's understanding of the evolving times. A number of government literacy programs, including the establishment of mobile library parks, increasing interest in reading among children who have dropped out of school and those living abroad, and providing free books to schoolchildren.

In the case, the Government making free books for all schools in Indonesia, it is an effort to improve literacy information in the world of education. The government provides two types of free books, one for students and one for teachers. At this point, the teacher has an important role to guide students to become information literate in accordance with the learning objectives that the government has planned. Then, are these teachers able to bring students to become literate as expected by the government. Not only focusing on instructions that have been listed in the book, but teachers must also be able to develop and innovate according to the times.

New days, in the digital era through media digital where many students prefer to learn something related to high technology. Almost all of them used mobile phone to help them get informations, answers of the questions for school tasks, and exist in the social media. This situation can be affect about the mindset and habits of the students. Many (students) prefer

something that has related by visual and technology (e.g: multimedia learning, using computer, e-learning, and technology).

To understand how information literacy (IL) requirements have changed and may continue to change due to the rapid proliferation of information and communication technologies (ICT), consider how information seeking has changed over the past decade. It is important to understand what has changed electronic age[3]. The ability of information literacy is very important for a teacher to remember every year, the generation of students he faces is certainly different. Willingness to update a variety of the latest information in teaching will support a good and quality learning. This shows that information literacy is very important. If we wants create the student information literate, first the teacher should be information literate.

Information can be obtained from library books, the Internet based on blogs and websites, magazines, posters, newspapers, etc to deepen knowledge and apply it to real life. Information literacy is important to know more information before expanding knowledge. Focus around Education area, informations also needed more related the materials, lesson, teaching method and leaning media (digital/e-learning). Based on CILIP who devided about Information literacy into some contexts. That are Information literacy that related with everyday life, citizenship, education, workplace and health[4].

According to the digital era students are required to make learning media fun and suitable for today's learners who then present and practice it in the ICT class with their friends. Of course, this is closely related to the ability of a prospective teacher to manipulate up-to-date learning media information. Supported by Covid era, many teachers trying and being forced to understand technology because of government programs that require students to study at home. For almost two years, students studied at home without meeting their teachers.

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[3] Williamson, Kirsty. *Research Students in The Electronic Age*. 2007. (Monash University; vo.1) p.47
[4] Information literacy group. *Definition of Information Literacy.*2018 (CILIP; the library and information association) p. 3

Hence, to know how is the competence of someone who be Information literate we should know about the aspects or criterion of Information litracy itself. Some criterions that include into Information literacy is called Information literacy model. Information literacy models can be used to identify different indicators and to show the relationships between them. The model can be used to explain the importance of information literacy[5].

Therefore, by some models of Information Literacy, this research will choose a newest model that is the Empowering 8 model. Additionally, this study used the Empowering 8 Model, designed by Asians themselves, as a guide for indicator analysis. Additionally, it was supported by the International Workshop on Information Skills for Learning held in Colombo, Sri Lanka in 2004. In this workshop, he describes eight model enhancements with the participation of 10 countries.

Based on the phenomenon above, like the researcher's personal experience as a teacher, during the Covid era she was required to present video material by making it personally to upload on the school's YouTube channel. experience filming yourself at home, preparing materials, modules (LKPD) for students to take to school once every 2 weeks and editing their own videos and uploading them. Here the researcher wants to know what percentage of teachers make their own YouTube videos about the materials and the researcher is interested to know the Information literacy's competence of English Teacher in Kediri, The quality of information literacy of English teachers based on the Empowering 8 model standards, which is one of the information literacy models.

B. The Problem of the Study

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[5] Agnesa Damanik, Winnie, *Informasi dan Media Literasi*. (Medan: Universitas Sumatera Utara, 2013) p.4

Based on the background of the study, the researcher wants to know "Information Literacy Competence of English teachers". This question to be answered through this study, they are;

1. What are the information literacy competence of teachers in Kediri have based on Empowering 8 model?

C. Objectives of the Study

Based on the discussion in the background of the study, the researcher limits the research on Information literacy model, there is Empowering 8 model and the subjects are English teacher of Elementary school in Kediri (focus on young learners).

1. To get the information literacy indicators that teacher in Kediri have based on Empowering 8 model, description of the results from each step indicators based on Empowering 8 models and literacy competence's percentage of English teachers based on Empowering 8 model

D. The Significance of the Study

The finding of the research to be able to describe the information literacy teacher competence as giving materials (information) to their students based on Empowering 8 model.

1. **Theoritical**

   a). The result of the research can be used as a knowledgement about the important of Information literacy

   b). The results of this study will help English teachers to know the indicators of information literacy based on the Empowering 8 model.

   c). The finding of this reasearch will enrich English teacher's competence about Information literacy, they will know what are the indicators or step that they have to do when they are teaching and make their students more Information literate

   d). The finding implication of teacher's teaching method for student's achievement make a teacher have result to gain their teaching ability.

E. Scope and Limitation

The researcher limits the scope of this study to make this study not too aboard. The researcher observes English teachers in Kediri, especially elementary school teachers who should be creative as a teacher make their students interest and understand about the materials, can be a student information literate.

F. Definition of Key Term

There are some definition of terms in this research;

1. Information Literacy Competence

Information literacy competence is a person must possess "the ability to recognize when information is needed and to identify, explore, select, organize, create, present, access, and use applicable information" in order to be considered information literate.[6]

2. Empowering 8 model

The final information literacy of Empowering 8 model is derived from the six already-existing models. Additionally, every indicator has roughly the same points or indicators that are developed or discussed in order to identify information process elements, personal locations, abilities, skills, and knowledge structures.[7]

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[6] ALA "American Library Association"

[7] Agnesa Damanik, Winnie, *Informasi dan Media Literasi*. (Medan: Universitas Sumatera Utara, 2013) p.27