

**THE STUDENTS' RESPONSES IN IMPLEMENTING LEARNING MEDIA  
INNOVATION DIGITAL LITERACY BASED ON LOCAL WISDOM FOR ONLINE  
CLASS TO IMPROVE LISTENING AND WRITING SKILLS AT INFORMATION  
SYSTEM EDUCATIONAL PROGRAM OF ITB STIKOM BALI**

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## **ABSTRACT**

The product of Digital Literacy as a Learning Media Innovation for Online Class to Improve Listening and Writing skill of Students in information systems education program at ITB STIKOM Bali has been accomplished, and this research is the continuous of that research especially in the implementation part. Researcher would like to know the effectiveness of the listening product that have been developed. Data was collected by means of documentation, interviews, and questionnaires. The data collected was analyzed quantitatively to determine the average score, where the average score was categorized based on the evaluation table of reference criteria and qualitatively as a description of the score results obtained. The results from the users' judgement evaluation got the mean score in the aspect content, language, and presentation was 3,6 which belonged to the very good category. The mean score based on the graphic aspect was 3,6 which belonged the very good category. From the students' perception, the mean score was 3,75 which belonged the very good category. It showed that the media developed by researcher was very good and appropriate used for improving listening skill of students in information systems education program at ITB STIKOM Bali

**Keywords:** Digital Literacy, Listening, students' perception

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### **A. Introduction**

The learning process contains five components of communication, teachers (communicators), learning materials, learning media, students (communicants), and learning objectives. So, learning media is everything that can be used to channel messages (learning materials), so that it can stimulate attention, interest, thoughts, and feelings of students in learning activities to achieve learning goals. Gerlach and Ely (in Mubaraq, 2020) stated that instructional media plays a key role in the design and use of systematic instruction. A medium, broadly conceived, is any person, material, or event that establishes conditions which enable the learner to acquire knowledge, skills, and attitudes. In this sense, the lecturer, text book, and campus environment are also media.

These days, teaching and learning have begun to integrate technologies in its' process. Information and communications technology (ICT) or digital technology can be referring to online or internet usage. It can be for communicating, creating and sharing information, multimedia texts, and the like. Digital media includes many kinds of things that can be surf by internet such as websites, electronic books or E-Books, many kinds of software e.g. e-mail or anti-virus programs, audio material from MP3, MP4 or podcast, video, video games, mobile media applications or 'apps', and social media.

As a foreign language, sometimes English becoming difficult to learn. As this problem appears, lecturers have to be able to solve. Even though it is included in the campus that focuses on teaching and learning about information and communication technology, English is also important and needed by them because Technology and English are interrelated and worldwide. ITB STIKOM Bali students must learn and have good skills in mastering English because all aspects and teaching on computers, the internet, technological matters then use English, for example one of the newest topics today in the field of technology is about IoT (Internet of things ) and AI (artificial intelligence). Listening and writing are productive skills in learning English that must be mastered by ITB STIKOM Bali students. Students must be able to communicate in written form accurately to be applied in everyday life, especially in teaching writing and listening. Students must be able to listen and write with correct grammar, punctuation, and diction.

One of the ways to solve the difficulty, especially in teaching listening and writing are by using and developing this kind of teaching learning media. Moreover, teaching and learning process that implemented in english classes of ITB STIKOM Bali using online meeting due to post covid-19 pandemic. This situation become such a challenge for both lecturers and students to build an effective teaching and learning situation. Normally, in online meeting, students often felt boredom and couldn't stay focused on the materials given by lecturer. It was because students got lot of distractions from their environment, doing multitasking things while following the lesson, and conventional way of teaching that used by lecturer to teach them via online class. Moreover, ability of students in listening and writing skill also are lack and as decrease

as online situation so that's challenge for lecturer to improve students' ability in listening and writing because when we learn foreign language the important skill that we need is listening. Listening is vital in the language classroom because it provides input for the students. Without understanding input at the right level, any learning simply cannot begin. They hear is an impetus, not an obstacle, to interaction and learning. When learning a new language, the fastest and most effective way to absorb new material is by actively listening. We'll be able to engage with what people hearing on a deeper level, even if we don't understand what's being said. But based on problem in teaching and learning process, when lecturer explain certain material no one of students give their response on that explanation even when lecturer asks whether that students understand or not, they didn't give any response. One of them said that they didn't understand what lecturer said to them. That situation as fact in that teaching process shown that we as lecturer need to concern solve students' problem in improving their listening during learning foreign language, especially English.

In order to make it happen, kinds of media supports had been developed by researcher in the previous research. The Digital Literacy method in teaching listening and writing in form of google form has been developed to solve the problem. The Digital literacy Method combines face-to-face classroom methods with computer-mediated activities to form an integrated instructional approach. In the past, digital materials have served as complementary, helping to support face-to-face teaching (Bonk, C. J. & Graham, C. R, 2017). The product of Learning Media Innovation Digital Literacy based on local wisdom for Online Class to Improve Listening and Writing Skills has been developed by researcher, and now this product that has been developed into google form will be implemented to know the effectiveness for improving students 'listening and writing skills.

## **B. Research Method**

This research was continuous from previous research that can be categorized as Research and Development (R&D). It refers to evaluation materials in which research findings are used to develop new products (Borg & Gall, 2013). In connection with the above definition, this study uses the Luther (2013) model which states that in

developing multimedia there are six steps that must be followed, namely; (1) concept, (2) design, (3) collection of materials, (4) assembly, (5) testing, and (6) distribution. This research procedure was adapted from Luther's (2013) model. This research is a continuation of other preliminary research that has been carried out by researchers. Learning Media Innovation Digital Literacy based on local wisdom product to Improve Listening and Writing Skills of students will be implemented. Then, after implementing will continue by revising based the result of implementation and final product will be developed.

### **C. Research Finding and Discussion**

Before conducting the implementation of the digital-based listening materials, the researcher gave a give the clear explanation about the digital-based listening materials to the students. After that the researcher implemented them for the teaching and learning process. The implementation phase, the researcher distributed the draft of digital-based listening materials to the students. In this phase, the researcher observed the teaching and learning process used the digital-based listening materials.

The researcher started the class as usual, then share the links of the materials to the students in WhatsApp group. The researcher also asked the students to open the materials in the links and give some explanation about the digital-based listening materials and instructions to use the platform. As the first activity, the researcher conducted the pre-listening activity by asking the students to answer the questions in Google Form. Furthermore, the students moved to the whilst-listening, in this section the students have to access the materials in the link of Google Form, the students open the materials and read it about 15 minutes then did the questions and answer session. After that, they moved to the listening section.

In the listening section, they could listen to the audio about three times then do the exercise or post-listening section in the next part of the Google Form. After finishing the exercise, the students also could find their score immediately and also their progress in Google Form. After finishing the class, the teacher asked several questions to the students about the digital-based listening materials. The researcher asked “How about your opinion based on this new media for learning listening?” and the students

answer “It is good Sir; we can easily understand the materials and the listening audio. The materials that provided in the Power Point also very interesting and simple, the listening audio also easy to understand and have a clear voice”. After that, researcher distributed link of evaluation that students must fill and put their evaluation about the media.

Based on those results, the researcher concluded that the digital-based listening materials could help both of lecturer and students during the listening class. Since the digital-based listening materials were easy to use and the students felt more enjoy and happy during the listening class. After implementing the digital-based listening materials, the users’ judgement was conducted to evaluate the appropriateness of the product in terms of content, language, presentation, and media aspect. It aimed to see whether the draft of the digital-based listening materials have met the students’ needs and had been appropriate as the listening materials for class BA213 of the Information Systems Education Program ITB STIKOM Bali. Here the user gave the judgement by filling in the users’ judgement questionnaire which applied the four scale of Likert-scale. The digital-based listening materials was evaluated on March 25<sup>th</sup> 2023.

The total mean from the users’ judgement related to the content appropriateness is 3.6. According to the Quantitative Data Conversion that proposed by Suharto (2006) as cited in Tinmalasari (2019), the mean value belongs to very good category because its position is in the interval  $3.25 < X \leq 4.00$ . The users considers that this second draft of the digital-based listening materials is appropriate to be implemented as the listening materials for supporting the teaching and learning process for class BA213 of the Information Systems Education Program ITB STIKOM Bali.

The total mean from the users’ judgement related to students’ perceptions related to the materials content based on the results of needs analysis questionnaire is 3,75. According to the Quantitative Data Conversion proposed by Suharto (2006) as cited in Tinmalasari (2019), the mean value belongs to very good category because its position is in the interval  $3.25 < X \leq 4.00$ . The users considers that this second draft of the digital-based listening materials is appropriate to be implemented as the listening materials for supporting the teaching and learning process for class BA213 of the Information Systems Education Program ITB STIKOM Bali.

## D. Conclusion

Based on the result of this research can be concluded that after the researcher revised the first draft of the digital-based listening materials, the researcher was conducted the implementation of the product. In the implementation phase, the researcher conducted in the class of Information Systems education program at ITB STIKOM Bali and distribute the second draft of digital-based listening materials to the students. In this phase, the researcher observed the teaching and learning process used the digital-based listening materials. The result of the observation in the implementation, the researcher known that the digital-based listening materials could help both of lecturer and students during the listening class. After implementing the digital-based listening materials, the users' judgement was conducted to evaluate the appropriateness of the product in terms of content, language, presentation, and media aspect. From the result of users' judgement evaluation, the mean score in the aspect content, language, and presentation was 3,6 which belonged to the very good category. The mean score based on the graphic aspect was 3,6 which belonged the very good category.

From the students' perception, the mean score was 3,75 which belonged the very good category. The second draft of the digital-based listening materials was the final product of the research, since there was no further revision in this second draft. As the final draft of the research, it does not mean that the materials have been the perfect one. Since when it is applied to different group of the students with different time, some improvements are needed to enhance the learning of that group of the students.

From the explanation above, it could be concluded that the digital-based listening materials was appropriate to be implemented as the listening materials that could support the teaching and learning process for students in class Information Systems education program at ITB STIKOM Bali. This digital-based listening materials was packed in the form of Google Form.

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