ENGLISH FOR PRESENTATION
BACHELOR OF INFORMATICS
SCHOOL OF COMPUTING
TELKOM UNIVERSITY

WRITING A JOURNAL SUMMARY

Part A. Explanation

Writing a summary of an academic journal is one of many ways being critical to comprehend a text. In order to write the summary well, you need to first understand what an academic summary is. Below is a brief explanation.

> ***An academic summary*** *is a concise, succinct representation of an academic text such as a scholarly book, journal article, and research report. The main purpose of summaries is to enable the reader in a limited time to determine why a paper, a journal article, a book chapter or a book is worth reading. In other words, an academic summary is useful so that readers can briefly understand the contents of a journal to then become a consideration of whether it is appropriate for what the reader is looking for. (Universitas Negeri Yogyakarta, MLA 2020)*

After knowing a brief explanation of an academic summary. Now is the time for you to read your journal and highlight some components. You can read the description of each component below.

1. Research Question(s)/ Problem Statement

A well-written summary will reveal research questions or problems in the topic that the author will clearly explain, answer, or argue in the text. What issues are being studied? What kind of problems does the author really want to address? Based on which specific case did the author do that?

2. Motivation/ Relevance

In this section of the summary, you will answer the question why this investigation has been conducted. The research question or the definition of the problem statement is connected to an issue that is of importance to the author, either in a social or academic context. What is the author's motivation? What lacuna is the research text trying to fill?

3. Theoretical Frameworks

Subsequently, you should clarify within what framework the investigation has been conducted. From which theoretical perspective has the author approached the issue? Which scientific theories or models does the author use as starting point to describe, analyse, interpret and explain the issue?

4. Method

In this section, you will explain how the investigation has been carried out. Only state the outlines; there is no need to explain in full detail. Deliver a concise description of how the investigation has been generated, analysed and interpreted by means of a scientifically proven

method. Keep to the most important aspects, such as the structure of the most important data and the method used in the analysis.

5. Results/ Arguments

In this section you should process the outcome of the investigation. Do not mention all findings in the summary; narrow it down to the most important findings or arguments relevant for answering the research question or supporting the main thesis. Any unexpected outcomes are to be mentioned as well.

6. Conclusion

The research question has to be answered in this part of the academic summary. You are not allowed to submit any new information.

7. Your own opinion

Sometimes, depending on the assignment or the purpose of the summary, it can be useful to provide your own opinion on the text/quality of the investigation. Was it carried out in a way you agree with? Does the author use valid arguments? Make sure to provide your own opinion in a separate paragraph; the summary itself has to be objective.

Part B. Practice

Finally, your time to write your Journal/ academic summary is here. Write yours and submit to the LMS.

Name	**: ATHALLAH ZAKI RAMATIANSYAH**
Journal Title	**: eHealth Literacy and Web 2.0 Health Information Seeking Behaviors Among Baby Boomers and Older Adults**
Author	**: ethany Tennant, Michael Stellefson, Virginia Dodd, Beth Chaney, Don Chaney, Samantha Paige, Julia Alber**
Link to the Journal	**: https://www.jmir.org/2015/3/e70/**

No	Components	Description
1	Research question/ problem statement	The study investigates how sociodemographic factors, social determinants, and electronic device use influence eHealth literacy and the use of Web 2.0 for health information among baby boomers and older adults. It seeks to understand why some older individuals use the Internet to find and share health information while others do not.
2	Motivation/relevance	The motivation for this research comes from the increasing use of the Internet among older adults for health information. However, little is known about the factors that affect their eHealth literacy and engagement with Web 2.0 platforms. This research fills the gap by examining how education, age, gender, and technology use relate to eHealth literacy and online health behaviors, which are important for improving health communication in aging populations.
3	Theoretical framework	The research is based on the Structural Influence Model of Health Communication (SIMHC). This model suggests that media forms and communication channels (Web 1.0 vs. Web 2.0) differently influence people's health information-seeking behaviors. It emphasizes how sociodemographic variables shape access to and understanding of health information online.
4	Method	A cross-sectional telephone survey was conducted in Florida with 283 participants aged 50 and above. The survey included the eHealth Literacy Scale (eHEALS) and items adapted from the Health Information National Trends Survey (HINTS). Data were analyzed using independent t-tests, multiple linear regression, and logistic regression to determine the predictors of eHealth literacy and Web 2.0 use.
5	Results/arguments	Results showed that younger age, higher education, and greater use of electronic devices were linked to higher eHealth literacy. Women and participants with higher education levels were significantly more likely to use Web 2.0 platforms for health information. About 35.7% of respondents used Web 2.0 tools such as Facebook and Twitter for health-related purposes. Users of Web 2.0 also reported higher confidence in evaluating online health information.

6	Conclusions	The study concludes that younger, more educated, and technologically engaged individuals among the baby boomer and older adult groups have higher eHealth literacy and are more likely to use Web 2.0 for health information. Tailored interventions that consider age, education, and gender could enhance eHealth literacy and support informed health decisions among older adults.
7	*Evaluation*	The study is comprehensive and uses a well-structured quantitative approach. However, it is limited by its cross-sectional design and reliance on self-reported data, which may lead to social desirability bias. The lack of diversity and limited survey scope are also noted weaknesses. Nonetheless, it provides valuable insights into digital health behavior among older adults.
8	*Analysis*	This research is significant for understanding how aging populations adapt to digital health technologies. It highlights the need for more inclusive and educational interventions to close the digital divide. The findings show that improving eHealth literacy can empower older adults to make better health decisions, emphasizing the growing importance of accessible and user-friendly digital health platforms.

Journal Title	**:** Examining the Relationship Between Digital Literacy Levels and Online Purchase Intentions of Generation X, Y, and Z Consumers
Author	**:** Meftune Özbakır Umut
Link to the Journal	**:** https://doi.org/10.54439/gupayad.1495730

No	Components	Description
1	Research question/ problem statement	The study explores how digital literacy influences consumers' online purchasing intentions and whether these relationships differ across generations X, Y, and Z. Specifically, for Generation X, the research asks whether their digital literacy level impacts their tendency to shop online and how it compares to younger generations.
2	Motivation/relevance	Generation X represents a group that experienced the transition from analog to digital technology, making them an important demographic for understanding digital adaptation. As they are increasingly active in online marketplaces but less digitally immersed than younger groups, studying their digital literacy helps businesses design more effective e-commerce strategies tailored to their digital habits.
3	Theoretical framework	The study uses the **Digital Literacy Framework** (Ng, 2012), which includes four dimensions: attitude, technical, cognitive, and social literacy. These are used to measure how well consumers interact with digital tools and how such competencies may shape their online purchasing behavior.
4	Method	A **quantitative relational research design** was employed. Data were collected via an online survey from 627 participants

		in Turkey, including **135 Generation X respondents aged 40–54**. The survey incorporated the **Digital Literacy Scale** and the **Online Purchasing Intention Scale**. Statistical analyses were conducted using SPSS and AMOS, including ANOVA and Structural Equation Modelling (SEM), to test relationships among variables.
5	Results/arguments	Generation X showed the **lowest mean digital literacy score** (3.79 out of 5) compared to younger generations and the **lowest online purchasing intention** (mean 3.69). • Within Generation X, digital literacy dimensions—attitude, technical, cognitive, and social—**did not significantly predict** their online purchasing intentions ($p > 0.05$). • This indicates that higher digital literacy among Generation X does not necessarily translate into a stronger intention to buy products online. • Members of this generation remain less engaged with digital platforms and are less adaptable to new digital tools compared to Generations Y and Z.
6	Conclusions	For Generation X, the relationship between digital literacy and online purchasing intention is weak or non-significant. This suggests that factors other than digital competence—such as trust, perceived usefulness, or habitual offline shopping behavior—may play a larger role in shaping their e-commerce engagement. Generation X continues to lag in digital adoption, reflecting a partial adaptation to the digital economy.
7	*Evaluation*	The study offers valuable insights into how Generation X interacts with digital technologies, but it has some limitations. The data were self-reported, which may lead to bias. The Turkish sample may also limit generalizability to other cultural contexts. While the quantitative approach provides strong statistical support, the absence of qualitative perspectives leaves motivational and emotional factors unexplored. Still, the study effectively applies a validated digital literacy model and demonstrates methodological rigor through confirmatory factor analysis and SEM.
8	*Analysis*	The findings align with expectations that Generation X, while digitally literate to some extent, may prioritize traditional consumption patterns. The research is methodologically sound and offers valuable generational insights, though it could benefit from qualitative data to better understand motivational barriers. Future studies could explore psychological and trust-based factors influencing this generation's online purchasing decisions.

Journal Title	**:** An Analysis of Social Media Usage among Millennials
Author	**:** Rizki Briandana and Nindyta Aisyah Dwityas
Link to the Journal	**:** https://dx.doi.org/10.22161/ijels.4.2.44

No	Components	Description
1	Research question/ problem statement	The study investigates the level of media literacy among millennials who actively use social media platforms, particularly Facebook and Instagram, in South Tangerang, Indonesia. The main problem explored is how well millennials understand, analyze, and critically use media in their daily social media interactions.
2	Motivation/relevance	Millennials are the most active generation in using smartphones and social media. Their heavy dependence on digital communication makes them vulnerable to misinformation, online addiction, and negative media effects. This research is relevant because it examines how media literacy can empower millennials to be more critical, selective, and responsible users in a rapidly changing digital environment.
3	Theoretical framework	The study uses **James Potter's Media Literacy Theory** as its conceptual basis, which emphasizes media access, analysis, evaluation, and message creation. It also adopts the **Individual Competence Framework** from the European Commission (2009), consisting of three indicators: *Use Skills*, *Critical Understanding*, and *Communicative Abilities*. These frameworks help measure the competence of individuals in using media wisely and productively.
4	Method	A **quantitative survey method** was employed with a **positivist paradigm**. Data were collected through questionnaires distributed to students from three vocational high schools in South Tangerang (SMKN 1, SMKN 2, and SMKN 3). Using **purposive sampling**, 192 respondents were selected based on their daily social media usage exceeding eight hours. The data were analyzed statistically to determine levels of media literacy across the three indicators.
5	Results/arguments	The findings show that the **overall media literacy level among millennials is in the medium category**. • **Use Skills:** Average score 36.38 (60.92% of respondents) – medium category. Respondents can technically operate social media and understand its functions but still lack advanced critical control. • **Critical Understanding:** Average score 47.85 (51.72%) – medium category. Millennials can identify trustworthy information and manage online privacy but remain moderate in critical analysis of content. • **Communicative Abilities:** Average score 27.34 (59.77%) – medium category. Respondents show limited ability to create positive media content and participate meaningfully in digital discussions.

		Overall, while millennials show adequate operational and analytical media skills, their content creation and reflective engagement are underdeveloped.
6	Conclusions	Media literacy among millennials in South Tangerang is generally moderate. They are proficient at using digital platforms but less skilled in evaluating information critically or creating constructive media outputs. The findings suggest that educational efforts in media literacy are necessary to improve millennials' critical and ethical media practices.
7	*Evaluation*	The study is well-structured and supported by solid theoretical and methodological foundations. Using both Potter's theory and the European Commission framework provides a comprehensive understanding of literacy dimensions. However, the limitation lies in its localized sample—restricted to vocational high school students—which may not fully represent the broader millennial population. Additionally, the reliance on self-reported data could introduce bias. Despite this, the study contributes valuable insights into how digital-native millennials engage with media and highlights the need for stronger media education programs.
8	*Analysis*	The research effectively captures the complexity of millennial media engagement. I agree with the authors' view that millennials need more than technical skills—they must develop critical and ethical awareness in media use. Integrating media literacy education into formal curricula could strengthen young people's ability to think critically and create positive content. This study also reveals that being "digitally active" does not necessarily mean being "digitally literate."

Journal Title	**:** Digital Literacy and Gen Z: The Unpacking of Expectations
Author	**:** Vicki-Lee Tyacker
Link to the Journal	**:** https://acce.edu.au/proceedings/ACCE2018

No	Components	Description
1	Research question/ problem statement	The study explores how Generation Z students—those born after 1995—experience digital literacy in educational environments. It seeks to unpack assumptions that Gen Z are inherently "digital natives" and questions whether their real-world skills align with educational expectations of digital literacy. The research asks: What are educators' expectations of Gen Z students' digital literacy, and how do these align with students' actual abilities and experiences?
2	Motivation/relevance	Generation Z has grown up in an era of ubiquitous technology and social media, leading to the assumption that they are naturally competent in digital environments. However, this assumption may mask real gaps in their ability to critically

		use, evaluate, and create digital content. The study is motivated by the need to distinguish between **everyday digital familiarity** (e.g., using smartphones and social media) and **academic or professional digital literacy**, which requires critical thinking, ethical awareness, and purposeful use of technology.
3	Theoretical framework	The study draws on **Jisc's (2015) Digital Capabilities Framework**, which includes six areas: ICT proficiency, information/data literacy, digital communication, collaboration, learning, and identity management. It also references **Ferrari's (2013) DIGCOMP model** by the European Commission, emphasizing competence in critical evaluation and content creation. Together, these frameworks guide the analysis of Gen Z's digital literacy beyond basic technical proficiency, framing it as a multidimensional competency essential for education and employability.
4	Method	The research employed a **mixed-methods approach** involving both **surveys and interviews**. Participants included **undergraduate university students** (representing Generation Z) and **academic staff** across Australian higher education institutions. Surveys measured perceptions of digital literacy competence, while semi-structured interviews explored personal experiences and institutional expectations. Data were analyzed thematically to identify gaps between perceived and actual digital literacy skills.
5	Results/arguments	Findings revealed a significant **disconnect between educator expectations and student self-assessment**. • Many educators assumed Gen Z students had high digital competence because of their social media use. • In contrast, students reported struggling with advanced digital skills such as academic database searching, information verification, and digital content creation. • Both groups agreed that digital literacy should be explicitly taught, not assumed. • The research found that **Gen Z students excel at communication and navigation technologies** but often **lack critical evaluation, ethical awareness, and data management skills**—all key aspects of digital literacy in higher education.
6	Conclusions	The study concludes that Generation Z's digital familiarity does not equate to digital literacy. Educational institutions must move beyond assumptions of "digital nativeness" and design curriculum interventions that explicitly build students' critical and ethical digital skills. True digital literacy involves informed judgment, content creation, and safe online engagement—skills that require active instruction rather than passive exposure to technology.
7	*Evaluation*	This study effectively challenges the myth of the "digitally fluent" Generation Z by combining empirical data with strong

		theoretical grounding. Its mixed-method design strengthens its credibility, though the sample size may limit broad generalization across all educational contexts. The analysis is clear and balanced, connecting institutional expectations with the lived experience of Gen Z learners. The author successfully highlights the importance of pedagogical responsibility in developing authentic digital literacy.
8	*Analysis*	The research presents a valuable corrective to stereotypes about Gen Z and technology. I agree with the author's conclusion that being surrounded by digital tools does not automatically make students literate in their use. True competence requires reflection, ethics, and critical understanding—skills that should be intentionally developed through education. This study reinforces the idea that digital literacy should be treated as an evolving, teachable skill set rather than an assumed generational trait.

Reference:

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