

CHAPTER I

INTRODUCTION

This chapter describes the background of the study, clarification of key terms, research question, aims and significance of the research and organization of the research.

1.1. Background of the Study

The demands of 21st-century education have significantly transformed. This is marked by global influences, cultural diversity, and the explosion of digital media in everyday communication. This shift in literacy approaches that rely on printed text by rapid technological development and influence educational and professional contexts (Cope & Kalantzis, 2009; Molyneux & Aliani, 2016). In this context, multiliteracy skills are crucial for learners in developing not only linguistic but also to engage with diverse forms of meaning-making through visual elements (images, diagrams, and multimedia), digital elements (web pages, social media, and multimodal texts), textual elements (printed and digital), and cultural elements (cross-cultural and cross-linguistic practices of meaning) as dynamic sources (Cazden et al., 1996; Kalantzis & Cope, 2023). As a result, traditional text-dominated learning materials are no longer adequate for content-oriented courses (Hashemi, 2024). This condition highlights the urgent need to develop visual learning materials that systematically integrate content knowledge with multiliteracy principles. The visual learning materials encourage learners to actively interact with academic content while developing the competencies necessary for effective communication in the context of innovative education (Pratiwi, 2024). In higher education, particularly in English Language Education programs, this need is closely related to the Current Issues and Policies in Education (CIaPiE) course, where undergraduate students are expected to pinpoint, analyze, and evaluate current issues and challenges in education.

Visual learning materials help students understand and process complex material while maintaining their engagement in the class. Richly contextual visual representations that explain abstract ideas and support student understanding,

especially for language learners who rely heavily on visual cues to understand and remember new information (Yulisawati, 2025). Visual learning materials have been proven to support the delivery of key concepts and make lessons more interesting than text explanations alone, thereby reducing student anxiety and helping them follow the lesson material with more confidence (Abdillah et al., 2025). The use of multimedia presentations, illustration, learning videos, sign, symbol and interactive applications enables teachers to deliver material in more visual, engaging, and student-friendly ways. Therefore, English language teaching become more enjoyable and easier to understand when visuals and multimedia are integrated (Yulisawati, 2025). The use of visual learning materials can be combined with Visual Thinking Strategies (VTS) and Content-Based Instruction (CBI) to help students understand content while improving their critical thinking skills and engagement in class (Pratiwi, 2024). Hence, the development of visually rich and interactively designed CIaPiE teaching materials not only facilitates content comprehension but also enhances students' cognitive and affective engagement in a sustainable manner.

To support meaningful engagement with the academic content, this study uses Content-Based Instruction (CBI) as its instructional approach. Content-Based Instruction (CBI) is a second language teaching approach in which teaching is organized around the content or information that students will acquire (Richards & Rodgers, 2001). In addition, according to Brinton et al. (1989), it is the integration of specific content with language teaching objectives. This allows CBI to maximize the language learning that learners pursue and also master the subjects (Nidawati, 2024). In practice, Crandall et al., as cited in Suharso (2008), proposed two models of English language teaching through Content-Based Instruction (CBI). The first model is content-driven, while the second is language-driven. This classification is not rigid or mutually exclusive; rather, teachers may flexibly implement Content-Based Instruction according to students' needs, whether the focus is primarily on content or on language. Therefore, CBI represents a systematic instructional approach in English Language Teaching (ELT) classrooms that integrates language and content, enabling students to use English as a tool for thinking, learning, and participation (Suharso, 2008).

In the implementation of CBI in classes, there are several challenges faced by teachers. Teachers often have to adapt old textbooks that are still oriented towards conventional activities, or even compile their own multimodal materials that are appropriate for the students' language level (Hashemi, 2024; Rizan et al., 2012). In the context of Indonesia, this challenge is exacerbated by disparities in access to technology, minimal teacher training in multiliteracy, and uneven digital infrastructure, making it difficult for EFL teachers to implement the mode-rich materials needed to foster multiliteracies within the CBI framework (Rasimin et al., 2024). Rasimin (2024) also explains that adaptation to digital formats is often hindered by device incompatibility and the lack of explicit curriculum guidelines for the integration of content-language-multimodal. As a result, CBI practices in classes tend to revert to traditional linear texts with decorative visuals, rather than materials that truly leverage the potential of multiliteracies to support deep content understanding and sustained student engagement.

The Current Issues and Policies in Education (CIaPiE) course discusses various contemporary topics related to educational development, policy changes, curriculum reform, educational inequality, and other emerging issues in the field of education. In this type of lecture, the content focuses on policy studies and public discourse on education. This course emphasizes critical literacy, class discussion, and learners' analytical skills. The teacher can use any visual text, such as educational posters, educational infographic, documentary film, and many more to help learners view issues and policies not only as long texts, but also as visual messages that spread. The use of visual material helps the complex content easier to understand and makes the class more active.

The development of contextual, authentic visual materials in accordance with multiliteracy principles has become an urgent need in modern language learning, especially to address the limitations of traditional teaching materials that are still text-oriented (Cazden et al., 1996; Kress & Leeuwen, 1996). Furthermore, many images and illustrations inserted into learning materials have not been planned in a structured manner as part of the flow of concept delivery, so they often appear as decorative images that attract attention but are not directly related to

students' learning tasks (Scharinger, 2024). In the article made by Rubman (2024), decorative images only enhance the aesthetics of the content but don't influence the learning process. Previous studies indicate that visual materials should be designed with consideration of student characteristics and integrate text, visual, and digital literacy based on four pillars of multiliteracy pedagogy: situational practice, open instruction, critical framework, and transformed practice (Cazden et al., 1996; Dewi et al., 2023). The visual learning materials that need to be developed must be multimodal, where the materials should be authentic, contextual, and systematically designed semiotically to enhance students' abilities and optimize 21st-century learning (Sidik, 2021). In courses that focus on complex topics such as educational issues and policies, the selection and organization of visual materials require careful consideration to ensure that they align with the course content and learning goals.

In addition to this practical gap at the course level, studies that specifically document the development of visual learning materials for higher education contexts remain limited. Previous studies have discussed the use of visual approaches in English Language Teaching as part of the response to the growing demands of 21st-century education, where learners are required to engage with visual, digital, textual, and cultural forms of meaning-making. However, most of these studies focus on pedagogical benefit of multimodal visual learning material for Content-Based Instruction and the benefit of using ADDIE Models to develop learning materials. In addition, there is still a need to explore learners' needs related to visual materials and to examine the feasibility of such materials before they are implemented in class. In the Indonesian context, research on visual and learning has mainly been conducted at the school level, while studies in higher education, particularly in English Language Education programs, remain limited. This situation indicates the importance of conducting a development study that focuses on designing visual learning materials for the Current Issues and Policies in Education (CIaPiE) course within a multiliteracy framework. Therefore, this study focuses on developing visual learning materials for the Current Issues and Policies in Education (CIaPiE) course within a Content-Based Instruction and multiliteracy framework.

While Visual Thinking Strategies (VTS) have previously been introduced in the CIaPiE course, its application has largely remained an isolated pedagogical technique rather than part of a systematically designed instructional framework. This pattern is consistent with broader findings on VTS adoption by Nolan (2023) found that although VTS shows strong adaptability within Danish education culture, its introduction "is still a work in progress" and has not yet been formally integrated into the school system as a structured curricular component. Furthermore, Nolan (2023) found that when students incorporated visuals into their own presentations, they rarely used structured questioning to guide discussion. This indicates that VTS implementation in this course remains inconsistent and dependent on individual facilitation rather than a systematically designed set of materials. To this day, the materials used in the CIaPiE course have not been developed within the framework of Content-Based Instruction (CBI) and multiliteracies. As a result, the visual materials presented to students are not necessarily organized in accordance with the four pillars of multiliteracies pedagogy (situated practice, overt instruction, critical framing, and transformed practice).

This pattern of isolated implementation reflects a broader challenge in VTS adoption noted in the literature (Nolan, 2023), rather than a context-specific limitation. This leaves a gap in research that specifically addresses the systematic design, development, and validation of visual learning materials within a Content-Based Instruction and multiliteracy framework for this course.

This practical gap is reflected empirically in the needs analysis conducted in this study, involving 44 undergraduate students enrolled in the CIaPiE course. The majority of respondents reported difficulty understanding course material when it was explained mainly through conventional text. The learners also expressing that they had not yet mastered the ability to independently interpret complex static and dynamic visual texts. These findings, further elaborated in Chapter IV, indicate that the problem is not merely a lack of exposure to visual materials, but a lack of structured visual literacy scaffolding within the existing course materials

This study addresses this gap by focusing on undergraduate students of the English Language Education program at Universitas Negeri Jakarta and identifies learners' needs related to the use of visual materials. The development emphasizes ADDIE by Branch and focused on the use of both static visual texts and dynamic visual texts, used to support multiliteracy learning in the CIaPiE course.

1.2. Research Question

1. What are the target needs and learning needs of undergraduate students regarding visual learning materials in the CIaPiE course?
2. How visual learning materials be designed and developed for Content-Based Instruction and multiliteracy framework for the CIaPiE course?
3. To what extent are the developed visual learning materials valid according to expert judgment?

1.3. Purpose of Study

This study is driven by the practical and empirical gap discussed in the previous section, particularly the absence of systematically designed visual learning materials within a Content-Based Instruction and multiliteracy framework for the CIaPiE course. In response to this gap, the purpose of this study is threefold:

1. To identify undergraduate students' target needs and learning needs related to the use of static and dynamic visual texts in the CIaPiE course;
2. To design and develop visual learning materials for the CIaPiE course within a Content-Based Instruction and multiliteracy framework; and
3. To evaluate the feasibility of the developed visual learning materials based on expert judgment.

Through this focus, the study is expected to provide a structured description of how visual learning materials can be designed to support students' understanding of educational issues and policies.

1.4. Scope of Study

This study is limited to the development of visual learning materials designed for Content-Based Instruction within a multiliteracy framework. The research is conducted with undergraduate students of the English Language Education program at Universitas Negeri Jakarta who are enrolled in the Current Issues and Policies in Education (CIaPiE) course. The visual learning materials developed in this study take the form of static visual texts, such as illustrations, photographs, posters, and infographics, and dynamic visual texts, such as animations, advertisements, and films, which are designed to support course content and learning activities. The development process follow ADDIE model without Implementation and evaluation phase so in this study focused on identifying learners' needs, designing and developing the materials, evaluate learning materials feasibility for classroom use. This study does not measure the effectiveness of the materials on students' learning outcomes through experimental methods. Instead, it concentrates on the process of developing and describing the visual learning materials within the context of the CIaPiE course.

1.5. Significance of the Study

By focusing on the development of visual learning materials content-based instruction with a multiliteracy project, this study contributes to the ongoing discussion on multimodal English language education for higher education context. This study highlights how static and dynamic visual text can be designed to support multiliteracy in the Current Issues and Policies in Education (CIaPiE) course. Consequently, the findings of this study are expected to offer valuable insights for various parties in the field of English language education.

- 1) **For English lecturers and teachers**, this study provides a practical reference on how visual learning materials can be developed and integrated into CBI. The description of the materials and visual elements used may assist lecturers in designing learning activities that promote students' engagement, content understanding, and multiliteracy skills. It consistent with (Sidik, 2021) findings that integrating multimodal materials into

English instruction increases comprehension, motivation, and critical thinking.

- 2) **For curriculum developers**, the results of this study may serve as a consideration in designing or refining content related courses. The integration of CBI and multiliteracy-oriented visual materials can support the development of the courses. Additionally, the study may respond to current educational demands and prepare students for academic and professional contexts. In addition, considering the ongoing challenges related to the technology gap and limitations in multiliteracies training identified by Rasimin et al. (2024) in the context of English as a Foreign Language (EFL) instruction in Indonesia.
- 3) **For researchers**, this study provides a reference for another research on the development of visual learning materials within multiliteracy projects in higher education. It also opens opportunities for further studies to explore similar material development in different courses, educational levels, or research designs, as well as to examine the impact of such materials on other language skills or learning outcomes. This study extending beyond studies that primarily describe existing VTS practice (Nolan, 2023) toward the systematic development and validation of new instructional materials.

1.6. Definition of Key Terminology

1.6.1. Visual Learning Materials

In this study, Visual Learning Material refers to visual representation designed to aid learners to understanding concept of the course, rather than serving as mere decorative elements (Edmentum, 2023; Pratiwi, 2024). Pratiwi (2024) describes such materials as visual resources that "facilitate interaction and motivation" in higher education settings, particularly when learners engage with abstract or data-heavy content. In this study focused on develop visual learning materials with static visual text and dynamic visual text.

1.6.2. Multiliteracy

Multiliteracy refers to the ability to interpret, analyze, and produce meaning through various multimodal forms, including visual, digital, textual, and cultural modes (Cazden et al., 1996). Rather than treating literacy as a single text-based skill, multiliteracy assumes that meaning today is constructed across multiple, interconnected modes of communication. In this study, multiliteracy is reflected in the use of visual texts that allow students to engage with course content through multiple modes

1.6.3. Content-Based Instruction (CBI)

Content-Based Instruction is an approach to language learning in which the teaching of language is integrated with meaningful subject matter (Richards & Rodgers, 2001; Suharso, 2008). In this study, the CBI approach is applied by using educational issues and policies course as the main content through which students engage with English language materials and visual learning resources.

1.6.4. Feasibility

Feasibility refers to the level of appropriateness and practicality of the developed visual learning materials when used in the learning process (Mckenney & Reeves, 2012). In this study, feasibility is evaluated through expert validation to determine whether the materials are suitable, understandable, and supportive of the learning objectives.

1.6.5. Static Visual Text

Static visual texts are visual representations that do not move and do not change. These include images, illustrations, photos, posters, diagrams, and infographics (Chen, 2014; Chikha et al., 2021). Chen (2014) characterizes this type of visual as a "fixed form" of representation that allows learners to examine details at their own pace, without the time constraints imposed by moving media. In this study, static visual texts are used as part of the visual learning materials to present key concepts and information related to educational issues and policies.

1.6.6. Dynamic Visual Text

Dynamic visual texts refer to visual materials that move and changes such as videos, animations, films, or advertisements (Chen, 2014; Chikha et al., 2021). According to Chikha et al. (2021), dynamic visuals combine "temporal and audiovisual elements" that allow learners to process information through motion, sound, and narrative simultaneously, rather than through static observation alone. In this research, dynamic visual texts are used to provide contextual examples and to help students explore educational topics through moving visual media.

