

DEVELOPING TEACHING MATERIALS BASED ON DIGITAL VISUAL LITERACY

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A B S T R A C T

The aims of this study were to: (1) provide teaching materials for students of State Administration, FISIP, and UMSJ in the form of English language modules; and (2) determine the feasibility of teaching materials in the form of English language modules. Research and Development (R&D) research designs, or research that is utilized to create specific goods and evaluate their viability. This research is a research development project (Research and Development). The four-D (4D) development model is the basis for the research design, which has four key stages: (1) define; (2) design; (3) develop, and (4) deploy. In this study, questionnaires and focus group discussions (FGD) were used to collect data. In learning, having access to educational resources is very important. This is because this teaching material contains information about English for Special Purposes courses offered by the State Administration Study Program, FISIP, and UMSJ. Based on preliminary observations made in the speaking class of semester 1 students of the State Administration Study Program at Moch Sroedji University, several deficiencies were found in terms of teaching English speaking: (1) the lecturer's speaking teaching method was less varied (2) the lecturer did not use appropriate media/techniques the theme to be discussed in the speaking course; and (3) learning to speak seems monotonous and boring. Increasing literacy through digital visual literacy is one way to work around this. This ability can be developed with the help of visual media literacy. Researchers adapted the model (Gall, 2003) in this study, which includes needs analysis, product development, expert validation, revision, and testing and modification. At the needs analysis stage, researchers conducted interviews with lecturers and students. Based on the results of the needs analysis, they need literacy and strategies to help them improve their speaking skills.

Introduction

The goal of teaching and learning English as a foreign language today is to help students become communicatively competent or to be able to utilize the language to communicate in both spoken and written forms. One of the most obvious signs that someone has mastered the target language is their capacity to utilize it in speech, one of the four language abilities. Speaking refers to the capacity to generate oral output that consists of organizing verbal words to convey meaning (Nazara S, 2011). Additionally, when we speak, we create language, and that text should have a purpose. According to (Ashari Putra et al., 2022), speaking is regarded as one of the most crucial talents to master. The system can be separated into spoken and writing abilities based on the four language skills. Unfortunately, numerous studies continue to show that EFL students still struggle to express themselves verbally. (Riswandi, 2016) discovered that the students in his class had a variety of communication issues, including low learning motivation and interest, an inability to express themselves clearly using the right

vocabulary and grammatical structures, and a classroom environment that discouraged speaking in front of the class. The kids were consequently unwilling and uninspired to talk. Based on (Fatmaning et al., 2018) This also happened to English Department first-semester students enrolled in Basic Speaking Classes. According to the preliminary study, pupils experience anxiety when asked to speak in front of the class. They acknowledged that one of the more prevalent issues preventing people from speaking English is pronunciation. Their low vocabulary and grammar understanding also contributed to their feelings of insecurity when communicating in English.

Due to their diverse high school backgrounds, new students at Moch Sroedji University still have very low English proficiency. The significance of this problem is reinforced by the findings of research conducted by (Budiharsono, 2015), among others: students lack mastery of standards for mastering basic knowledge aspects, such as vocabulary and grammar, as well as mastery of academic literacy, especially reading and writing. Students struggle to express ideas and intentions from expressions to certain goals because of a lack of vocabulary mastery. Grammatical limitations make it difficult for students to compose sentences that will be assessed, causing them to make mistakes. (Solikhah, 2015) found several problems in her research on college students throughout Central Java and Yogyakarta, First, there are language classes. EAP and English majors are usually taught in Indonesian. There are many barriers to implementing English as the language of instruction, and its use in the classroom ranges between 40% and 60%. Second, mastery of basic knowledge of English, especially vocabulary, is limited to 3,000 words.

Even though English students are required to know at least 4,000 words. Students should improve their mastery of academic vocabulary in an academic environment, consisting of 400-750 words commonly used in academics. Examples of context include academic papers, seminars, and theses. Because these problems directly impact student performance, vocabulary learning, pronunciation practice, and integrated English and word skills should be taught early in college, in addition to listening, speaking, reading, and writing courses. Based on initial observations made in the speaking class of 1st-semester students at the State Administration Study Program, Moch Sroedji University, several things were found: (1) the teaching methods of lecturers' speaking were less varied; (2) the lecturer does not use media/techniques that are by the theme to be discussed in the speaking course; and (3) learning to speak seems monotonous and boring.

Based on the description given above, solutions must be found so that students can participate in their education and improve their speaking skills. Improving literacy through digital visual literacy is one way to get around this. (Budiharsono, 2015) suggested that by using visual literacy as a method for English learning, pupils are actively involved in learning the language. They contend that traditional teaching techniques like the Grammar Translation Method or the Direct Method frequently result in low learning motivation and active participation from students when a learning topic appears to be challenging to them. Visual literacy may therefore be the best approach in contemporary learning models where the internet and online learning resources are becoming more and more common in the advancement of science, technology, and the arts (IPTEKS). The general definition of literacy is the capacity to read, write, and count. This ability can be developed with the help of visual media literacy. (Debes, 2000) first introduced the idea of Visual Terms Literacy. Visual literacy development is intended

to help students with disabilities (such as speech delays, language disorders, etc.) in maximizing their learning environment, according to several studies on the impact of visual literacy on first language learning (L1). Visual literacy is not a new concept in learning English. These are referred to as “seeing skills” by language learning experts (Brown, 2018). About learning speaking abilities (listening, speaking, reading, and writing), experts argue that the use of visual images is an effective way to help language learners understand strategies in all four language skills, including learning vocabulary (vocabulary), language structure, and language skills. etc. target language (grammar), and target language pronunciation.

Based on the preliminary results, the researchers then decided to solve students' problems by using Developing English Material Based on *Digital Visual Literacy* to improve students' ability to speak English. The selection of material to be provided is based on DVL as a solution for these. Certain problems are based on several studies proving the effectiveness of *Digital Visual Literacy* in teaching English. In addition, empirical studies showing students' improvement in learning English also form the basis of this particular research.

Research Method

In this study, researchers modified the model (Gall, 2003), which involves expert validation, product development, needs analysis, revision, testing, and modification. Researchers interviewed professors and students as part of the needs analysis phase. According to the results of the needs analysis, they require literacy training and speaking improvement techniques. As a result, researchers created digital visual literacy based on bookmakers. Products are made in a matter of weeks. The researcher starts by developing the concept. The researcher then made a product using a book creator as teaching material. This procedure includes layout and audio design. It is later turned into a bookmaker's design. The product has been validated several times and revised based on the validator's comments and suggestions. In the pilot stage, book creator as digital visual literacy is implemented in a speaking class with ten students as a sample. the researcher used a sampling technique by means of purposive sampling where the ten selected students included the criteria for their speaking scores. The probationary period is only held in the meeting class. On the day of the audition, they are instructed to memorize vocabulary and achieve their speaking goals by leveraging Digital Visual Literacy through bookmakers. Afterward, they were asked to provide the authors with some suggestions, and the product was revised in response to their suggestions

Result and Discussion

The availability of teaching materials is critical to the learning process. The teaching materials used must also be appropriate for the student's needs and the course learning outcomes. In order to develop teaching materials for speaking English based on digital visual literacy for students of the State Administration Study Program, FISIP, UMSJ requires teaching materials that can provide them with information and materials. The following are the requirements for the development of teaching materials.

1. Content Eligibility Aspects

Students prefer speaking teaching materials that include the following content in terms of content feasibility. (1) The materials used are derived from a variety of

sources, including existing reference books, modules/handouts, and the internet. (2) Students want teaching materials that are easy to understand and appropriate for their level of knowledge. Furthermore, students want materials that will entice and motivate them to learn. (3) Content In terms of content, students want an overview of the material, accompanied by examples and exercises. Students want real-life examples. These examples help to clarify their understanding of the material being studied before they begin practicing speaking English by telling them about their daily activities. Students also want active exercises in their teaching materials.

2. Characteristics of English Speech Teaching Materials. The following are the characteristics that become the principles for developing teaching materials. a) Independent instructional, b) Independent, c) Standalone, d) Adaptive and e) User friendly.
3. Prototype Validation Test Results of English Speech Teaching Materials Based on DVL. The researcher enlisted the help of several experts in their fields to carry out the prototype validation test, including Dr. Devi Hellystia, M.Pd. as an English Language Education expert, Sri Hermawati, M.Pd. as a linguist, and Vina Rahma, S.Kom. as a digital Multimedia design expert. The following assessment results were obtained based on the expert validation test results.

No	Aspect	Score			average
		expert 1	expert 2	expert 3	
1.	Content Acceptance	21	20	23	
2.	language	22	23	22	
3.	Presentation	20	22	23	
4.	Graphic	21	20	21	
	amount	84	85	89	86

Table 1 Validator Assessment Results

The data in the table show that the average rating score is 86, with a very good category. During the validation process, English-speaking education experts recommend improving the book layout and design to match the title.

1. Educational Values in Creativity

The effectiveness of these teaching materials is determined by obtaining the initial and final values. A difference test was used to determine the difference in the acquisition of these scores. The difference test is used to compare the average of a variable between the initial and final results. The statistical hypothesis used is as follows.

$H_0 : H_0 : \mu_1 = \mu_2$ (initial average value)

$H_1 : \mu_1 \neq \mu_2$ (the average initial value is not the same as the average final value)

The Independent Sample Test was used to analyze the different test data in this study, yielding visible results.

	Levene's Test for Equality of Variances	T-Test for Equality of Means
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		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil	Equal variances assumed	1,852	0,176	10,242	141	0,000	-5,9622	,5821	-7,1130	-4,8114
	Equal variances not assumed			10,223	130,633	0,000	-5,9622	,5832	-7,1160	-4,8085

Table 2 Independent Samples Test

- is the failure rate of a study of 5% (0.05)
- If the Significant level (0.05), then there is a significant difference between the two samples (variables).
- If the level of significance is greater than (0.05), there is no significant difference between the two samples (variables).

Based on the data in the table, it can be seen that $F = 1.852$ is obtained from the similarity value of the two variances, assuming that the two variants differ by $t = 10.242$ with degrees of freedom (df) = 141 and $sig = 0.176 = 17.6\%$ (more than 5%). This means that H_0 is accepted, implying that the variance of the two samples is the same. Then choose Equal Variance Assumed, the result is $sig = 0.000 = 0\%$ 5%. This means that H_0 is rejected, implying that the average completeness scores of the two populations differ. Using the following hypothesis, test the similarity of the two means between the pre-test and post-test.

H_0 : there is no difference in learning outcomes between pre-test and final-test students.
 H_1 : There are differences in learning outcomes between students on the first and second tests.

To determine the validity of the hypothesis, use $t_{count} > t_{table}$. According to the t-test price, t is 10.242 with a significance level (sig) of 0.000 and degrees of freedom (df) = 141 with a level of confidence Because $t_{count} (10.242) > t_{table} (95\%)$, it can be concluded that H_0 is accepted and that there is a significant difference between the average scores of students before and after learning to speak English conventionally using DVL-based speaking English teaching materials (0.679). Thus, it can be stated that teaching materials for English-speaking courses for students of the State Administration Study Program, FISIP, UMSJ can improve their speaking skills fluently. As a result, the teaching materials are effective and acceptable. Students should be allowed to grasp not just how they can learn the language they are learning as well as what they can learn in language classes, (Cohen & Weaver, 2004) The addition of images, legible typography, and appealing colors enhances the appeal of this book. In addition, although they are not stated in the book, various games are provided to aid in the learning process.

Conclusion

Conclusions about DVL-based English-speaking teaching materials for students of the ADM Study Program, FISIP, and UMSJ can be drawn based on the description of the research findings. The following is the research's conclusion.

- 1) The need for the development of DVL-based speaking English teaching materials for students meeting textbook eligibility standards, which includes (1) the feasibility of the material's content, (2) the feasibility of presentation, (3) the feasibility of language, and (4) the feasibility of graphics.
- 2) The development of DVL-based English-speaking teaching materials for students must be (1) self-instructional, (2) self-contained, (3) stand-alone, (4) adaptive, and (5) user-friendly.
- 3) Prototype of teaching materials for DVL-based English speaking courses for students with the title development of teaching materials for speaking English based on Digital visual literacy

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