

PREFACE

In today's digital age, most, if not all, of the time I have been encountered with technology-included learning. This has led me to being interested in this matter as I know already that the utilization of this tool can be constructive, but it can also be destructive. Further, I joined some digital literacy courses which gave me even more interest that the identity I tried to build in an online setting was far riskier because it will just be recorded and memorized by the computing tool.

Gee's identity's theory has been a good learning foundation for me. This theory changed the way I see myself towards who I am in a certain context. By all means, identity is attached to myself wherever I am. On the internet, it is more unsafe as it has more chances to be seen by the public or anyone who we do not want to be seen with.

This issue of digital identity misuses attracted me to conduct a further study from the previous studies. I believe that providing enriched data of a study is central to diminish the alternative explanation's chances of a study. Therefore, from the discussions in this thesis, it is expected that one can get a better understanding of the intended research. This study attempts to enrich the references of these studies and is expected that EFL teachers will be mindful to develop their e-professionalism these days.

Tasikmalaya, 27 January 2022

The Writer