

“Digital Visual Literacy”: Case Study of Developing Speaking Textbook

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Abstract

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Several observations were made in the speaking class of first-semester students at the State Administration Study Program, Moch Sroedji University: (1) the lecturers' speaking teaching methods were less varied; (2) the lecturer does not use media/techniques that are related to the theme to be discussed in the speaking course; and (3) learning to speak appears monotonous and boring. Improving literacy through digital visual literacy is one approach. Literacy is defined broadly as the ability to read, write, and count. Visual media literacy can help you develop this ability. In this study, researchers adapted the Gall (2003) model, which includes needs analysis, product development, expert validation, revision, testing, and modification. During the needs analysis stage, researchers interviewed lecturers and students. According to the results of the needs analysis, they require literacy as well as strategies to help them improve their speaking skills.

Keywords: *Keywords: Speaking skill, Material Learning, Digital Visual Literacy*

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INTRODUCTION

In general, early semester students in Indonesia usually have poor English skills, Due to various secondary school backgrounds. The main factor causing this problem, according to (Budiharsono, 2015), is the lack of standards for students' academic literacy skills, especially reading and writing, as well as the lack of standards for basic information skills, such as vocabulary and grammar. Students struggle to articulate thoughts and intentions, from simple statements to specific goals, as a result of their poor language competence. research conducted (Solikhah, 2015) on PTN students in Central Java, shows that they face several obstacles. first Mastery of speaking for English language students is comparable to the challenges faced by students who take part in the English for Academic Purposes program, Second, the vocabulary range of 3,000 words is the upper limit for mastering basic English information, especially vocabulary. Meanwhile, English learners must know at least 4,000 words. Students should improve their mastery of academic vocabulary which ranges from 400 to 750 words and is often used in academic situations such as papers, seminars, and theses.

In relation to this, the role of a lecturer in improving English speaking skills in students' speaking courses can be accomplished in a variety of ways. one of which can be applied by lecturers is the use of information and communication technology in education and teaching. (Baylen & D'alba, 2015) The rapid advancement of technology undeniably significantly impacts the world of education. The use of technology-based learning media is one example of the impact of technological developments in the world of



education. In the digital era, digital technology plays an important role and has become an integrated part of the world of education, changing the way students learn today. According to (Tang & Chaw, 2016), educational institutions must take immediate action to connect education with the trends that shape the world today. Given the urgency, it is critical that educational institutions consider integrated digital literacy curricula and recognize the role of educational institutions in developing digital literacy skills for students. learners ((Reedy & Parker, 2020).

Literacy is often associated with the ability to read, write, and count. Visual media literacy can help develop these skills. (Debes, 2000) pioneered the use of the term visual in literacy. According to various studies on the impact of visual literacy on first language learning (L1), visual literacy development is intended to help students with disabilities (eg, speech delays, language disorders, etc.) optimize the situation while learning their first language (L1). Many studies have been carried out to identify additional advantages and disadvantages that are used as a means to analyze appropriate and efficient actions to assist students in the language learning process for students with these language development problems (Leu et al., 2019). Visual literacy is also associated with formal and informal learning processes at various levels of education, including the process of learning a second language, in the development of technology and science. According to (Simko et al., 2019), digital literacy is an individual's attitude, awareness, and ability to use digital facilities and tools appropriately in the context of certain life situations to access, identify, integrate, manage, analyze, evaluate, and synthesize digital resources, build new knowledge, create media expression, and communicating with others. Check the information available on the internet, The emphasis here is primarily on solving problems and acquiring new knowledge through technology and media in a critical, creative, flexible, and ethical manner. Individuals with digital literacy skills must be able to use technology as an information tool in the digital age in terms of management, evaluation, and communication, as well as have a basic understanding of access laws and ethical issues.

Many researchers agreed that digital technology is very important in the digital era. According to (Fu & Pow, 2011) research, today's children are so used to digital technology. However, technology is associated with a number of problems, including internet addiction, lack of web literacy, internet bullying, illegal downloads, and others (Payton & Hague, 2010). Furthermore, among students and students, problems that arise in the use of technology include the failure of students to understand how to use technology in the learning process. (Tang & Chaw, 2016) Even though students have easy access to technology, they cannot use it effectively, especially in the learning process. Teachers or teachers who try to support but use social media to attract students' attention cannot integrate it into a continuous learning process. Students can rely on technology but lack critical thinking skills, knowledge of how to choose and use technology, and academic skills (Kaeophanuek et al., 2019). With the facts at hand, it is clear that a new kind of literacy for students and students is needed to enable them to work effectively in the digital age. (Reedy & Parker, 2020) defines this literacy as digital literacy.

Based on the aforementioned information, the educational system is under pressure to build new educational programs that are tailored to the requirements of

growing skills and capacities for effectively using and comprehending digital technology as a foundation for lifelong learning. life. Based on the results of the aforementioned studies, the researcher chose the topic of research on the creation of digital visual literacy-based teaching materials for speaking classes at Moch sroedji University's state administration science study program.

RESEARCH METHOD

This study employs an R&D (Research and Development) methodology. This research is a process or series of steps that can be accounted for in order to develop new products or improve existing ones. This study is about the research and development model. The adaptation model consists of four steps: 1) needs analysis, 2) product development, 3) expert validation and revision, and 4) tryout. Based on (Gall, 2003).



RESEARCH RESULTS AND DISCUSSION

Considering the relevance of the steps in the presents study, the adapting was done by modifying the stages of the process:

a. Need analysis

Questionnaires and interviews were distributed during the needs analysis stage. There are three types of stakeholders: ESP students who will take ESP classes next semester, students who have received ESP classes, and students who have not received ESP classes. The first piece of information is that the lecturer once taught English at Moch Sroedji University's Department of Administrative Sciences. According to interviews, the lecturer never taught his students how to use strategies to practice speaking. The second piece of information is that students lack material books or textbooks.

b. Developing product

Based on the findings of the needs analysis, English lecturers require strategy training textbooks to increase students' awareness of speaking strategies. Several steps were completed during this phase, including a) determining the appropriate speaking material, b) developing learning objectives, c) developing teaching procedures, d) developing student worksheets, and e) developing product displays. Several speaking strategies from various sources are reviewed in order to determine the appropriate speaking strategy steps. Finally, this textbook incorporates several strategies. These include practicing, overcoming speech limitations, concentrating while learning, organizing and planning lessons, reducing anxiety, asking questions, collaborating with others, and empathizing with others. The six strategies are divided into ten components. Each unit employs or employs more than one training strategy because combining several

strategies in one unit is feasible and has a positive effect on students' speaking skills. In terms of learning objectives, there are two types in each unit: language objectives and strategy training objectives. Language objectives are indicators of the goals to be achieved at the end of a lesson that is used in a task. While the goal of strategy training is to improve students' speaking strategies, the focus of strategy training in this case is on students' awareness.

The CALLA (Cognitive Academic Language Learning Approach) method by (Chamot & Michael O'malley, 1987) was then modified in order to design teaching procedures that included steps such as preparation, practice, evaluation, and expansion. A speaking strategy approach is used to create student worksheets (both written and spoken). As a result, all tasks include speaking strategy exercises. This topic, like the introductory topic, employs several learning strategies: practice, overcoming speech limitations, cooperating with others when explaining work; reducing anxiety, asking questions, and concentrating on learning instructions. Each task's instructions are designed to raise students' awareness of speaking strategies. Finally, the product is divided into ten units, each of which contains three columns of guide steps. The first column discusses classroom teaching steps such as preparation, presentation, practice, and evaluation. The second column contains instructional phrases that can be used in strategy training. The third column contains additional information about each activity.

c. Experts' validation and revision

The most important stage in product development is expert validation. The product is consulted with an expert to ensure that it is valid and ready to be tried out. The expert is one of the lecturers who has taught ESP, particularly oral communication skills, reading skills, learning strategies, and oral communication strategies. Validation sheets to be commented on during this phase cover the language, learning objectives, learning strategy instruction, material, task, and letter organization. The table below summarizes some expert suggestions, comments, and criticisms.

No	Component	Suggestion or Critic	Revision
1.	Content	Lack of Some Concepts of SSBI	Include more chapters about effective speaking techniques based on the instruction.
2.	Language	The same instructions are not clear enough	Add further details to some directions.
3.	Task	The scoring table of tasks is incomplete	Add some aspects to be scored in the scoring rubric.

d. Try out

product testing Following all of the research series, the next step is product trials for students to determine how effective the product and

product uses are in addressing the problems that students face when speaking English. In this case, the researcher packs a product based on digital visual literacy that employs a book creator.

CONCLUSION

As stated in the research background, the aim of this research is to provide suitable English language learning materials for students majoring in public administration. The author of the book bases his lessons on speaking techniques, which can help students become more independent in their academic pursuits. The author of this book consists of eight components, each of which supports the needs of the reader and provides some guidelines for speaking techniques. The author uses eight instructional approaches to speaking in this book to engage students' speaking skills. Researchers can create additional SBI instructions based on product boundaries at various levels. Furthermore, researchers can develop tools that allow students to make books using the material taught through a learning method approach. Further researchers can conduct comparative studies using different research designs, such as seeing how SSBI affects students' speaking ability, thanks to the R n D methodology used in this study.

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