

**THE STUDENTS' PERCEPTIONS ON THE USE OF  
MULTIMODAL LEARNING IN OFFLINE ENGLISH  
LEARNING AT SRIWIJAYA UNIVERSITY**

**A THESIS**

**by:**

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**English Education Study Program**

**Language and Arts Education Department**



**FACULTY OF TEACHING TRAINING AND EDUCATION**

**SRIWIJAYA UNIVERSITY**

**INDRALAYA**

**2024**

# APPROVAL

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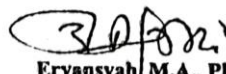
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Date: March 07, 2024

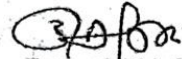
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## DECLARATION

I, the undersigned,

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Certify that the thesis entitled “The Students’ Perceptions on the Use of Multimodal Learning in Offline English Learning at Sriwijaya University” is my own work and I did not do plagiarism or inappropriate quotation against the ethics and rules commended by the Ministry of Education of Republic Indonesia No. 17, 2010 regarding plagiarism in higher education. Therefore, I deserved to the court if I am found to have plagiarized this work.

Indralaya, March 2024



The Undersigned,

Alifia Maharani Saidi

## **DEDICATION AND MOTTOS**

This thesis is dedicated to:

My beloved family, my father and mother who always pray for, help and support me. My beloved brothers and sister, Hafizh, Caca and Rizky. Thank you for your endless love, prayers and support for me and for myself who has completed this research and managed to survive in any situations.

Motto:

“Edison failed 10.000 times before he made the electric light. Do not be discouraged if you fail a few times.”

- Napoleon Hill -

“Because indeed after difficulty there is ease, indeed after difficulty there is ease.”

(QS. Al Insyirah: 5-6).

## ACKNOWLEDGEMENTS

This thesis is to fulfill one of the requirements for obtaining a Bachelor's degree in the English Education Study Program at Sriwijaya University. First, the writer would like to express her gratitude to Allah Subhana Wa Ta'ala who has given her the opportunity to complete this thesis. She also wants to thank Prophet Muhammad SAW, may peace and salawat greetings be given to him.

Furthermore, she hopes for some criticism and suggestions that can improve this thesis better. She would like to express her gratitude to everyone who has helped and supported her while conducting this thesis. She would like to express her deep gratitude and thanks to:

The writer's academic advisor, Sir Prof. Sofendi, MA, Ph.D. for his guidance, understanding, patience and knowledge in helping the writer complete this thesis. Thank you for your guidance, suggestions and useful contributions to the writer's thesis process from start to finish. The writer's thesis would not have been completed without his help and guidance.

Next, the writer would like to thank The Dean of Faculty of Teacher Training and Education of Sriwijaya University (Dr. Hartono, M.A.), The Head of Language and Arts Education Department (Soni Mirizon, M.A., Ed.D.), Coordinator of English Education Study Program 2022 (Eryansyah, M.A., Ph.D.) and all the staff members and lecturers of the English Education Study Program of Sriwijaya University. Thanks in advance for the knowledge that has been given and the experience that has been conveyed.

The writer would like to express her deepest gratitude to her beloved family, her father and mother, M. Saidi, S.Si. and Gustin Idayani, S.Si. who always help, support and pray for her at all times. Her beloved brothers and sister, M. Hafizh Al-Fattah Saidi, Salsabila Khoirunnisa Saidi and M. Rizky Putra Saidi, who always comfort and support her. The writer would like to express her deepest gratitude to her parents and siblings who have given her the strength to complete this thesis.

Muhammad Adlani, a person who always helps, entertains and listens to all the writer's complaints and stories. Thank you for always being there and willing to be beside the writer in any condition. Thank you for being willing to accompany her in her educational process until the end.

The writer's close friends during college, Sakilah Rahmadani and Fadillah Rachmawati, who always helped, supported and gave the writer advice and direction in her college life from start to finish. Thank you for accompanying her, supporting her, listening to her complaints and stories and giving the best advice for the writer's thesis and college life..

The writer's childhood friends who are still with her to this day, Cindy Arta Bahana and Siti Humayroh who have helped and supported whatever the writer has done so far. Thank you for always being with her, listening to all her stories, providing advice and solutions to her problems, helping her all the time and accompanying her thesis process until completion.

The most extraordinary classmates, Class A Indralaya 2020, thank you for the extraordinary memories and thank you for being a story in the author's college life. Thank you for sharing the laughs, help and memories from start to finish.

All the people that the writer cannot mention one by one. Thank you for helping and supporting the writer so that she can complete this thesis.

Indralaya, March 2024

The Writer

A handwritten signature in black ink, consisting of a large, stylized initial 'A' followed by a series of loops and a short horizontal line at the end.

Alifia Maharani Saidi

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# THE STUDENTS' PERCEPTIONS ON THE USE OF MULTIMODAL LEARNING IN OFFLINE ENGLISH LEARNING AT SRIWIJAYA UNIVERSITY

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## ABSTRACT

The aim of this research is to find out the perceptions of eighth semester students of English Education Study Program Sriwijaya University and the problems they face when using multimodal learning in offline English learning. The participant for this research was 73 students in the English Education Study Program Sriwijaya University. This research used descriptive qualitative through questionnaire on Google Form, analyzed using thematic analysis per question item. The research results found that multimodal learning at Sriwijaya University was going well and students viewed multimodal learning positively. Multimodal learning for students to learn English is very useful, helps students understand the material and easy to use. Therefore, learning becomes more fun, more efficient, less boring and makes learning more effective. However, when implementing multimodal learning, students face several obstacles that must be considered in the future.

Keywords: *Multimodal Learning, Offline Learning, Students' Perception and English Learning*

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# **CHAPTER I**

## **INTRODUCTION**

This chapter presents the background of the study, the problems of the study, the objectives of the study, and significance of the study.

### **1.1 Background of the study**

According to Khusniyah and Hakim (2019), The Industrial 4.0 era has witnessed a significant impact on the teaching and learning process due to the growth of information and communication technology. Teachers have been able to enhance the quality of education by utilizing the technology that is easily accessible. Various developments have innovated and become increasingly sophisticated and attractive. Information technology can be acknowledged as a tool for carrying out educational procedures, such as supporting the process of teaching and learning, which also include looking for references and information sources (Wekke & Hamid, 2013).

According to Astuti and Febrian (2019), The term "industrial revolution 4.0," sometimes referred to as the "digital revolution" or the "era of technological disruption," is a topic of intense discussion that is currently gaining traction in society across a number of domains. The industrial era 4.0 is heralded by the digitization of information and the widespread application of artificial intelligence in many spheres of human endeavor, including education (Putrawangsa & Hasanah, 2018). According to Tay et al. (2018), Industry 4.0 uses information processing and computer technology to develop advancements such as artificial intelligence, self-organizing robots, internet systems, industrial additive production, entertainment, and vertical integration services. The previous century's emphasis on reading, writing, and math literacy served as a foundation for the development of new literacies in the twenty-first century, including technological, data, and human literacy, all of which are crucial for addressing the difficulties of globalization both now and in the future (Tan et al., 2020).

The learning method used now is offline learning. Offline learning can be interpreted in various contexts. In the field of education, it refers to traditional learning methods that do not rely on digital technology or the internet. Traditional methods of teaching English in an offline environment often rely on textbooks, lectures and written exercises. However, after the Covid-19 incident occurred and learning changed to online, today's technology has become more advanced. Therefore, offline learning is now experiencing many variations. According to Zahra (2020), Education gives its recipients the necessary mastery of knowledge and abilities.

In the world of education that continues to develop, the search for effective teaching methods is never-ending. Technology is becoming more advanced, learning media and even methods are becoming more interesting. Even now, offline learning uses interesting learning media, namely multimodal learning. According to Kress and van Leeuwen (2006, 2020) multimodal learning is learning that relies on the use of various types of media and teaching tools such as: visual, auditory, reading/writing and practice. Multimodal learning is one that makes use of different media learning types, or what are known as semiotic modes, such as kinesthetic, visual, and auditory. Each media can be enhanced and complemented with this learning. Multimodal learning is frequently used in applications with a variety of technologies, including TV media, YouTube, Zoom, PowerPoint, learning apps downloaded on smartphones, and other items. According to Yunus Abidin (2022), multimodal learning in successful speaking learning proves that intonation, gestures, head movements (as part of multimodality communication) and words interact to create persuasive product presentations.

The emergence of digital technology has expanded the possibilities for incorporating multimodal learning into offline learning. According to Faishol, Mashuri, Ramiati, Warsah, Nur and Laili (2021) learning innovation is a renewal effort carried out in the field of education so that it can produce a better learning process. According to the 21st century skills framework, 21st century innovative

learning is an activity focused on teaching essential skills including information, media, and ICT skills, as well as life and career skills and innovation and learning skills (Sakulprasertsri, 2020). In today's digital era, all education must follow the right learning model. Multimodal learning is one solution because it is considered appropriate to current trends and circumstances.

In this era, students need flexible learning so they can channel all their creativity well. Multimodality is being implemented into modern learning environments in line with the trend towards multidisciplinary (Bilytska et al., 2022). The mutual enrichment of scientific fields with several seemingly disparate and remote ideas through the sharing of concepts, tools, creative ideas, etc. is what constitutes effective learning (Di Mitri, Schneider, Specht & Drachsler, 2018). The concept of multiliteracies is used in the multimodal approach by Schmerbeck and Lucht (2017) and Usanova and Schnoor (2021) to refer to the active participation of contemporary students in interacting with online media, which is explicitly and implicitly transmitted through visual images, effects voice, and audio, in addition to the customary written way of representing the language's text format.

With several media, teachers can innovate and find solutions when facing problems during learning. The added value of multimodal learning is that students learn to read messages and then convey them. It can be said that they have learned to understand the communication process. Additionally, multimodal learning increases students' excitement for learning and helps teachers and students stay up to date with current innovations in education. Boredom in the classroom frequently hinders students' drive to learn, therefore this approach offers them fresh learning strategies to break the ice and ignite their passion for learning.

For the past two years, the English Language Education Study Program at Sriwijaya University has implemented offline learning using multimodal as a learning media. There are several courses that require students to use multimodal learning as a media during the course. Examples of media that are often used during multimodal learning are PowerPoint, videos and images. Therefore the

writer is interested in studying the perceptions of students in the 8th semester of the Sriwijaya University English Education Study Program because they have carried out offline learning using multimodal as their learning media. The writer thought that students will have different perceptions regarding the use of multimodal learning as their learning media. Apart from that, the writer wanted to know the challenges students face when using multimodal as a learning media during offline learning.

## **1.2 The Problems of the Study**

Based on the description provided above, the problems of the study are structured into these questions:

- 1) What do the eighth semester students of the English education study program of Sriwijaya University think about the use of multimodal learning in their offline English learning?
- 2) What problems do the eighth semester students of the English education study program of Sriwijaya University have when using multimodal learning as their learning English media in their offline English learning?

## **1.3 The Objectives of the Study**

The objectives of the study are:

- 1) to find out what the eighth semester students of the English education study program of Sriwijaya University think about the use of multimodal learning in their offline English learning and
- 2) to identify the problems that the eighth semester students of the English education study program of Sriwijaya University have when using multimodal learning as their learning English media in their offline English learning.



#### **1.4 The Significances of the Study**

This research is hoped to be useful for students, teachers and future researchers. This research is also expected to be useful in contributing to the development of English language learning because it would provide important information about student experiences in the eighth semester of the English Education Study Program at Sriwijaya University. This research provides students with insight into multimodal learning media so that they can realize the importance of multimodal learning and increase their understanding of multimodal learning. Teachers would understand that the use of multimodal learning is important when Offline English Learning. Finally, future researchers can use this research as a reference to investigate further about the development of multimodal learning.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents Perception, Multimodality, Multimodal Learning, Concept of English Offline Learning, Teaching and Learning Activities in English Education Study Program Sriwijaya University, and previous related studies.

#### **2.1 Perception**

The process of perceiving anything as a result of a person's sensory reaction to a stimulus is called perception, and the outcome is an interpretation or identification of the perceived items (Suratno et al., 2016; Firman, 2022). According to Firman (2022) perception is a process of organizing and interpreting stimuli to give the perceived objects a new meaning. This is why perception and beliefs are closely related.

The act of perceiving something as a result of one's sensory reaction to a stimulus, which results in an interpretation or identification of the object under view, is known as perception (Suratno et al., 2016; Firman, 2022). According to Firman (2022), as perception is the only basis for what is regarded as true, perception is the process of organizing and interpreting inputs to give perceived objects new meaning. Perception is closely related to belief. The belief in question is a view of an object that can be positive or negative. According to Kodariah (2016) perception refers to how humans try to understand the world around them by gathering information through the five human senses. Humans establish relationships with their surrounding environment through perception. This human relationship is carried out through the five senses, they are sight, hearing, taste, smell and touch. According to Desiderato (as quoted by Huda, 2017) perception is an experience regarding an object, an event that has occurred or is even currently occurring, or it could also be a relationship obtained to be able to conclude information or interpret a message contained therein. In this research, perception is giving an opinion or message about something that has happened.

## **2.2 Multimodality**

The idea of multimodality starts with the realization that language is just one communication tool used for the distribution, interpretation, and (re)creation of meaning (Jewitt, 2008). A communication style known as "multimodality" is one in which a person uses multiple channels of communication at once. The term "multimodality" describes the utilization of several communication or expression modalities in a single system. These modes can be used with text, pictures, audio, video, and other media. In essence, multimodality recognizes that communication and expression can involve multiple channels simultaneously, each of which contributes to the overall message or experience. According to Kress (2010), multimodality is a field of study and various media offer a distinct range of modal possibilities. These possibilities include the capacity to convey complex ideas through the combination of verbal, gestural, visual, aural, and spatial modalities.

In several academic fields, including linguistics, communication studies, education, psychology, and media studies, multimodality has become an important area of research. For instance, a presentation may successfully communicate its point through spoken words, written material, pictures, video, and gestures. Analyzing how several modes interact, support, or contradict one another in a communication environment is necessary to comprehend multimodality. It also involves considering how individuals perceive and interpret multimodal messages, as interpretations can vary based on factors such as culture, context, and personal experience. According to Adami (2016), multimodality refers to the blending of many semiotic resources in texts and communicative activities, including speaking, writing, gestures, still and moving pictures, and layout.

## **2.3 Multimodal Learning**

This chapter presents Definition of Multimodal Learning, and Characteristics of Multimodal Learning

### **2.3.1 Definition of Multimodal Learning**

According to Lawless (2019), multimodal learning uses several senses and action processes. Multimodal learning refers to an approach in education and cognitive science that involves the use of multiple sensory modalities (such as visual, auditory, kinesthetic, or tactile) to enhance the learning experience. Massaro (2012) states that multimodal learning refers to embodied learning situations that involve various sensory systems and learning action systems. Lawless (2019) further explains multimodal learning as the use of sight, sound and touch to learn. Visual organizers, art, films, and images are some examples of multimodal learning materials (Besmonte, 2023). Audio input can include text-to-speech synthesizers, various vocal and musical instruments, rhymes, and spoken language games. Multimodal learning refers to teaching strategies that use different media and teaching tools to teach and educate students.

According to Massaro (2012), examples of multimodal learning can combine text and visual images of the vocabulary to be studied together with the definitions and sounds of the actual vocabulary, so that it will facilitate learning and improve memory for target vocabulary and grammar. For example, a multimodal learning experience might include a combination of written text, images, videos, and interactive activities. To create a multimodal learning approach, one can add different media to the course, use different formats such as video, slides, and audio, and utilize a variety of different means of assessment. According to Abidin (2022), successful multimodal learning in learning to speak proves that intonation, body movements, head movements (as part of multimodality communication) and words interact with each other to create a presentation. Kayati (2022) states that multimodal learning can improve students' literacy skills, such as reading, writing and speaking skills.

### **2.3.2 Characteristics of Multimodal Learning**

Neil Fleming (2001) states that there are four main learning methods; prospective learners are more likely to focus on that. According to Subagja &

Rubini (2023) VARK focuses on how we can receive and transmit knowledge with our senses.

1) V – Visuals

Visual aids help people learn and recall information better, as the researcher has noted. Content in the form of images, infographics, and the like has a greater chance of being efficiently absorbed, retained, and recognized by the human brain. Visual learners, for instance, enjoy different colors, photographs, word pictures, maps, charts, graphs, diagrams, brochures, flow charts, highlighters, and different spatial layouts (Subagja & Rubini, 2023).

2) A - Auditory

This is the listening version of learning. According to Berlianda & Indriani (2020) aural (or auditory) learners learn best by hearing information. People prefer to listen to audiobooks, podcasts and other audio recordings, for example during transport, during rest, before bed, etc. It is an effective teaching strategy for developing new knowledge and abilities. According to Berlianda & Indriani (2020), lectures are more common than textbook readings or informational listening.

3) R - Reading / Writing

Despite all the modern trends, some people still believe in the old approach – reading and writing. Usually this approach focuses on reading the material and writing down important points. Writing down information helps students remember and learn better.

4) K - Kinesthetic

It is better for kinesthetic learners to learn by doing and touching. Engaging hands-on is particularly crucial for kinesthetic learners. Some traits of kinesthetic learners include speaking slowly and feeling uneasy in noisy environments. It is usually preferable to practice than to study or listen to a lot of theoretical

information. People are more efficient and are more likely to pick up topic knowledge when they are aware of something and begin to do it in a course.

#### **2.4 Concept of Offline English Learning**

In the field of English language teaching, various teaching methodologies and approaches have been applied in the classroom. There are two types of learning methods, such as offline and online learning. Offline learning refers to traditional learning methods carried out in physical classrooms or through independent study without the use of the internet or digital technology. It involves face-to-face interactions between students and teachers, and the use of physical learning materials such as textbooks, printed resources, and other educational tools.

Offline learning is often contrasted with online learning which takes place through digital platforms and virtual classrooms. Some previous research on offline and classroom teaching shows that offline teaching allows English teachers to interact directly with students (Damayanti & Rachmah, 2020) resulting in the possibility for teachers to combine two or more contrasting teaching methods to increase their students' chances of understanding learning objectives more effectively (Kong, 2011). According to Yuniastari and Silva (2021) in offline classes, students are also believed to have more opportunities to build two-way interactions with the teacher to better understand the material being discussed.

#### **2.5 Teaching and Learning Activities in English Education Study Program Sriwijaya University**

Wulandari (2007) stated that learning and teaching are things that are interrelated in the education system and cannot be separated. Someone must go through a process before carrying out the teaching process. In order to accomplish the desired educational outcomes in formal education, teachers and students must be more innovative (Istiqlal, 2018). Learning and teaching activities are not just the transfer of information from teacher to student, but an interactive process in which both parties play an active role.

According to Brown (1994), teaching is demonstrating or assisting someone in learning how to do something, providing guidance and directions, imparting knowledge, and causing understanding. Teaching activities in the English Education Study Program at Sriwijaya University are carried out by lecturers using various learning methods and learning media. In each course, lecturers used different learning methods and different teaching media too. Now, almost all lecturers use technology as a teaching tool in the classroom. The technology used has been verified by the university, such as E-learning. Various learning media and tools have been developed to be more useful and interesting for appropriate learning. By choosing the right learning media, lecturers can create effective and efficient lectures. Apart from that, the learning process will also be more interesting and systematic (Istiqlal, 2018).

However, it is not only lecturers who are developing with the era, students are also developing with the current era. Learning activities also use technology and various types of media to make it easier for students to learn. Learning is based on the acquisition of knowledge about a subject or skill through study, experience, or instruction (Brown, 1994). Learning activities in the English Language Education Study Program at Sriwijaya University have developed rapidly following the current technological era. Students are required to understand various types of technology and this has become something that must be done during the learning process. Almost all courses in the English Language Education Study Program at Sriwijaya University used audio-visual media as learning media, even to fulfill lecture assignments. For example, students used attractive PowerPoints when presenting assignments in front of lecturers and classmates. The technology and powerpoint media chosen by students really helps them so that the presentations they deliver can attract attention and the information can be understood well. Not only PowerPoint, but also video media is one of the learning media in the English Language Education Study Program at Sriwijaya University. In more than one course, making videos as assignments so that students become more creative and innovative in carrying out assignments.

Media use and creative and effective learning are essentially inextricably linked (Istiqlal, 2018). Media really helps students in making assignments and helps students to think creatively and innovatively. One way to address a number of issues with the efficiency of student learning is through the use of media in the classroom. When used as a teaching tool, media must be carefully selected so that students can comprehend the information being given (Emda, 2011). Therefore, almost all lecturers in the English Education Study Program at Sriwijaya University have used multimodal learning as learning during teaching activities. Not only lecturers, but also students have used multimodal learning when studying in the classroom and outside the classroom. Multimodal learning media that can be used by lecturers are videos, PowerPoint and also in the form of websites.

## **2.6 Previous Related Studies**

The writers' study is connected to a few earlier studies. The first study was conducted by Bilystika et al. (2022) This thesis is entitled “Multimodal Interaction In a foreign language class at higher education institutions of ukraine”. The results of the study show that a multimodal approach is important in every language lesson, especially foreign languages. The research was conducted to determine the effectiveness of a multimodal approach in communication interaction and learning in foreign language lessons. There are similarities and differences between previous research and current research.

The following are similarities between the research of Bilystika et al. and current research, such as:

- 1) Previous researchers conducted research on the use and effectiveness of multimodal. Previous researchers focused on the use of multimodality in education.
- 2) Previous and current researchers used students as their research samples.

The following are the differences between the research of Bilystika et al. and current research, such as:



- 1) Previous researchers used questionnaires and Likert scales as research methods. Previous researchers distributed questionnaires to research subjects. Meanwhile, the current research used questionnaire and thematic analysis as its research method.
- 2) Previous researchers conducted research about multimodal use but about interactions in the classroom. Previous researchers conducted research on the use of multimodal as a media for interacting with fellow students in the classroom. Meanwhile, the current research examines the use of multimodal as a learning media in the classroom.
- 3) The research subjects used a small study group (n=20) from the University Faculty chosen as the research location. while the current study took a participant of n=73 from subjects selected by the current researcher.

The second study was done by Djamjuri et al. (2021) entitled "Multimodal approaches in online EFL Class Using Islamic Learning Material : Students perspective". The purpose of this study is to learn about students' perceptions on teaching English to EFL students utilizing a multimodal approach while using 21st century learning methodologies. The conclusion of this research is that students feel more motivated to learn by using a multimodal approach, especially using videos. Through this research it can also be concluded that the use of multimodal-based materials provides interactive opportunities between lecturers and students. There are similarities and differences between previous research and current research.

The following are similarities between the research of Djamjuri et al. and current research, such as:

- 1) Previous researchers conducted research on the use and effectiveness of multimodal as a learning media. Previous researchers focused on the use of multimodal in education and as a learning media.
- 2) Previous researchers conducted research on students' perceptions of multimodal use. This is the same as current research which conducts research on student perceptions as well.

- 3) Previous researchers chose participants from students in Semester 2 of the 2020/2021 academic year and research place at the Department of Islamic Broadcasting Program, Faculty of Islamic Studies. This is the same as current research which chose participants from eighth semester students and chose Sriwijaya University as the place of research.
- 4) Previous research used descriptive qualitative research methods by conducting surveys and interviews with research subjects. This is the same as current research which uses descriptive qualitative research methods.

The following are the differences between the research of Djamjuri et al. and current research, such as:

- 1) Previous researchers examined the use of multimodal learning when studying online, while current researchers examine the use of multimodal learning when studying offline
- 2) Previous researchers conducted research on the use of multimodality through Islamic materials but in learning English. Meanwhile, the current study conducted research on the use of multimodality in English language learning.
- 3) Previous researchers also conducted research on multimodality in the Department of Islamic Broadcasting Program, Faculty of Islamic Studies, Semester 2 of the 2020/2021 academic year, but the respondents selected were respondents who took online English classes/courses. Meanwhile, the current research is conducting research on students from the English study program.

The third study was conducted by Dea Permata Sari (2022) This thesis is entitled “Student’s multimodal literacy in literature in ELT subject at English Education Study Program of Sriwijaya University”. Finding out how multimodally literate students are in literature as an ELT topic as well as how they feel about multimodal activities that support their multimodal literacy is the goal of this study. Based on the outcomes of the completed final project, the research findings indicate that students in the English Education Study Program have a

high multimodal literacy level. From this research it can be concluded that all students have used multimodal learning in courses, especially in ELT courses. Students also think that multimodal can increase their creativity and multimodal makes learning easier. There are similarities and differences between previous research and current research.

The following are similarities between the research of Dea Permata Sari and current research, such as:

- 1) Previous research examined student perspectives, this is the same as current research which examines student perspectives on multimodality.
- 2) Previous researchers researched multimodal, this is also the same as current researchers who research multimodal topics.
- 3) Previous researchers chose students in English education at Sriwijaya University as respondents, this is also the same as the current researcher who chose students in English education at Sriwijaya University as participants.
- 4) Previous research used qualitative methods and case studies as research methods, this is the same as current researchers who choose to use qualitative methods and questionnaires.

The following are the differences between the research of Dea Permata Sari and current research, such as:

- 1) Previous researchers studied multimodality in the literacy section, while current researchers researched multimodality in the learning section.
- 2) Previous research chose the use of multimodal in specific courses, namely ELT courses, while the current research chose the use of multimodal in general in English language learning.

## **CHAPTER III**

### **METHODOLOGY**

This chapter explains how the study will be conducted. It presents research method, operational definitions, Participants of the Study, Technique of data collection and Technique of data analysis.

#### **3.1 Research Method**

Research is a scientific activity to produce new findings in various fields of science and is the backbone of the development of science and technology (E Surahman, 2020). Researchers need methods to make it easier to analyze data. Research method means the method of data collection, processing, analysis and presentation activities carried out regularly and objectively, to solve a problem or test a hypothesis to develop general principles (Herdayati, 2019).

This research used qualitative research methods. According to Moleong (2017), qualitative research is a study that aims to gain an understanding of phenomena experienced by research subjects, such as behavior, perceptions, motivations, actions, etc., by describing them with words and language, in a natural environment and by using various techniques. Qualitative research is a type of research that aims to understand and explain social phenomena or human behavior through qualitative data analysis. This method focuses on interpreting and understanding the meaning of a context, as well as exploring the perspectives, views and experiences of the people involved in the research. The data used in this research is usually descriptive and comes from observation.

The qualitative research method in this research used a qualitative descriptive approach. Descriptive research is a research approach that attempts to describe and interpret objects according to what they are (Sugiyono, 2017). Descriptive research is research conducted to determine the value of one or more variables without making comparisons and connecting them with other variables (Sugiyono, 2018). It is descriptive in nature because the aim of this research is to obtain an

overview of the students' perceptions on the use of multimodal learning in offline English learning at Sriwijaya University.

### **3.2 Operational Definitions**

Researchers provide operational definitions in this research to prevent misunderstandings regarding some of the words used in this research. The operational definition outlines the criteria used to define and measure the study's variable. Each definition is given to provide information related to the research title. The title of this study is "The Students' Perceptions on The Use of Multimodal Learning in Offline English Learning at Sriwijaya University". The following are the keywords in this study:

#### 1) Perception

In this research, perception is giving an opinion or message about something that has happened. Student Perception is students' understanding of what they think and feel. In this way students can react and argue from their point of view. In this case students give their opinions regarding Multimodal Learning.

#### 2) Multimodal Learning

Multimodal learning refers to an approach in education and cognitive science that involves the use of multiple sensory modalities (such as visual, auditory, kinesthetic, or tactile) to enhance the learning experience. Multimodal learning refers to teaching strategies that use different media and teaching tools to teach and educate students.

#### 3) Offline English Learning

Offline learning refers to traditional learning methods carried out in physical classrooms or through independent study without the use of the internet or digital technology. It involves face-to-face interactions between students and

teachers, and the use of physical learning materials such as textbooks, printed resources, and other educational tools. However, over time, offline learning uses more innovative learning media. Now, offline learning can be combined with multimodal learning media that is usually used online.

#### 4) Sriwijaya University

The term Sriwijaya University in this research refers to participants who were all eighth semester students in the English Education Study Program, Faculty of Teacher Training and Education, Sriwijaya University.

### **3.3 Participants of the Study**

Population is an area consisting of objects/subjects that have certain qualities and characteristics which are determined by researchers and then conclusions are drawn (Sugiyono, 2018). This research collected data from the student population of the English Language Education Study Program, Faculty of Teacher Training and Education, Sriwijaya University who came from Indralaya and Palembang. The researcher chose the participants in this research as eighth semester students of the English Language Education Study Program, Faculty of Teacher Training and Education, Sriwijaya University from Indralaya and Palembang using a purposive sampling technique. According to Turner (2020), purposive sampling is a sampling technique used when researchers have target individuals with characteristics that are appropriate to the research. Purposive sampling is a sampling technique by providing a certain assessment of the sample among the selected population. Assessments are taken of course if they meet certain criteria according to the research topic. The sample characteristics and criteria that researchers chose in this study are:

- 1) Students who have used multimodal learning as a learning medium.

2) Students who have carried out offline learning activities after the Covid 19 pandemic.

From the sample characteristics and criteria above, it can be concluded that the number of participants used using a purposive sample was 73 participants. The 73 participants were chosen because they were 8th semester students who had used multimodal learning as their learning medium and had carried out offline learning activities after the Covid 19 pandemic.

### **3.4 Technique of Data Collection**

Every study has a research objective. The aim of this study is to collect data about selected subjects. Research data refers to any information that has been collected, observed, generated, or created to validate research findings. Data collection aims to enable researchers to know the results of their research. Makbul (2021) states that someone who makes a policy or decision would generally use data as material for consideration. Through data someone can analyze, describe, or explain a situation.

In collecting data for this research, the researcher decided to use questionnaire media with Open-Ended Questions. The use of questionnaires is one of the data collection techniques in this research because it is easy, saves time and practical. Cahyo, Martini and Riana (2019) state that a questionnaire is a technique for collecting data or information through a form containing questions that will be filled in by several respondents to get responses or answers that will be analyzed by parties who have certain goals, besides that Questionnaires are also a technique that is often used to assess ongoing goods or service activities. The questionnaire itself is prepared in the form of a list of questions complete with answers.

However, in this case the researcher collected data using a questionnaire by asking questions to participants. Herlina (2019) states that a participant is a person who provides responses/responses/answers to the questions asked. Questionnaire can be carried out online via the link that the researcher has prepared. Participants were 73 students from the eighth semester of the English language education study program at Sriwijaya University who would fill in the questionnaire within a predetermined time period. The way researchers conduct questionnaire using Google Form is expected to be more effective because they do not need to meet in person and save time, energy and costs. Questions relate to the use and problems encountered when using multimodal learning. The instruments are listed in table 3.1 below:

**Table 3. 1 Research Instruments**

No.	Research Instruments
1.	Do you use multimodal learning in your offline English learning at English Education Study Program, Sriwijaya University?
2.	If your answer is “Yes”, what media do you use when using multimodal learning in your offline English learning at English Education Study Program, Sriwijaya University?
3.	What are your opinions regarding the use of those media when using multimodal learning in your offline English learning at English Education Study Program, Sriwijaya University?
4.	Do you have any problems when using multimodal learning in your offline English learning at English Education Study Program, Sriwijaya University?
5.	If so, what problems do you have when using multimodal learning in your offline English learning at English Education Study Program, Sriwijaya University?



### **3.5 Technique of Data Analysis**

Data analysis is used to calculate data obtained or received by researchers. Data analysis is the process of systematically searching and compiling data obtained from field notes, interviews and documentation. This technique is carried out by organizing data into categories, describing it into subunits, synthesizing it, arranging it into patterns, choosing what is important and what must be studied, and making conclusions so that it is easily understood by others and oneself (Sugiyono, 2018). Researchers have collected all data obtained from research objects that have been requested and carried out previously. This data is the answer to the questionnaire questions given to respondents.

In this research the data analysis used is descriptive data analysis. The purpose of descriptive data analysis is to provide an overview of research objects based on data obtained from research, compiling or measuring data, processing data, presenting and analyzing research data. Researchers determine conclusions from research data that have been read, listened to and observed clearly and correctly by researchers so that conclusions from the results of this research are not ambiguous and easily understood by readers.

Apart from that, questionnaire was analyzed using thematic analysis. Thematic analysis is one way to analyze data with the aim of identifying patterns or finding themes through the data that researchers have collected (Braun & Clarke, 2006; Heriyanto, 2018). This method is very effective if the research intends to examine in detail the qualitative data held to find the relationship between patterns in a phenomenon and explain the extent to which a phenomenon occurs (Fereday & Muir-Cochrane, 2006; Heriyanto, 2018). After using thematic analysis, researchers draw conclusions from data that has been patterned and coded and explained descriptively.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter discusses (1) Findings of the Study (2) Results of thematic analysis and (3) Discussion.

#### **4.1 Findings of the Study**

The following research questions were the main focus of this study's research: " What do the eighth semester students of the English education study program of Sriwijaya University think about the use of multimodal learning in their offline English learning?" and "What problems do the eighth semester students of the English education study program of Sriwijaya University have when using multimodal media as their learning English media in their offline English learning?". These two research questions were answered by analyzing data collected from responses to questionnaire given to participants. The questionnaire was answered by four classes of students from the 8th semester English Education Study Program, totaling 73 students.

#### **4.2 Results of thematic analysis**

The results of the thematic analysis identified three themes in this research. Various themes obtained related to two research questions regarding the use of multimodal in offline English learning, such as: 1) The media used by students when using multimodal learning when offline english learning, 2) Students' opinions/perceptions about the use of multimodal learning when offline english learning and 3) Problems faced by students when using multimodal learning when offline english learning. The following is a more detailed explanation of these themes.

##### **4.2.1 Theme 1 (The media used by students when using multimodal learning when offline english learning)**

The majority of participants mentioned the same media when using multimodal learning in their offline English learning. The media they mentioned

were PowerPoint, Video and Canva. The majority of participants agree that lectures often utilize technology provided by the university to make the learning process more effective and use it as subject assignment. Multimodal learning is designed to maximize the use of technology in teaching and learning activities. The following are detailed statements from participants:

a. PowerPoint

PowerPoint has become the media most often used by students when learning and teaching activities take place. Students always use PowerPoint when making assignments, presenting material and also learning to understand the material. The following are some statements from participants:

“When using multimodal learning in my offline English learning at English Education Study Program Sriwijaya University, I merely use power point...” (SS)

“...I also use many application such as powerpoint...” (SR)

“We use PowerPoint/Slide to explain more about materials that being discussed on the learning process” (TSR)

b. Video

Apart from PowerPoint, students also mentioned video as the media they most often used when learning multimodally. By using videos, students understand the material better because the audio and visuals are not boring when watched. The following are some statements from participants:

“audio, such as music. video, such as movie” (PNH)

“Many things including audio, background music, video, moving pictures and etc.” (URR)

“we use some things like ppt, video, pdf” (SNC)

c. Canva

The Canva platform is the platform and website most frequently used by students today. Canva contains various design projects that you can edit yourself and are free. The following are some statements from participants:

“In learning activity we used a lot of media, one of the most used one is canva, it can help us to make the media when we're learning, for example to make a slide for presentation.” (MMR)

“Media that we use usually canva, power point, and ect” (SN)

“Because we need to presentation a lot, usually I'm using Canva to make the material. Canva can include all the aspects of multimodal learning” (JF)

#### **4.2.2 Theme 2 (Students' opinions/perceptions about the use of multimodal learning when offline english learning)**

Almost all participants stated the same perceptions and opinions regarding the usefulness of multimodal learning in their offline English learning. The majority of participants said that multimodal learning was very useful, helped understand the material and was easy to use. The following are detailed statements from participants:

##### **a. Useful for students**

The majority of students mentioned the same perception, that it was useful for them. Multimodal learning is useful when learning inside the classroom and outside the classroom. Not only useful for learning, but also useful for helping students complete assignments from lecturers. The following are some statements from participants:

"it's useful. Since we already have presentation in the material and the canva have a lots of features that we can use to share the material on point" (RAP)

"I think is good for learning because we can use those media to learning and to better understanding about what we learn. " (DML)

"I think it is very useful because some of the course require students to present some kind of presentation in power point format, canva is one of the media that similar to that format." (AHP)

b. Help students understand the material

Students also mentioned that multimodal learning helped them understand the material with the help of Audio Visual media. Students can understand the material more quickly using video, PowerPoint or sound. The following are some statements from participants:

"...using multimodal help student to understand the material..." (AP)

"When using media in offline multimodal learning, it helps me in understanding learning..." (NZA)

"For me the multimodal is useful because it helps me to understand the material better..." (A)

c. Easy to use

Students also mentioned that multimodal learning was easy to use. Each media used by students contains instructions for using it or students can ask other students about the media. The following are some statements from participants:

"They are easy to operate..." (AR)

"It's very convenience and easy to use" (NA)

"Very helpful and easy to use" (MT)

#### **4.2.3 Theme 3 (Problems faced by students when using multimodal learning when English offline learning)**

almost all participants mentioned the same obstacles they faced when using multimodal learning, such as internet connection problems, lack of device support and difficulty finding media materials. While there are many benefits from using multimodal learning, it turns out that there are obstacles and problems

faced when using multimodal learning itself. The following are detailed statements from participants:

a. Internet connection problems

The problem most often mentioned by students is internet connection problems. In each region there will definitely be differences in connection speed, but Sriwijaya University has a campus area in Indralaya which is hampered by a lack of internet signal. Even though they study English offline, students still need the internet to access media when using multimodal learning. The following are some statements from participants:

“Usually the technology infrastructure can be an issue when integrating multimodal learning for example the devices and availability of the internet” (AA)

“the challenges that I faced regarding the multimodal learning is internet connection” (AAP)

“In my opinion because my class in indralaya the Big problem is the connection to connect in our laptop” (SA)

b. Lack of Device Support

Multimodal learning requires several media to support successful learning. When using these media, it is very important to have device support. Lack of device support can hinder the success of multimodal learning because universities lack support. The following are some statements from participants:

“Usually the technology infrastructure can be an issue when integrating multimodal learning for example the devices” (AA)

“Sometimes there are problems with the internet or the device used to display Power Point. This sometimes hinders the learning process” (TNR)

“Sometimes due to the lack of facilities, it makes the material prepared by the lecturer cannot be conveyed effectively to the students” (SO)

c. Difficulty Finding Media Materials

When creating media for multimodal learning, students really need material that is appropriate to what is provided. Sometimes, the material provided is limited and it is difficult to find the material. Therefore, limited material and the difficulty of finding material become obstacles when using multimodal learning. The following are some statements from participants:

“Sometimes it's difficult to find relevant sources that were suitable with the topic I was looking for...” (FR)

“find the picture or audio that related to the theme” (PA)

“Sometimes it's difficult to find the suitable video for some learning topic” (RW)

### **4.3 Discussion**

In this section, the researcher describes and explains the research findings by finding out the answers to the research questions.

After analyzing the data from questionnaire, The study's findings must be discussed by the researcher. In chapter one of this research, it was explained that this research aims to find out "What do the eighth semester students of the English education study program of Sriwijaya University think about the use of multimodal learning in their offline English learning?" and "What problems do the eighth semester students of the English education study program of Sriwijaya University have when using multimodal learning as their learning English media in their offline English learning?". To answer these two research objectives, the data was analyzed using analysis thematic and descriptive qualitative.

The students were asked to answer 5 questions. It is hoped that these five questions can answer questions about students' perceptions of the use of multimodal learning when offline English learning at Sriwijaya University. Questionnaire items number 1-3 are expected to find out students' perceptions of the use of multimodal learning in their offline English learning at Sriwijaya

University. Questionnaire items number 4 and 5 are expected to find out what problems and obstacles students face when using multimodal learning when offline English learning at Sriwijaya University.

Based on student responses to Questionnaire, data findings show that multimodal learning at Sriwijaya University is going well. Since 2022, students in the eighth semester or class of 2020 of the English Education Study program at Sriwijaya University who are taking their 5th semester have been learning offline whereas previously they were learning online. Since doing offline learning, the class of 2020 students have used multimodal learning when learning English. Based on research data from question number one, there were 73 students (100%) who answered "Yes" and no students answered "No". It can be concluded that all eighth semester of the English Education Study Program at Sriwijaya University use multimodal learning in their Offline English learning..

The use of tools and media when using multimodal learning is a must, because the media for multimodal learning uses audio and visual technology. According to Kasturi (2021), the multimodal learning model was selected in an effort to use a variety of media or technologies integrated into a coherent whole to address learning difficulties and develop students' creativity on their own. There are several media mentioned by almost all students, such as PowerPoint, Video and Canva. Students said PowerPoint was a media that must be used when there are learning Offline activities. It can be used as material, additional media during presentations and even assignments from lecturers for courses. Apart from PowerPoint, students also use videos when there are learning activities. Whether it is obtained from various media or self-made. Videos are used to support learning media, project assignments or assignments when presenting material and are used by students and lecturers. Fajri (2020) stated that one of the keys to a multimodal approach is to visualize text. The media most frequently mentioned by students is Canva. Canva is a website or application that can be used to create PowerPoint, videos and images. Many students use Canva to make their PowerPoints more



interesting. Not only students, but lecturers also recommend using Canva as a learning media when there are learning activities.

Some students also added YouTube, audio, pictures, e-books, Google and UNSRI E-learning. When students want to use video, students can get videos from YouTube or can also combine audio and images into one video. Audio is often used as audio from video or can also be used as a media for learning. In essence, multimodal learning is a procedure, approach, or activity that uses a variety of text sources as instructional media to help teachers and students learn (Firmansyah, 2019). When there are learning activities, images can also be used as media, such as posters, infographics or information pamphlets. Since 2020, online learning has been implemented at Sriwijaya University, almost all lecturers have used e-books as a substitute for books when learning online. Even when learning offline, lecturers still use e-books as a substitute for books to make it easier for students to read. E-learning is a common tool used by Sriwijaya University lecturers to support student learning. Students can use this platform to browse materials, turn in assignments, record their attendance, and even have online discussions. When learning offline, lecturers still use E-learning to fill in class absences.

After mentioning the media used for multimodal learning, students also answered their perceptions regarding the use of multimodal learning. Almost all students mentioned the same benefits of using multimodal learning, such as useful, help students understand the material and easy to use. The perception most often mentioned by students is that multimodal learning is very useful when there are learning activities. They mentioned that multimodal learning is useful and they could use and help them when there are learning activities. Apart from being useful, multimodal learning also helps students to understand the material being presented. The use of PowerPoint and videos helps students understand more quickly understand because the animations and material presented are not long-winded. Kasturi (2021) also stated that the combination of verbal and audiovisual texts makes learning highly attractive. Students also mentioned that multimodal

learning was easy to use. Apart from having to understand technology, students must understand various types of media to make it easier for them when learning. Students feel familiar with technology which makes it easy for them to understand what multimodal learning media can be used. Li Xiyan (2022) also stated that multimodal teaching can work well because it involves students' multisensory collaboration, stimulates their interest in learning, and ultimately improves learning outcomes through the use of multimodal materials.

Several students also added their perceptions of using multimodal learning, such as making learning media more varied, more fun, more effective and increasing students' abilities to be more innovative and creative. Multimodal learning uses media that combines audio and visuals. Most students are interested in learning if the media used is more varied so that learning becomes more enjoyable. According to Kasturi (2021), as students can select the stuff they are interested in, diversified content may draw in a larger audience. Apart from being useful in learning, multimodal learning can also improve students' English language skills and make students more innovative and creative. Through multimodal learning, students can improve communicative competence, cultural understanding, and attitudes towards language (Cocchetta, 2018; Kennedy, 2014; Freyn & Ed, 2017; Firmansyah, 2019).

In implementing multimodal learning, students also faced several problems. The obstacles most frequently mentioned by students were internet connection problems, lack of device support and difficulty finding media materials. Emeilia & Muntazah (2021) stated that unstable internet connections, limited hardware and software, and lack of skills of students and teachers in the field of information and communication technology have an impact on the learning process carried out. Internet connection problems are the main problem faced by students when learning. Internet connections in each region are different, and Sriwijaya University is located in Indralaya, which mostly experiences problems with lack of internet signal. Apart from that, the lack of supporting devices can hinder the progress of multimodal learning. The device can be a

laptop, projector or speaker. The lack of facilities and equipment from universities makes learning limited. Sakulprasertsri (2020) stated that limitations in classroom facilities and technical problems are one of the challenges of implementing a multimodal approach.

The difficulty of finding teaching media materials for multimodal learning is also a problem often faced by students. Such as limited websites, many paid platforms and inappropriate keywords. Students also added that the problem they face when using multimodal learning in offline English learning is that it takes a lot of time to understand how to use multimodal learning media. Sakulprasertsri (2020) stated that there are obstacles experienced by teachers, such as management and time constraints.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter discusses (1) Conclusions and (2) Suggestions.

#### **5.1 Conclusions**

This research was conducted to determine multimodal learning in the English education study program at Sriwijaya University and student perceptions regarding the use of this learning method. This research was also conducted to find out what problems students faced when using multimodal learning in their offline English learning. Participants in this research were eighth semester students of the English education study program at Sriwijaya University.

The results of the research found that all the eighth semester students of the English education study program at Sriwijaya University have implemented multimodal learning in their offline English learning and it is going well. Student perceptions of multimodal learning as a whole are positive. Some of the students gave the same perception about multimodal learning, such as it is useful, helps understand the material, easy to use and makes learning more effective and enjoyable. Apart from helping in learning, multimodal learning also helps improve students' English language skills and makes students more innovative and creative. Various types of media and technology have been used and utilized by students to support multimodal learning. The media they often use are PowerPoint, Video and Canva. Students also added media in the form of YouTube, audio, pictures, e-books and also E-learning UNSRI.

The results of the research also answer the second research question that in implementing multimodal learning, students also faced several obstacles when learning English offline. The main problem that becomes an obstacle for students is internet connection. Apart from internet connection problems, students also added that there was a lack of technical support from the university and difficulty in obtaining materials. Universities should facilitate technical support for learning

so that learning can be maximized and the lack of technical support makes students feel that learning is less than optimal.

## **5.2 Suggestions**

It is recommended that multimodal learning at Sriwijaya University be further enhanced because of the conclusions above. Learning activities are expected to become more effective and efficient in every aspect after using multimodal learning. Teachers and students are also expected to work together so that multimodal learning can run well.

Researchers also suggest that all students in the English language education study program at Sriwijaya University become more active and participate more in learning activities. Even though learning is offline, it is better to use more modern learning and make the best use of technology. Student participation in learning is the key to making learning more effective and efficient.

Researchers also hope that lecturers explain in more detail about multimodal learning systems to students. Lecturers can utilize various types of media and introduce students to these media, so that students can emulate them well.

Finally, the researcher hopes that this research would be useful for further research. The researcher hopes that future researchers can find out more about multimodal learning in English language learning by adding samples or different types of research.

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