

**A SURVEY OF MULTIMODAL COMPOSITION IN
CREATIVE WRITING CLASS IN ENGLISH EDUCATION
STUDY PROGRAM OF SRIWIJAYA UNIVERSITY**

THESIS

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FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

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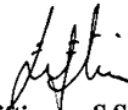
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
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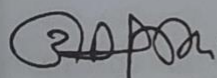
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Certify that the thesis entitled "*A Survey of Multimodal Composition in Creative Writing Class in English Education Study Program of Sriwijaya University*" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by Ministry of Education of Republic of Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face court if I am found to have plagiarized this work.

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The Undersigned,



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DEDICATION

This thesis is dedicated to:

- My beloved parents, Papa and Mama, who gives me never-ending support and prayers.
- My older and younger brother, Abang Iboy and Raffa, who encourage me to keep pushing on.
- My uncle and aunt, Imas and De Tuty, who remind me to never forget reaching my goals.
- All of my family and friends.

MOTTO

“Do Good as Allah Has Done Good to You”

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Firstly, the writer would like to thank to Allah SWT for the blessing, so the writer is able to write this thesis as partial fulfilment of the requirements for the Undergraduate Degree of English Education Study Program, Faculty of Teacher Training and Education. Peace and salutation always be given to our beloved Prophet Muhammad SAW that we hope his blessing on the judgment day.

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Hopefully, this thesis will be useful to everyone who needs it.

Indralaya, 20 May 2024

The Writer,



Shafira Julista Putri

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***A Survey of Multimodal Composition in Creative Writing
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University***

ABSTRACT

This study aims to identify the students' perspectives on the use of multimodal composition in creative writing class and the challenges that they faced. The targeted participants for this study consisted of 68 7th-semester students enrolled in the English Education program at Sriwijaya University, all of whom had previously taken the Creative Writing course. The data were collected by using questionnaire and interview. The results of the questionnaire showed that more than a half of the students responded with agreement (54.9%) to the statements that indicating multimodal composition texts was beneficial in the creative writing class. Meanwhile, the data of the interview revealed that the participants faced internal and external challenges of writing multimodal composition. Most participants were unfamiliar with multimodal composition media, and some of them lack of motivation to write. They were also confused to choose the suitable references because of its limitations. Not to mention they had technical problems such as bad internet connection to finish their tasks. Despite these challenges, participants expressed fondness for multimodal composition learning, highlighting the enjoyment of combining elements like texts, audio, images, and sound into various creative products.

Keywords: *Students' Perspectives, Multimodal Composition, Creative Writing.*

A thesis by an English Education Study Program Student, Faculty of Teacher Training and Education, Sriwijaya University.

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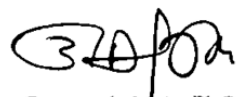
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CHAPTER I

INTRODUCTION

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

1.1 Background

Technology is a set of tools functioning to ease problem-solving from the easiest to the hardest. It is used every day as it is helpful for people to carry out their tasks. Commonly found in daily life, the sight of technology is not something out of the ordinary. One example is the switch from writing handwriting to typing. In the past, people used to type using large typewriters and required specialized skills to operate them. However, nowadays, anyone can type using a computer or laptop without limitations of space and time. Furthermore, with smartphones in hand, the era of digitalization is accelerating rapidly over time. Ratheeswari (2018) says that technology has influenced activities in various aspects of life, including education. From exploring high-quality learning materials such as literature, journals, and books, establishing scholarly discussion forums, to consulting/discussing with experts worldwide, all of these can be quickly done without barriers, as every individual can do them independently with the assistance of technology (García-Morales et al., 2021).

In education, technology has been used by nearly all teachers. Technology helps them to present materials needed to teach students. According to a study held by Kozma (2003), the highest use of technology in the class are productivity tools such as Zoom, Google Drive and Microsoft Office (78%); web resources (71%); and e-mail (68%). Not a few of them also uses multimedia software with a percentage of 52%, which examples are Adobe and Wondershare. Besides that, other digital tools like Grammarly, Google Classroom, Twine, or social media (Facebook, Instagram, Youtube, and etc) have been chosen by teachers for teaching.

These advantages do not only apply to teachers, but also to students. Students also find themselves easier to grasp the materials by the visualization presented through the tools.

This advancement has affected the way people operate. One of the groups affected is students. Due to the rapid advancement of technology, the skills used have majorly shifted. The students now are expected to be digitally literate. Digital literacy is a means of comprehending and making use of information from a select of digital sources and took it as literacy in the digital age (Olson & Torrance, 2009). In addition, Martin and Grudzieki (2006) defines individuals' digital literacy as their awareness, attitude, and ability to use digital tools and facilities appropriately to identify, access, manage, integrate, evaluate, analyze, and synthesize digital resources, construct new knowledge, create media expressions, and communicate with others in the context of specific life situations, in order to enable constructive social action; and to reflect on this process. This digital literacy promotes 21st century skills which consist of four core competencies namely critical thinking, creativity, collaboration, communication or also known as the 4C's. To start, critical thinking is self-directed, disciplined thinking that exemplifies the perfections of thinking appropriate to a specific mode or domain of thought, as stated by Paul (1990). Creativity is an aspect of thinking, a personality constellation, and an interaction between thinking, personal properties, motivation, and feelings in a specific environment (Cropley, 2011). Laal et al (2012) stated that learning in collaboration is a method of teaching and learning in which groups of students work together to solve a problem, complete a task, or create a product. Communication is a way to express thoughts or share information either verbally or orally. Not only that, according to Engineering for Kids (2021) hand gestures and facial expressions are also a form of communication. Even they help to strengthen the message sent from the speaker themselves. To integrate the four, some adjustments had to be made with students' assignments being one of them. Before the trend of 21st century skills, students' tasks were in the form of constant writing and memorizing stuff without grasping the core concept of the ideas. Therefore, the current system makes it that the tasks required should integrates the four aspects instead of just

memorizing and copying as it gives very low benefits to students. By combining the four, students will have the chance to explore thoroughly little by little as the time goes by with a chance of having their own interpretation making them having an extra or permanent understanding of the materials learned.

Multimodal text is one of texts that becomes part of digital literacy. It refers to the combination of more than one mode such as drawings, photographic images, sounds, videos, verbal texts, and gestures. Multimodal texts combine two or more modes such as written language, spoken language, images, animations, audio, gestural, and spatial meaning (Cope and Kalantzis, 2009). A multimodal text combines language with other forms of communication, such as visuals, sounds, or speech, presented within a single cohesive text and coexisting simultaneously. It also aligns with the viewpoint of Pratiwy and Wulan (2018) that multimodal text encompasses language, images, music, gestures, and architecture. When utilizing multimodal texts as educational materials, learners gain comprehension through reading the text and observing images, listening to audio, and watching animations or videos. Firmansyah (2019) asserts that multimodal texts used as instructional media consist of various semiotic sources (verbal, motion, visual) deployed through diverse modalities, as well as interactions and integration within the coherence process of the text. Consequently, learners will find it easier to understand both the explicit and implied content of the text, analyze the text, evaluate its meanings and significance, and reflect upon its content.

Multimodal texts can be used in any course in teaching English on developing speaking, listening, writing, reading skills (Yulian & Yuniarti, 2019). For instance, students can explain tourism trips using a multimodal approach. Each student chooses a tourist destination and composes a presentation that combines written text, scenic images, and audio narration about their travel experience. During the presentation, they talked about their itinerary, described the sights using descriptive words, and played audio recordings that told the story of their trip. Other students in the class listen to this presentation while following the written text shown on the screen and looking at the pictures that support the story. Through this assignment, students hone their speaking and listening skills and develop their visual reading

and descriptive writing skills by integrating various multimodal elements. With multiple modes in multimodal text, it is indisputable that multimodal text has notable differences from that of a one-mode text usually implemented in classes (Al Fajri, 2020). This kind of arrangement is known as multimodal composition.

Multimodal composition refers to creating text or communication works that incorporate various modes or channels of communication, such as written language, images, sound, video and other visual elements. Smith, et. al (2020) state in their study in which they view multimodal composition as a process in which individuals draw on semiotic resources, including texts, sounds, oral language, and linguistic resources coded in varied languages, to negotiate meaning with audiences. In multimodal composition, the goal is to create a richer, more complex, and more powerful work by combining these elements effectively. Common examples of multimodal composition include multimedia presentations, instructional videos, advertisements with a mixture of text and images, interactive websites with audio and video, and even digital artwork that combines various forms of media. By leveraging these multiple modes of communication, multimodal composition can present information more excitingly and comprehensively to reach audiences in more diverse and effective ways.

The use of multimodal texts has several significant advantages for educators and students. This approach allows educators to present learning materials more excitingly and interactively, keeps students' attention, and accommodates a variety of learning styles. Images, audio and video also help visualize complex concepts and support a more profound understanding. In addition, students will become familiar with various forms of media, enhancing their multimedia literacy skills which are increasingly important in the digital age.

However, there are also some downsides to consider. Multimodal content development requires more time and effort on the part of educators. Not all students have the same access to technology devices, so there may be gaps in the learning experience. In addition, the abundance of media elements in multimodal texts can distract students from the core content or confuse them if they need to be used appropriately. Overall, using multimodal text can improve the quality of learning,

but it needs to be managed wisely to maximize its benefits and overcome potential obstacles.

Multimodal text has been implemented in many classes, ranging from lower level to the highest one. This attracts many scholars to investigate its implementation. First, the research titled "Utilizing Multimodal Texts as an Innovation in Indonesian Language Learning During the COVID-19 Pandemic" by Setiyadi (2021) discusses how multimodal texts are used as an innovation in Indonesian language learning during the pandemic. This study highlights that multimodal texts increase student engagement and support remote learning. It opens up new opportunities in Indonesian language learning and helps overcome learning challenges during the pandemic. Second, the study held by Fiftinova et al. (2022) emphasizes on the students' multimodal level of literacy and the lecturers' view of it. The lecturers' perspectives strengthened the definition of multimodal literacy and served as a foundation for future multimodal composition teaching and learning design. Third, the inquiry conducted by Juniati (2018) discusses the effectiveness of using multimodal media in teaching descriptive text writing to seventh-grade students at SMP Negeri 5 Alla, Enrekang Regency. This research focuses on how far multimodal media can enhance students' ability to compose descriptive texts. The study concentrates on the effectiveness and impact of multimodal media in aiding students to develop descriptive writing skills. Lastly, the research conducted by Sesmiyanti et al. (2021) addresses the development of character-oriented reading textbooks using multimodality at the higher education level. This inquiry examines integrating written text, images, audio, and videos into textbooks. The multimodal approach is used to enhance the effectiveness of learning and character education values among students. This study offers insights into how multimodality contributes to diverse and profound learning experiences in higher education settings.

In English Education study program, faculty of Teacher Training and Education, Sriwijaya University, there are 4 levels of writing class. The first being Paragraph Writing course which is available in the 2nd semester. This class requires students to be able to compose sentences into one cohesive paragraph, emphasizing

on the use of topic sentence and its supporting sentences as students have fulfilled their Basic Grammar class in the 1st semester in which they learn to compose sentences with the correct grammar. The second one is the Essay Writing class. As an advanced version of Paragraph Writing class, students are expected to arrange several paragraphs into an essay according to the topic given by the lecturer. This class is provided on the 3rd semester. The third, students are introduced to Creative Writing in their 6th semester. In this course, the students are expected to recognize basic creative writing instructions such as characterization, plot, structure, perspective, setting, dialogue, pace and rhythm, tone, style, symbolism, figurative language, and use of language. They learn to write three narrative genres: poems, short stories, and creative non-fiction. The activities in this class include reading materials related to the three genres, followed by identifying structures of some text examples and challenging themselves by making creative texts based on what they have learned while modifying the form according to their perspectives. Students are also instructed to add media to their assignments, such as images, sounds, and videos. The fourth class is the Article Writing class, available in the 7th semester, which serves as a preparation for students as they have to start writing their thesis on that same semester.

Based on the explanation above, the writer decided to investigate the 7th-semester students perspectives and challenges when writing multimodal composition in Creative Writing class at English education study program of Sriwijaya University. The writer proposes a study titled “A Survey of Multimodal Composition in Creative Writing Class in English Education Study Program of Sriwijaya University”. This research will give a new insight of teaching creative writing in higher education.

1.2 Research problems

The research problems of this study are:

1. What are the students’ perspectives on the use of multimodal composition in creative writing class?
2. What are the challenges of using multimodal composition in creative writing class?

1.3 Research objectives

In relation with the research problems above, the research objectives of this study are:

1. To identify the students' perspectives on the use of multimodal composition in creative writing class
2. To identify the challenges of using multimodal composition in creative writing class

1.4 Significances of the study

This research will provide an insight of student's perspective of using multimodal text in Creative Writing class. Specifically, through this research, teachers and lecturers may consider to implement multimodal text in English classroom; specifically, in writing class. For students, they will be able to see the benefit of creating multimodal texts in learning English. At last, this study will provide a reference for future researchers who are interested in investigating the use of multimodal text.

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