

**STUDENTS' MULTIMODAL LITERACY IN LITERATURE IN  
ELT SUBJECT AT ENGLISH EDUCATION STUDY  
PROGRAM OF SRIWIJAYA UNIVERSITY**

**A Thesis**

**by**

**Dea Permata Sari**

**Student Number: 06011281823078**

**English Education Study Program**

**Language and Arts Education Department**



**FACULTY OF TEACHER TRAINING AND EDUCATION**

**SRIWIJAYA UNIVERSITY**

**2022**

**STUDENTS' MULTIMODAL LITERACY IN LITERATURE IN  
ELT SUBJECT AT ENGLISH EDUCATION STUDY  
PROGRAM OF SRIWIJAYA UNIVERSITY**

A Thesis by

**Dea Permata Sari**

**06011281823078**

**English Education Study Program**

**Department of Language and Art Education**

**FACULTY OF TEACHER TRAINING AND EDUCATION  
SRIWIJAYA UNIVERSITY**

**INDRALAYA**

**2022**

Approved by

Advisor,



**Fiftinova, S.S., M.Pd.**

**NIP 197911152006042028**

Certified by

**Head of English Education Study Program,**



**Hariswan Putera Jaya, S.Pd., M.Pd.**

**NIP 197408022002121003**



**STUDENTS' MULTIMODAL LITERACY IN LITERATURE IN  
ELT SUBJECT AT ENGLISH EDUCATION STUDY  
PROGRAM OF SRIWIJAYA UNIVERSITY**

**Dea Permata Sari**  
06011281823078

This thesis is defended by the researcher in the final examination of the program and has been approved by the examination committee on:

Day : Monday

Date : July 25<sup>th</sup>, 2022

**EXAMINATION COMMITTEE APPROVAL:**


1. Chairperson : Fiftinova, S.S., M.Pd.  
2. Member : Amrullah, M.Ed., Ph.D.



Indralaya,

Certified by,  
Coordinator of English Education  
Study Program



  
Hariswan Putera Java, S.Pd., M.Pd  
NIP 197408022002121003

## DECLARATION

I, the undersigned,

Name : Dea Permata Sari

Student Number : 06011281823078

Study Program : English Education

Certify that the thesis entitled "*Students' Multimodal Literacy in Literature in ELT Subject at English Education Study Program of Sriwijaya University*" is my own and rules commended by Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Indralaya,  
The Undersigned



Dea Permata Sari  
06011281823078

## DEDICATION

*This thesis is dedicated to:*

*My beloved and lovely parents, M. Zulkarnain and Yasri Arvika,  
who always had confidence, believe, and offered me the  
encouragement and supports in all my journeys. Thank you for  
being such a supportive, caring, and loving family.*

## ACKNOWLEDGEMENTS

First and foremost, praises and thanks to the God, the Almighty, for His blessings throughout my research journey to complete it successfully.

Second, I would like to express my deep and sincere gratitude to my research and academic advisor, Fiftinova, S.S., M.Pd. for the continuous support of my study and research, for her patience, motivation, and immense knowledge. Her guidance helped me in all the time of research and writing of this thesis. I could not have imagined having a better advisor and mentor for my journey of this study.

Third, to the Head of English Education Study Program, the Head of Department of Language and Arts Education, and the Dean of Faculty of Teacher Training and Education Universitas Sriwijaya, and to all lecturers who taught me during my study at the English Education Study Program.

I would like to give special thanks to my parents and my siblings, Dwi, Alya, and Dhazwan for their continuous support and understanding when undertaking my research and writing my project. Their prayer what sustained me this far.

I would also like to give my deepest thanks to my everyday support system, M. Aldi Mulya Pratama, for listening to my complaints and being by my side until now.

Finally, I would like to express my appreciation and thanks to my classmates, 8B *Indralaya*, *SEESPA*, and close college friends; Dina, Caca, Fioren, Wardah, and Deby.

Indralaya, 05<sup>th</sup> July 2022

The Writer



Dea Permata Sari

## TABLE OF CONTENTS

<b>COVER</b> .....	<b>.i</b>
<b>APPROVAL</b> .....	<b>.ii</b>
<b>COMMITTEE APPROVAL</b>	
Error! Bookmark not defined.	
<b>DECLARATION</b> .....	<b>iv</b>
<b>DEDICATION</b> .....	<b>v</b>
<b>ACKNOWLEDGEMENTS</b> .....	<b>vi</b>
<b>TABLE OF CONTENTS</b> .....	<b>vii</b>
<b>LIST OF TABLES</b> .....	<b>ix</b>
<b>LIST OF FIGURES</b> .....	<b>x</b>
<b>LIST OF APPENDICES</b> .....	<b>xi</b>
<b>ABSTRACT</b> .....	<b>xii</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
1.1 Background of the study.....	1
1.2 Problems of the study .....	7
1.3 Objectives of the study .....	7
1.4 Significances of the study.....	7
<b>CHAPTER II LITERATURE REVIEW</b> .....	<b>8</b>
2.1 Multimodality .....	8
2.2 Multimodal Literacy .....	9
2.2.1 Definition of Multimodal Literacy .....	9
2.2.2 The Connection between Multimodal Literacy and Education .....	10
2.2.3 The Connection between Multimodal Literacy and English Language Teaching .....	11
2.2.4 Advantages of Multimodal Literacy .....	11
2.3 Literature in ELT .....	12

2.4 Previous Related Studies .....	13
<b>CHAPTER III METHODOLOGY .....</b>	<b>15</b>
3.1 Research Design .....	15
3.2 Settings and Participants .....	16
3.3 The Technique of Collecting the Data .....	16
3.3.1 Questionnaire (Close-Ended Questions) .....	16
3.3.2 Questionnaire (Open-Ended Questions) .....	17
3.4 Validity and Reliability .....	17
3.5 The Technique of Analyzing the Data .....	18
<b>CHAPTER IV FINDINGS AND DISCUSSIONS.....</b>	<b>20</b>
4.1 Findings of The Study .....	20
4.1.1 Findings from Close-Ended Questionnaire .....	20
4.1.2 Findings from Open-Ended Questionnaire .....	26
4.2 Discussions of The Study .....	29
<b>CHAPTER V CONCLUSIONS AND SUGGESTIONS.....</b>	<b>32</b>
5.1 Conclusions .....	32
5.2 Suggestions.....	32
<b>REFERENCES.....</b>	<b>33</b>
<b>APPENDICES</b>	

Error! Bookmark not defined.



## **LIST OF TABLES**

<b>Table 1</b>	The Interval Score of Students' Perception of Multimodal Literacy
<b>Table 2</b>	The 4 <sup>th</sup> Semester Students' Demographics
<b>Table 3</b>	Expressing Oneself Using Multimodal Structure
<b>Table 4</b>	Interpretation of the Contents Presented in Multimodal Structure
<b>Table 5</b>	Preferring Multimodal Structure

## **LIST OF FIGURES**

**Figure 1**      Multimodal Literacy Activities

## **LIST OF APPENDICES**

<b>Appendix A</b>	Closed-Ended Questionnaire
<b>Appendix B</b>	Open-Ended Questionnaire
<b>Appendix C</b>	Validity of Open-Ended Questionnaire
<b>Appendix D</b>	Participants Responses
<b>Appendix E</b>	Result of Thematic Analysis
<b>Appendix F</b>	Usul Judul Skripsi
<b>Appendix G</b>	Surat Pembimbing Skripsi
<b>Appendix H</b>	Surat Izin Penelitian
<b>Appendix I</b>	Thesis Consultation Card

**Students' Multimodal Literacy in Literature in ELT Subject at English  
Education Study Program of Sriwijaya University**

---

**ABSTRACT**

This study focused on determining students' multimodal literacy level in Literature in ELT subject at English Education study program of Sriwijaya University. Another objective was to explore students' perspectives on activities that facilitate their level of multimodal literacy in Literature in ELT subject. Hence, a qualitative case-study method was applied to conduct this study. The subjects of this study were 73 participants of the 5<sup>th</sup> semester students of English Education study program at Sriwijaya University who have taken literature in ELT subject. Open-ended questionnaires and closed-ended questionnaires were used in collecting the data. The result of closed-ended questionnaire was analyzed using descriptive statistics. Meanwhile, the result of the open-ended questionnaire was analyzed using thematic analysis. The result showed that students' multimodal literacy level is medium. There were several activities and certain digital tools or applications that facilitate their multimodal literacy level. In addition, the problem faced by students is that they have limitations when doing multimodal tasks in the situation of the covid-19 pandemic era.

**Keywords:** *Students' multimodal literacy level, multimodal literacy, Literature in ELT.*

---

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

Name : Dea Permata Sari  
NIM : 06011281823078

Certified by

**Head of English Education Study Program**



Hariswan Putera Jaya, S.Pd., M.Pd  
NIP 197408022002121003

Approved by

**Advisor**



Fiftinova, S.S., M.Pd.  
NIP 197911152006042028

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents (1) background of the study, (2) problems of the study, (3) objectives of the study, and (4) significances of the study.

### **1.1 Background of the Study**

Language is the most effective way of communicating for conveying others' ideas, thoughts, intentions, and goals. According to Moro et al. (2019), language is the most crucial mode of communication, particularly in educational settings. Language is an essential thing in human life because language is a communication tool used by humans. As humans, we are defined by our ability to communicate with one another. As mentioned by Dewi et al. (2019), individuals must be able to communicate effectively in order to survive and interact with their environment. Each particular word has an abstract meaning and relationship with a concept or objects it represents. Through language, each individual can carry out two-way communication that is understood by each individual. Language is not only in the form of verbal language, namely, spoken and written language, but also nonverbal language such as motion, sound, objects, colors, and so on. Wahyuni (2018) suggested that verbal communication is the ability to express someone's thoughts in words, whether orally or in writing. Some of these skills require a good command of vocabulary so that we can choose words that make sense to the audience. Verbal communication uses a set of words when communicating by saying words directly (oral) or in writing. Nonverbal communication is communication in which every information and emotion is conveyed non-linguistically. It is how people pronounce words, environmental features that influence interactions, and objects that affect personal images and interaction patterns. Surkamp (2014) pointed out that it is also important to consider the non-verbal aspects of literary texts when interpreting them. It is not just verbal communication that takes place when characters interact with one another; non-verbal communication also plays a role. Body language and eye contact are nonverbal communication skills that must be dominated. Nonverbal

communication is used to ensure that the true meaning of verbal messages can be understood or cannot be understood. Verbal and nonverbal communication cannot occur separately. Each other needs each other to achieve effective communication. The communication process can happen when there is an interaction between humans and the delivery of messages to realize communication motives. Through communication, people's attitudes and feelings can be understood by others.

In today's world, communication is greatly influenced by the advancement of technology. Technology develops and changes the way people communicate in every social context. Technology has evolved throughout the years in various forms. We all need the advancement of knowledge to make life easier, efficient, and more effective. Technology has penetrated all areas of human life, such as the way people learn, socialize, work, and play. People currently live in a time in which rapid technological breakthroughs have revolutionized the way in which humans read, write, and think collaboratively (O'Brien et al., 2018). The development of information and communication technology brings people to a new phase, where they can take advantage of the implementation of the latest technology that can help facilitate their daily life. Technology can be used as an exploration tool to gain new insights and knowledge in completing work. Because advances in technology have made it easier for people to participate in community activities, an innovative approach to education that centers on the use of technology has emerged in the 21<sup>st</sup> century (Inderawati et al., 2019). For example, nowadays, students learn by using E-Learning, mobile devices, and the internet, which allows them to obtain facts and gain access to various sources of knowledge with just the touch of a screen. According to Salsabila et al. (2021), the use of information and communication technology in education commonly referred to as e-learning that considered to improve learning quality. Students benefit significantly from having easy access to the internet with very diverse media such as learning in the form of videos, so it can make it easier for students to understand the material. As Ziphorah (2014) described, ICT adoption in education has been recognized as a powerful approach to contribute to educational transformation. Therefore, EFL teachers and EFL students should have been prepared for the adjustments since the teaching of EFL

in today's world has evolved, and one component of this transformation is the incorporation of information and communication technology (Eryansyah et al., 2019). The benefit of learning media is to facilitate the process of interaction between teachers and students, in this case, helping students learn optimally.

All interactions that combine verbal and non-verbal communication in order to convey a combined message are called multimodal. Multimodality represents communication implementations regarding the textual, aural, linguistic, spatial, and visual resources or modes used to arrange statements. Multimodality refers to the use of several modes of media. Eksi and Yakisik (2015) claimed that many digital texts use a combination of modalities, including audio, visual, gestural, spatial, and linguistic, in order to build meaning. To what extent multimodality influences various circumstances or conditions in the domain of rhetoric that serve to increase the reception of a concept by an audience is determined by how these modes or elements are combined. Cook and Kirchoff (2017) argued that to develop an understanding of rhetorical situations, including effective communication with an audience, students need to be able to analyze and use a variety of communication modes and modes of expression. Meaning is generated by every element of the design, from the arrangement of the visuals to the structure of the text. Many technologies have emerged due to the current era's development that can assist students in becoming more used to their literacy skills in a multimodal manner.

Multimodal literacy refers to a variety of approaches to understanding knowledge such as language, movement, and images through the use of various modalities such as aural, visual, gestural, spatial, and integrated linguistics. As stated by Mills and Unsworth (2017), multimodal literacy is a social semiotics term that refers to the study of language that combines two or more modes of meaning. The use of multimodal literacy in learning aims to provide opportunities for students to think creatively while carrying out various activities within their abilities. Multimodal literacy learning strategies make more opportunities that are available to fully involve students in the classroom, then explore and explore more deeply the potential or abilities of students in terms of cognitive, affective, and

psychomotor aspects. In this learning, the figure of an educator exists to help as a facilitator for students to explore their knowledge through multimodal literacy. The emphasis in multimodal literacy learning is not only limited to the ability to read and write linear texts but there is also an increasing requirement for students. As revealed by Ryu and Boggs (2016), the goal of learning the application of multimodal literacy is not only to share information using traditional printed texts, but also to convey using multimedia texts and multimodal texts. Multimodal literacy learning will include visual, audio, and technological elements to create meaning through multimedia texts and multimodal texts, with the goal of improving 21<sup>st</sup> century capabilities. Nowadays, students must be able to comprehend various texts related to various multimodal forms of knowledge, such as writing, video, audio, visual images, and elements of digital content. A significant term related to multimodality is multiliteracy which is the ability to comprehend diverse modes of communication, including text as well as other modes of communication, such as sound and image, regardless of whether or not the message is understood. Due to multimodality in the 21<sup>st</sup> century, it has caused educational institutions to consider changing the forms of even traditional aspects of classroom education. According to Hayati et al. (2021), in the 21<sup>st</sup> century, when education needs to be created using a variety of different teaching methodologies, technology is being used in the classrooms where teaching and learning are taking place. In a consequence of digital and internet literacy, other modes are needed from, visual text to digital E-books. The industrial revolution's influence today's 4.0 era in education aims to prepare students who can master many competencies, not only reading and writing as the basic capital of their knowledge, but also new literacy that can improve students' thinking skills using knowledge sources in digital, visual, print, and even audio. Currently, an increasing number of technologies have emerged to assist students in expanding their knowledge. The educational community universally accepts the integration of multimodal forms in the classroom.

Rapid technological changes have offered educators the chance to combined reading and writing with other forms of media. In the past, reading and writing have dominated the learning of literacy skills. Literacy is the ability to read, view, write,



design, speak, and listen in a way that allows us to communicate meaning. Pilgrim and Martinez (2013) explained that literacy is commonly understood to refer to the ability to read and write competently. In the 21<sup>st</sup> century, the capacity to use technology for collecting information and communication has become an increasingly important component of the concept of literacy. Images, music, sound, graphics, photography, and videos have become more sophisticated due to technological advancements in the 21<sup>st</sup> century. In modern learning, it is a blend of traditional literacy and multimedia to engage and motivate the students. People in the 21<sup>st</sup> century use multimedia to communicate with their peers and the community at large. It presents a creative forum where they are able to express themselves, their feelings and desires, aspirations, and setbacks. Numerous ways exist for people to incorporate multimedia into their daily lives through Facebook, YouTube, Blogging, and so on. A variety of visual displays or objects that can be used to explain complicated and complex concepts or to inspire creativity are models, diagrams, photographs, videos, and other iconic representations.

Literacy that combines the study of language two or more modes is known as multimodal literacy, and it enables students to access meaning in a variety of ways. There are five different modes of methods that can be used to communicate meaning with each other; 1) written modes are communicated through written language such as handwriting and printed text; 2) visual modes are communicated through still and moving images; 3) audio modes are communicated through spoken language, sound, and music; 4) gestural modes are communicated through body movements, eye movements, and facial expressions; and 5) spatial modes are communicated through the layout of objects within a space. As pointed out by Gagich (2020) that the modes used to attract students when learning is linguistic, visual, spatial, gestural, and aural. Multimodal literacies will continue to adapt and change as technology improves.

Moreover, previous research provided a scale to identify prospective teachers' views on multimodal literacy. Eksi and Yakisik (2015) discovered that pre-service English language teachers have quite high multimodal literacy levels in

the research entitled “An Investigation of Prospective English Language Teachers’ Multimodal Literacy.” The amount of time spent on the internet, the year of study, and gender contribute to an increase in skills and knowledge. The more time pre-service teachers spend on the internet and the greater emphasis placed on the usage of multimodal structures in the curriculum, the more multimodal literate those teachers will be. Another study by Pramono and Suherdi (2019) proved that PPG (Professional Teacher Education) students try to approach the process of language acquisition from a variety of modes. They like to use multiple techniques in the teaching process, such as presenting material through PowerPoint in order to make the presentation more exciting and having high multimodal structure skills by using more than one mode to present lessons (video and applications). Likewise, Jakobsen and Tønnessen (2018) described that students are given a more limited range of modes than they are offered during the learning process for the assessment. Many students, without being asked, include images as a mode in their learning design. Digital word processing software easily provides them with visual modes.

Furthermore, Literature in ELT is one of the subjects offered in English Education Study Program. This subject is learned by the students in their fourth semester. This subject aims to develop students’ language and literature knowledge and skills in learning English and to express themselves through an effective stimulus where the teacher provides the class synchronously and asynchronously. The students are asked to read, observe, and respond to selected poetry. In literary appreciation, this is known as RRS (Reader Response Strategy) and VSR (Visual Symbol Response), where the students are introduced to appreciate literary works. By applying it, the students can think imaginatively by following the direction of a set of guiding questions that help them express themselves freely. The teacher asked the students to do a virtual drama project that will be published on YouTube, which is edited using several modes in multimodal literacy.

As a consequence of some activities in the classroom, students are asked to make or record videos as a part of multimodality. Thus, the writer intended to investigate the extent to which students’ multimodal literacy levels subject by

conducting qualitative research. In brief, the writer was interested in conducting the study entitled “Students’ Multimodal Literacy in Literature in ELT Subject at English Education Study Program of Sriwijaya University.

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

Based on the explanation above, the problems of the present study were formulated into these questions:

1. What is the level of students’ multimodal literacy in Literature in ELT subject?
2. What are students’ perspectives to multimodal activities in Literature in ELT subject?

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

Based on the research problems above, the objectives of the study are aimed:

1. To find out the level of students’ multimodal literacy in Literature in ELT subject.
2. To find out students’ perspectives on multimodal activities that facilitate their level of multimodal literacy in Literature in ELT subject.

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

This study is expected to be beneficial for students, teachers, and future researchers. This study will give insight to students about their multimodal literacy and hence, they could aware of their ability and enhance their own multimodal literacy. The teachers will understand that multimodal literacy is important for EFL students and Literature in ELT Subject can be enriched with multimodality to improve students’ literacy. Finally, future researchers could use this study as a reference to further investigate the level of students’ multimodal literacy.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents (1) multimodality, (2) multimodal literacy, (3) Literature in ELT, and (4) previous related studies.

#### **2.1 Multimodality**

The term “multimodality” refers to a mode of communication in which a person simultaneously uses of more than one mode of communication. Kress (2010) demonstrated that multimodality is a domain of inquiry and that different types of media offer a unique set of modal possibilities; these capabilities include the ability to combine auditory, visual, linguistic, gestural, and spatial modalities in order to communicate complex ideas. Mode is defined as tools and methods that can be used to convey the message to be conveyed. The way we communicate with each other involves different processes called modes. These modes are our means of communicating and creating meaning, such as reading, listening, speaking, writing, and viewing. Bao (2017) delivered that the combination of these modes within a sociocultural domain results a semiotic activity, particularly the use of modes of meaning other than linguistic communication involve visual meanings (images, page layouts, and screen formats), audio meanings (music and sound effects), gestural meanings (body language and sensuality), and spatial meanings. Modes are also different ways that texts can be presented. It depends on how someone would like to communicate a message to a reader or a listener. When communicating, to emphasize particular meaning to other people, a person may utilize not only one mode, such as verbal language, but also different modes, such as non-verbal language (gestures), sound, music, and a variety of other sources. Adami (2016) considered that the combination of different semiotic resources in texts and communicative activities, such as still and motion pictures, speech, writing, gesture, and layout is referred to as multimodality.

## **2.2 Multimodal Literacy**

### **2.2.1 Definition of Multimodal Literacy**

Multimodal literacy refers to learning that contains not only text by reading but can also be combined with visuals, sounds, symbols, and movements. Units contain useful information to support learning materials, particularly in language. As cited by Hines (2014), literacy across several modes, which can be loosely defined as an awareness of how words, pictures, and sounds work together to convey meaning, is called multimodal literacy. Multimodal in education, especially language, is required to improve reading, writing, speaking, and listening skills. Multimodal literacy refers to the ability to understand the contributions that various meaning-making modes make to fulfill the social purposes of a text and the ways in which their integration and interaction contribute to the discourse. The study of multimodal literacy places an emphasis on the design of discourse through the investigation of the contributions made by certain semiotic resources, such as language, gesture, and pictures, as well as a variety of modalities, such as visual, aural, somatic (Lim, 2013). The modes used to construct meaning through different semiotic sources are spoken language, written language, visual, audio, gestural, and spatial.

In contrast to written language, spoken language is a language produced by articulate sounds. Many languages do not have written form and thus are only spoken. An oral language also known as a spoken language, is one that is produced by using the vocal tract as compared to a sign language, which is produced using the hands and face. In spoken language, the context determines much of the meaning, whereas, in written language, the text provides more of the meaning directly. Similarly, spoken language tends to convey subjective information, such as the speaker's relationship with the audience, whereas written language tends to convey objective information. Visual mode refers to the images and characters that people can see including color, layout, style, design, symbols, size and perspective, moving images, animations, and graphic organizers (tables, diagrams, charts, mind maps). For example, films, TV shows, drawing, photographs, and icons. The audio

conveys message through sounds and other sound devices in the particular communication including choices of music representing different culture, ambient sounds, noises, alerts, silence and a natural sound, and use of volume, beat, tempo, pitch, and rhythm. For example, music videos, songs, and musical drama. The gestural mode uses movement, speed, and stillness in facial expression, gestures, and body language. Meanings are conveyed through body movements as we put across a particular message, like performing in a theater and daily conversation. Spatial mode is about the physical arrangement, spacing, position, organization, direction, and proximity of the text, such as a brochure or website with a menu and header. In this mode, meanings are conveyed through the position of certain objects in space and by tracing the position of people and objects.

### **2.2.2 The Connection between Multimodal Literacy and Education**

Literacy in learning is a continuous process of familiarizing students with accessing, processing, assessing, and evaluating information during learning by using texts that interest students with the aim of encouraging and increasing interest in reading and increasing knowledge. Engaging with a wide range of literary resources is beneficial for students' social, values, and morals. Zhang (2015) demonstrated that multimodal literacy has emerged due to the development of a new approach to education. This approach emphasizes group work and keeps students connected to both another and the teacher. The previous concept of cooperation, in which people almost always had to encounter one another in person, is rather different from the modern concept of working together on educational projects through multiple modes of communication. Even though traditional print literacy abilities are sufficient for many communication activities, digital media and visual texts in a multimodal culture required new ways of coding and decoding image-text connections (Hassett & Curwood, 2009). The teacher and students, as well as students interacting with each other, can have a very rapid transmission of information and interaction with the assistance of technology by using the internet or various e-systems that are designed for teaching and learning. Internet use, information access, and communication have all been revolutionized as a result

of the actions of the internet's presence at the epicenter of today's literacy and the life it sustains (Tungka, 2018).

### **2.2.3 The Connection between Multimodal Literacy and English Language Teaching**

Multimodal literacy in English Language Teaching is one of the learning that can help students combine writing, sound, movement, pictures, actions, and many more in English. It is critical for students to develop their language skills and cognitive development and also develop their social, emotional, and psychological well-being. Farías et al. (2007) stated that this revolution of linguistic change is obviously having an effect on the school community, and the relationships that are created between teachers and students increasingly involve new modes of cognitive engagement and social interaction that are made possible by digital online communication. Multimodal-based teaching, which is based on several modes of representation, not only helps students enhance their receptive language skills but also makes a contribution to the development of their productive language skills. Learning English through multimodal teaching successfully demonstrates that intonation, movement, head movements (as part of multimodality communication), and words work together to make a persuasive product presentation. Altas (2014) believed that students could simply face modalities of communication in which they handle rich, significant, and complex activities in a world that is rapidly changing when they modify and transfer this information to new forms. It has been demonstrated that multimodal presentation systems considerably assist in English language teaching, which ultimately leads to an increase in the efficiency of student learning (Abidin, 2022).

### **2.2.4 Advantages of Multimodal Literacy**

The importance of multimodal literacy and communication is that it enhances engagement and affirms our identities as learners, which can integrate our knowledge of multiple languages to communicate, and also can learn to think critically about the purpose and function of each language used in a multimodal

literacy. Learners need to be able to grasp multimodal texts in variety of forms, be able to respond to and create meaning based on what they read, and be able to communicate effectively in the modern world. According to Groenke and Prickett (2012), multimodal texts can also be referred to as texts that comprise many modes of representation. By accessing multimodal texts, such as picture books, it involves the ability to understand meanings that are obtained from both visual and verbal resources (Damayanti & Febrianti, 2020).

### **2.3 Literature in ELT**

Broadly speaking, literature refers to any written or spoken material. The term is most commonly applied to works of the creative imagination, such as poetry, drama, fiction, and nonfiction. Literature provides a bountiful and extremely diverse body of valuable, authentic material, which includes fundamental human issues. Literature is a great way to enhance the cultural enrichment and insight of foreign learners into the country whose language is being learned since it offers a full and vivid context in which characters from various social backgrounds can be depicted. Bist (2018) has pointed out that literature aims to improve students' language ability and to teach a variety of literary genres. ELT is abbreviated as English Language Teaching. English teachers are in charge of developing lesson plans that will teach students the necessary skills. Hence, literature in ELT offers opportunities for classroom experiences, attracts learners with a variety of learning styles, provides a rich source of linguistic input, assists learners in practicing the four skills (reading, writing, listening, and speaking), and can assist learners in developing their understanding of culture. According to Tevdovska (2016), literature in ELT has many advantages, including the fact that literary texts are highly motivating, literature provides the learner with cultural knowledge and intercultural experience, and literary texts promote language learning and are authentic materials. Literary texts are engaging and evoke a personal response.



## **2.4 Previous Related Studies**

There are several previous related studies that have been conducted by researchers in order to check multimodal literacy level.

The first is a study conducted by Bulut et al. (2015) entitled “Multimodal Literacy Scale: A Study of Validity and Reliability.” The focus of this study is to measure prospective teachers’ multimodal literacy skills using the multimodal literacy scale and literature review on indicators. This study was designed in a survey model to test the validity and reliability of 32 items conducted on 392 undergraduate students of Adnan Menderes University with Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) by using SPSS 17.0 and LISREL 8.80 software to test whether the item can distinguish the upper and lower groups. The results indicated that 17 items consist of three factors, such as expressing oneself using multimodal structure, interpretation of the contents presented in multimodal structure, and preferring multimodal structure.

The second is a study conducted by Pramono and Suherdi (2019) entitled “Exploring EFL Pre-service Teachers’ Multimodal Literacy: Level and Implementation.” The focus of this research is to find out the multimodal literacy level of English pre-service teachers and how they apply multimodal practices in the classroom. The researcher distributed the questionnaire to 40 students of PPG (Professional Teacher Education) and did the interview with five students. The result shows that PPG (Professional Teacher Education) students prefer to use more than one variation of elements in their teaching process since the data in the first and the second factor indicates an agreement with the score interval of 3.40 – 4.19. By using PowerPoint, they present the material with an interesting presentation to help students absorb the lesson and attract students’ attention.

The last is a study entitled “An Investigation of Prospective English Language Teachers’ Multimodal Literacy” conducted by Eksi and Yakisik (2015) at Gazi University. In order to reach the objective of the study, the researcher aims to identify and investigate 383 pre-service teachers’ multimodal literacy levels

considering that in Turkey, teachers who have multimodal literacy are urgently needed. The data was collected by applying a quantitative study based on descriptive statistics using a single sample T-test and One-way ANOVA. Eksi and Yakisik (2015) found out that pre-service English language teachers have high multimodal literacy levels since the demographics of their use of social media are dominant. It shows that the pre-service English language teachers' multimodal literacy is important for them to prepare lessons and materials.

Based on the related studies above, the similarity of previous studies and this study is to measure multimodal literacy level. In addition, the writer proclaimed that this study was different. The research method used was different as long as the writer applied the qualitative study. Besides, the first study focused on "Exploring EFL Pre-service Teachers' Multimodal Literacy: Level and Implementation", and the second study focused on "An Investigation of Prospective English Language Teachers' Multimodal Literacy". Whereas, this study is focused on Students' Multimodal Literacy Level in Literature in ELT subject at English Education Study Program at Sriwijaya University. In brief, the significant difference between previous studies and this study is in the data analysis. The previous studies used T-test and One-Way ANOVA, meanwhile, the writer used percentage analysis and thematic analysis.

## **CHAPTER III**

### **METHODOLOGY**

This chapter presents (1) research design, (2) settings and participants, (3) the technique of collecting the data, (4) validity and reliability, and (5) the technique of analyzing the data.

#### **3.1 Research Design**

This study applied a qualitative case-study method to describe and analyze the students' multimodal literacy level in literature in ELT subject at English Education Study Program of Sriwijaya University. According to Baxter and Jack (2008), a qualitative case study is a method of research that employs a number of different data sources and makes it possible to investigate a phenomenon within the context in which it occurs. Case studies show how a problem develops and changes over time as a result of the specific and interrelated events that take place at that particular time and place (Starman, 2013). The purpose of qualitative research is to investigate and get an understanding of the meaning that different people or groups attach to a social or human issue (Creswell & Creswell, 2018). The researcher could gain access to the thoughts and feelings of research participants with the assistance of qualitative research. Qualitative methods can be used to ascertain the number of persons who engaged in specific behaviors. Qualitative research methods can assist the researcher in comprehending how these behaviors are carried out and the reasons why they should be so (Sutton & Austin, 2015). The design of this study was a case study, which according to Heale and Twycross (2018) a case study is an intensive study of a person, a group of people, or a unit to generalize across several units. It is also described as an intensive, systematic investigation of a single individual, group, community, or another unit in which the researcher examines in-depth data relating to several variables.

## **3.2 Settings and Participants**

The settings in this study were students of English Education Study Program at Sriwijaya University in the academic year 2021/2022. The participants of the study involved 73 participants of 5<sup>th</sup> semester students of English Education Study Program at Sriwijaya University who are students who have taken literature in ELT subject. There were 39 participants from Indralaya class and 34 participants from Palembang class, which consisted of 58 female students and 15 male students.

## **3.3 The Technique of Collecting the Data**

### **3.3.1 Questionnaire (Closed-Ended Questions)**

The instrument in this study was in the form of a ready-made questionnaire by Bulut et al. (2015), which consisted of 17 statements. Bulut et al. (2015) found that most texts students encountered used concurrently were written, visual, and auditory elements. This questionnaire was analyzed using descriptive statistics. Meanwhile, the writer used percentage analysis. The results of the previous study indicated that three factorial structures have high validity and reliability in distinguishing students' multimodal literacy abilities. There were 17 statements with a Likert scale (Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree). The first factor is Expressing Oneself Using Multimodal Structure, which consists of 1-5 items, explains 33.71% of the total variance, and factor load value ranges between .650 and .790. The second factor is Interpretation of the Contents Presented in Multimodal Structure, whose factor load values range between .433 and .732, explains 11.17% of the total variance, and is comprised of 6-12 items. The third factor is Preferring Multimodal Structure, which explains 7.74% of the total variance, is comprised of 13-17 items, and has factor loads ranging between .596 and .753. After the items that make up the factors were examined, the first, second, and third factors were named Expressing Oneself Using Multimodal Structures, Interpretation of the Contents Presented in Multimodal Structure, and

Preferring Multimodal Structure, respectively (Bulut et al., 2015). The data was collected by distributing google forms to participants via WhatsApp.

### **3.3.2 Questionnaire (Open-Ended Questions)**

Open-ended questions were a great way to lead thought rather than providing answers that may be used to find solutions but are not fully understood. Open-ended questions did not have a single correct answer and required more than a simple yes/no or one-word response. According to Weller et al. (2018), open-ended questions are used alone in combination with other interviewing techniques to explore topics in-depth, understand processes, and identify potential causes of observed correlations. Open-ended questions could obtain lists, short responses, or lengthy narratives. Open-ended questions allowed respondents the freedom to include details such as feelings, attitudes, and views they do not usually have in a closed-ended question format.

The open-ended questionnaire consisted of 10 self-made questions. The statements dealt with students' activities in the classroom and their views on the use of multimodality in Literature in ELT subject. It has been checked by two validators; two English lecturers in English Education study program, Universitas Sriwijaya. The open-ended questionnaire was distributed via Google forms.

### **3.4 Validity and Reliability**

The questionnaire (closed-ended questions) from Bulut et al. (2015) was ready-made. It was categorized as valid and reliable as it has been used by many scholars. Meanwhile, the content validity of the open-ended questionnaire was checked by supervisors. The item of the open-ended questionnaire needed to be revised. For example, the first "is there any difficulties or problems that you face when doing multimodal task in your class? If yes, what are they?" changed to "were there any difficulties or problems when doing multimodal task in your class? If yes, please elaborate your answer by giving an example." And the second "are you

familiar with the tools or applications? Do you find the problems in using the tools?” should add “have you ever used the tools or application?”

### 3.5 The Technique of Analyzing the Data

The data was analyzed by having percentage analysis and thematic analysis. The data from the closed-ended questionnaire was analyzed by calculating the percentage. The aim was to find out the trends of students’ level of multimodal literacy. In this case, Microsoft Excel was used to facilitate the calculation. In order to measure the level, the following categories were made:

To know the interpretation of the students’ perception, it was important to know the interval and percent interpretation (%) by finding the percent score interval (I).

$$I = 100/\text{The total of Likert Score}$$

$$= 100/5$$

$$I = 20$$

The category of the score interpretation based on the interval is shown in Table 1:

**Table 1. The Interval Score of Students’ Perception of Multimodal Literacy**

<b>Score Intervals</b>	<b>Categories</b>
0% - 19,9%	Very Low
20% - 39,9%	Low
40% - 59,9%	Medium
60% - 79,9%	High
80% - 99,9%	Very High

Meanwhile, data from the open-ended questionnaire were analyzed by having thematic analysis. Nowell et al. (2017) explained that thematic analysis is qualitative research that can be applied to a wide variety of epistemologies and research questions. It was a technique for identifying, analyzing, organizing, describing, and reporting on themes discovered in a data set. Thematic analysis was a valuable method for examining different research participants' perspectives, highlighting similarities and differences, and generating unexpected insights. Thematic analysis was also helpful in summarizing critical features of an extensive data set because it forced the researcher to handle data in a well-structured way, resulting in a clear and organized final report. In this study, thematic analysis was used to analyze the questionnaire responses from the data familiarization, coding, organizing themes, reviewing themes, defining themes, and analyzing the result.

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

This chapter presents (1) findings of the study and (2) discussions of the study.

#### 4.1 Findings of The Study

Based on an analysis of the questionnaire responses, the participants' demographics in terms of the gender and class are shown in the table below.

**Table 2. The 4<sup>th</sup> Semester Students' Demographics**

		N	%
Gender	Female	58	79.5%
	Male	15	20.5%
Class	4 Palembang	34	46.6%
	4 Indralaya	39	53.4%

From the demographics shown in the table 2, the participants consisted of 34 students from Palembang class and 39 students from Indralaya Class, which made up of 58 females and 15 males. The subsequent paragraphs discussed the findings on the participants' multimodal literacy level in terms of three factors: 1) expressing oneself using multimodal structure; 2) interpretation of the contents presented in multimodal structure; and 3) preferring multimodal structure.

#### 4.1.1 Findings from Close-Ended Questionnaire

##### 4.1.1.1 Expressing Oneself Using Multimodal Structure

The first factor is expressing oneself using multimodal structure consisting of five statements. The following table indicated the level of agreement based on the questionnaire analysis.



**Table 3. Expressing Oneself Using Multimodal Structure**

No.	Statement	Option				
		Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree
1.	I organize my thoughts systematically in my presentations thanks to various visual elements (such as tables and graphics).	23.3%	52.1%	19.2%	5.5%	0%
2.	I prepare an interactive presentation making use of music, visuals, and animations.	20.5%	41.1%	27.4%	9.6%	1.4%
3.	Using various elements (such as music and images) in my presentations makes it easier to make my point.	24.7%	60.3%	8.2%	2.7%	4.1%
4.	I use visuals such as graphics, tables, pictures, and photographs in literature in ELT subject.	23.3%	56.2%	15.1%	5.5%	0%
5.	I express myself more explicitly in environments in which writing, sound, and images exist together.	20.5%	56.2%	21.9%	1.4%	0%

	<b>Total</b>	<b>22.46%</b>	<b>53.18%</b>	<b>18.36%</b>	<b>4.94%</b>	<b>1.1%</b>
--	--------------	---------------	---------------	---------------	--------------	-------------

Table 3 above displayed that there are 22.46% of students who strongly agreed, and 53.18% who agreed with the five statements. It can be inferred that the participants were in high agreement (75.64%) with the statements in the factor of Expressing Oneself Using Multimodal Structure. In each statement, on average, the participants gave high agreement. However, statement number 3, “Using various elements (such as music and images) in my presentations makes it easier to make my point,” got a very high agreement. The lowest level of agreement was indicated in statement number 2 “I prepare an interactive presentation making use of music, visuals, and animations,” and statement number 5 “I express myself more explicitly in environments in which writing, sound, and images exist together.” The respondents preferred to use audio, visual, and audio-visual media to stimulate and develop themselves so that they had the ability to apply, analyze, evaluate, and create in learning. For instance, the respondents incorporated various elements into their project in Literature in ELT subject. Furthermore, the multimodal structure was considered able to overcome the low ability of respondents to understand the concept.

#### **4.1.1.2 Interpretation of the Contents Presented in Multimodal Structure**

The second factor is interpretation of the contents presented in multimodal structure consisting of seven statements. This factor could specify whether or not someone can interpret multimodal structure at a high level. The following seven statements regarding the interpretation of the contents presented in multimodal structure.

**Table 4. Interpretation of the Contents Presented in Multimodal Structure**

No.	Statement	Option				
		Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree

<b>1.</b>	I relate various visual and verbal information on various media tools to each other.	21.9%	61.6%	13.7%	2.7%	0%
<b>2.</b>	I interpret the information that I gather from numerous resources.	28.8%	56.2%	13.7%	1.4%	0%
<b>3.</b>	I can decide whether or not content presented on various media (newspaper, TV, social media, etc.) is true.	35.6%	45.2%	17.8%	1.4%	0%
<b>4.</b>	I relate the information to which I have access using visual and auditory elements.	21.9%	64.4%	12.3%	1.4%	0%
<b>5.</b>	I pay attention to the body language of the individuals I am listening to.	46.6%	38.4%	13.7%	0%	1.4%
<b>6.</b>	I use body language that is in harmony with the words I choose when speaking.	26%	52.1%	16.4%	5.5%	0%
<b>7.</b>	I can realize how visual, auditory, and written elements	28.8%	53.4%	15.1%	2.7%	0%

	influence individuals.					
	<b>Total</b>	<b>29.94%</b>	<b>53.04%</b>	<b>14.67%</b>	<b>2.16%</b>	<b>0.2%</b>

According to table 4, the factor of interpretation of the content presented in multimodal structure is very high since students who strongly agreed reached 29.94%, and those who agreed got 53.04% with the seven statements. Therefore, 82.98% of participants who strongly agreed and agreed were in very high agreement. The respondents interpreted more than one element in the use of multimodal as the percentage of the first statement “I relate various visual and verbal information on various media tools to each other” in the table indicated 61.6%, and the fourth statement “I relate the information to which I have access using visual and auditory elements” displayed 64.4%. In particular, visual, auditory, and written elements could help the respondents absorb the content of lessons and make the learning process more exciting and interactive.

#### 4.1.1.3 Preferring Multimodal Structure

The third factor is preferring multimodal structure consisting of five statements. A person’s preference for multimodal structure would specify their multimodal literacy. Hence, the level of agreement of this factor is described below:

**Table 5. Preferring Multimodal Structure**

No.	Statement	Option				
		Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree
1.	I get bored in communication in which written, auditory, and visual elements are used together.	6.8%	15.1%	21.9%	45.2%	11%

2.	I get distracted in electronic environments in which visual, auditory, and written elements are used together.	12.3%	21.9%	34.2%	23.3%	8.2%
3.	The use of visual, auditory, and written elements together leads to laziness of the mind.	5.5%	19.2%	27.4%	31.5%	16.4%
4.	I do not like trying to interpret images, sounds, graphics, and writings simultaneously.	2.7%	11%	28.8%	45.2%	12.3%
5.	I only believe in the power of verbal expression when sharing my thoughts.	13.7%	30.1%	24.7%	27.4%	4.1%
	<b>Total</b>	<b>8.2%</b>	<b>19.46%</b>	<b>27.4%</b>	<b>34.52%</b>	<b>10.4%</b>

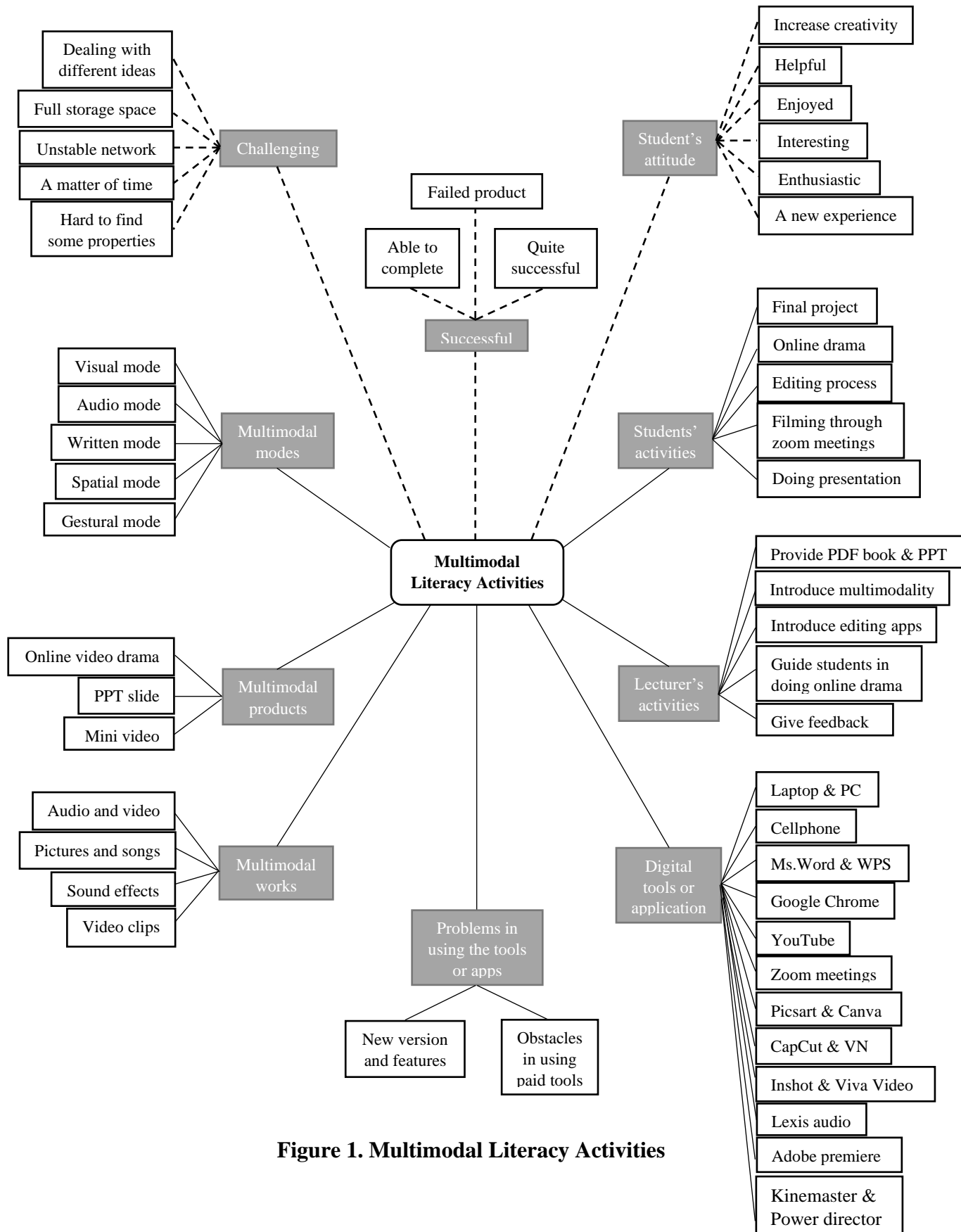
As shown in the table 5, the highest percentage of the five statements on the statement number 1 and number 4 are 45.2% with the “strongly disagree” option and the statement number 3 is 16.4% with the “disagree” option. On average, the participants gave 34.52% who strongly disagreed and 10.4% who disagreed with the five statements. It can be concluded that the participants were in medium agreement (44.92%) with the statements in the factor of Preferring Multimodal Structure. Whereas the percentage of strongly agree and agree option pointed 8.2% and 19.46% only. It showed a significant difference between the percentages of 44.92% to 27.66%. This implied that respondents prefer a multimodal structure in

Literature in ELT subject due to the score of disagreement occupied the highest place.

The results of the questionnaire research showed that most of the participants choose an option between agree and strongly agree for the first and the second factor, and an option of strongly disagree for the third factor. The first factor obtained 75.64%, the second factor gained 82.98%, and the third factor got 44.92%. This proved that students prefer to participate in classes with learning materials that use multiple modes of multimodal. In other words, multimodal played an important role in increasing the effectiveness and efficiency of learning in developing creative and innovative learning models.

#### **4.1.2 Findings from Open-Ended Questionnaire**

The result of open-ended questionnaire was used to address the second research objectives; that was to find out activities that facilitate students' multimodal literacy level. The following figure presented a detail description of the activities in Literature in ELT subject. Several themes appeared after having thematic analysis: students' activities, lecturer's activities, the use of multimodal works, multimodal products, multimodal modes, the use of digital tools and applications, the recognition and the problem in using the tools and applications, students' attitude towards multimodal tasks, the successful in completing the task, and the challenges faced by students.



**Figure 1. Multimodal Literacy Activities**

According to figure 1, students' activities carried out during one semester which involve final project known as online drama by filming through zoom meetings, making a presentation, and doing the editing process. Likewise with the lecturer's activities did in Literature in ELT subject by providing PDF book and PPT, introducing what is multimodality and editing applications as a step to guide students in creating online drama, and giving feedbacks. To complete students' work in learning in Literature in ELT subject, they used several multimodal works, such as, audio and video, pictures and songs, sound effects, and video clips. In addition, the multimodal products they created during the learning process were online video drama, PPT slides, and mini video. There were five different kinds of modes that students used including visual mode, audio mode, written mode, spatial mode, and gestural mode. Students also required certain digital tools and applications for their learning. The most important tools were laptop, cellphone, and PC (Personal Computer) as well as the applications they applied were Google chrome, YouTube, Zoom Meetings, Power Director, Kinemaster, Canva, Picsart, Lexis Audio, Microsoft Word, WPS, Viva Video, Adobe Premiere, Inshot, CapCut, and VN (Video Now). Furthermore, they had some problems in using that tool and application which were new versions and features and difficulties in using paid tools. Students' attitude towards multimodal tasks were very diverse which include as a new experience, can increase creativity, interesting, helpful, feel enthusiastic and enjoyed. Some of them believed that they were able to complete and finish their multimodal tasks, and others assumed that the result of their project was failed product and they were not successful enough. Apart from that, students were having their own challenges including full storage space, unstable network, a matter of time, dealing with several ideas and opinions, and hard to find some properties. Unfortunately, 10 participants of this study did not fill out the open-ended questionnaire. Therefore, the data displayed consisted of 63 responses from 73 students.



## 4.2 Discussions of the Study

This section will elaborate the findings of the study by responding the research questions, as follows:

- a. What is the level of students' multimodal literacy in a Literature in ELT subject?
- b. What are students' perspectives to multimodal activities in Literature in ELT subject?

From the description of the data, the analysis results indicated that English Education students reached the high level of their multimodal literacy in Literature in ELT subject. It was proven by interpreting the interval score in table 1 and totaling the percentage at 3 aspects; (1) expressing oneself using multimodal structure, (2) interpretation of the contents presented in multimodal structure, and (3) preferring multimodal structure. The results of the first and the second aspects were 75.64% with high agreement and 82.98% with very high agreement. It could be stated that the results obtain the category of high agreement because all of students participated in completing multimodal tasks for the final project. Some of students played the roles and some did the editing part. Therefore, the third aspect is 44.92% with medium agreement which implies negative statements with the criteria of strongly disagree. It indicated that the score of multimodal literacy structures is high. The students were enthusiastic and enjoy the process as well as multimodal literacy provided them the opportunity to complete the project. Bulut et al. (2015) stated that social networks expose students to dynamic, non-linear, and interactive multimodal settings that they can use to their studies. Hence, multimodal literacy increased students' learning performance. This was in line with Eksi and Yakisik (2015) that prospective English teachers have the chance to build powerful educational environments for students' future, which may be reinforced by the vast amount of knowledge and resources information on the internet through the utilization of a variety of modes.

It could be claimed that there are activities that support their multimodal literacy. The students applied multimodal works for their learning in Literature in ELT subject which include audios, videos, images, songs, and sound effects. According to Jakobsen and Tønnessen (2018), it indicates that the visual and other elements are largely regarded as assistance for acquiring the written and oral English language and literature, as well as abilities in literary interpretation. Hellystia (2020) stated that literature in ELT serves authentic material that inspires students to advance their literary skills and extends their language awareness. Thus, Literature in ELT engaged students with a wide range of pedagogical approaches. For their learning, students integrated their final project using multimodal modes. By using the appropriate tools or applications, the students could ease their multimodal tasks by exploring the features of the tools or applications. Almost all of the students are familiar with the tools or applications they used to resolve the multimodal tasks such as, Adobe Premiere, Kinemaster, Viva Video, Picsart, Canva, Capcut, and VN. According to Bulut et al. (2015), it is essential for prospective teachers to acquire multimodal literacy skills.

However, the students had their own difficulties when doing the multimodal tasks. To begin with, the students had problems with the timing because the project they were working on had to be done online. Different opinions were one of the problems they faced due to every student had the limited time to discuss and communicate. The lack of communication made some of them uncooperative during online video creation. By considering the covid-19 pandemic and fasting in the month of Ramadhan, students had to filming in separate places via Zoom Meetings, and they had a hard time finding suitable properties to fit each scene. Besides, they had to dealing with unstable network and full storage space since the videos they recorded had a long duration. Widianti et al. (2021) said that students who are less engaged in class due to the COVID-19 pandemic face various barriers, such as problems in the internet connection network, limited internet quota, and other factors.

This study was also in line with the previous study, Pramono and Suherdi (2019) who conducted a research to determine pre-service teachers' multimodal literacy level. They discovered that there are various ways to present the concept of learning by using multimodal works so that learning became interesting by involving visual, auditory, and written elements. By construing multimodality, it could assist the students think creatively and lecturers think innovatively in preparing effective learning for English Language Teaching by combining modes to complete and strengthen certain meanings. Students could combine elements of multimodal mode including sounds, pictures, movements, illustrations, and animations. Therefore, the delivery of meaning in the material would be well understood by students.

It can be concluded that the result of this research reached an interval score of 60% - 79,9% which was category at high agreement. Students' multimodal literacy level is high as a result of their participation to multimodal tasks during Literature in ELT Subject.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter presents (1) conclusions and (2) suggestions.

#### **5.1 Conclusions**

From the data of findings and discussion, it can be concluded that the multimodal literacy level of students in English Education Study Program is high due to the participation of all students in completing multimodal tasks for the final project. Some students had roles in their final project, and some only focused on the editing part. However, all students applied multimodal modes during the learning process in one semester in Literature in ELT subject. During the project, students believed that multimodality was helpful in accomplishing the online video drama they created. The given multimodal task could increase their creativity, and multimodality made the learning process became easier.

#### **5.2 Suggestions**

Based on the result of the findings and discussions that had been presented above, the writer gives some suggestions for lecturers, students, and future researchers. First, the writer proposes the lecturers to modify teaching strategies and teaching processes in English Language Teaching to enhance students' literacy in multimodality. Second, the students should be more engaged in the whole editing process to become familiar with using specific digital tools and applications to support their multimodal activities during the learning process. Finally, future researchers can use this study as a reference to conduct further research in the same field.

## REFERENCES

- Abidin, Y. (2022). Pengaruh Pembelajaran Berbasis Multimodal Terhadap Kemampuan Literasi Membaca Siswa Sekolah Dasar. *Jurnal Cakrawala Pendas*, 8(1), 103-116. <https://doi.org/10.31949/jcp.v6i1.3429>
- Adami, E. (2016). Introducing Multimodality. In O. Garcia, N. Flores, & M. Spotti (Eds.), *The Oxford Handbook of Language and Society* (pp. 451-472). Oxford University Press.
- Altas, B. (2014). A Case Study of Multimodal Presentation of Selected Stage Play Literature in A Multimedia Environment. *Procedia - Social and Behavioral Sciences*, 116, 1726-1734. <https://doi.org/10.1016/j.sbspro.2014.01.463>
- Bao, X. (2017). Application of Multimodality to Teaching Reading. *English Language and Literature Studies*, 7(3), 78-84. <https://doi.org/10.5539/ells.v7n3p78>
- Baxter, P., & Jack, S. (2008). Qualitative Case Study Methodology: Study Design and Implementation for Novice Researchers. *The Qualitative Report*, 13(4), 544-559. <https://doi.org/10.46743/2160-3715/>
- Bist, R. B. (2018). Role of The Literature in ELT Course of Mid-Western University. *Journal of NELTA Surkhet*, 5, 56-64.
- Bulut, B., Ulu, H., & Kan, A. (2015). Multimodal Literacy Scale: A Study of Validity and Reliability. *Eurasian Journal of Educational Research*(61), 45-60. <https://doi.org/10.14689/ejer.2015.61.3>
- Cook, M. P., & Kirchoff, J. S. J. (2017). Teaching Multimodal Literacy Through Reading and Writing Graphic Novels. *Language and Literacy*, 19(4), 76-95.
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Fifth ed.). SAGE Publications.
- Damayanti, I. L., & Febrianti, Y. (2020). Multimodal Literacy: Unfolding Reading Path in Children's Picture Book and Its Potential for EFL Classrooms.

- Indonesian Journal of Applied Linguistics*, 9(3), 616-627.  
<https://doi.org/10.17509/ijal.v9i3.23212>
- Dewi, K. S., Padmadewi, N. N., & Sudantari, N. M. N. (2019). The Use Of Verbal And Non-Verbal Communication By Front Office Staff To Guest At Double-Six Luxury Hotel Seminyak. *Jurnal Pendidikan Bahasa Inggris Undiksha*, 7(2), 42-51.
- Eksi, G., & Yakisik, B. Y. (2015). An Investigation of Prospective English Language Teachers' Multimodal Literacy. *Procedia - Social and Behavioral Science*, 464-471. <https://doi.org/10.1016/j.sbspro.2015.07.533>
- Eryansyah, Erlina, Fiftinova, & Nurweni, A. (2019). EFL Students' needs of Digital Literacy to Meet the Demands of 21<sup>st</sup> Century Skills. *Indonesian Research Journal in Education*, 3(2), 442-460.
- Farías, M., Obilinovic, K., & orrego, R. (2007). Implications of Multimodal Learning Models for Foreign Language Teaching and Learning. *Colombian Applied Linguistics Journal*(9), 174-199.
- Gagich, M. (2020). An Introduction to and Strategies for Multimodal Composing. In D. Driscoll, M. Stewart, & M. Vetter (Eds.), *Writing Spaces: Readings on Writing* (Vol. 3, pp. 65-85). Parlor Press.
- Groenke, S. L., & Prickett, R. (2012). Continued Absences: Multimodal Texts and 21st Century Literacy Instruction. *The ALAN Review*, 39(2), 62-67.  
<https://doi.org/10.21061/alan.v39i2.a.9>
- Hassett, D. D., & Curwood, J. S. (2009). Theories and Practices of Multimodal Education: The Instructional Dynamics of Picture Books and Primary Classrooms. *The Reading Teacher*, 63(4), 270-282.  
<https://doi.org/10.1598/RT.63.4.2>
- Hayati, R., Anggraini, H. W., & Jaya, H. P. (2021). ICT and Learning Attitude towards Students' Academic Paragraph Writing in College Level. *ENGLISH FRANCA : Academic Journal of English Language and Education*, 5(1), 149-166. <https://doi.org/10.29240/ef.v5i1.2059>
- Heale, R., & Twycross, A. (2018). What Is A Case Study? *Evidence-Based Nursing*, 21(1). <https://doi.org/10.1136/eb-2017-102845>

- Hellystia, D. (2020). *Literature in ELT*. Grup Penerbitan CV BUDI UTAMA.
- Hines, S. (2014). Multimodal Literacy and Why It Matters: A Brief Overview. *Against the Grain*, 26(4), 14-16. <https://doi.org/10.7771/2380-176X.6902>
- Inderawati, R., Petrus, I., & Jaya, H. P. (2019). Exploring and Identifying Technology-Based Dynamic Learning Through Social Media in Academic Writing. *English Community Journal*, 3(1), 317-324.
- Jakobsen, I. K., & Tønnessen, E. S. (2018). A Design-Oriented Analysis of Multimodality in English as a Foreign Language. *Designs for Learning*, 10(1), 40-52. <https://doi.org/10.16993/dfl.89>
- Kress, G. (2010). *Multimodality: A Social Semiotic Approach to Contemporary Communication*.
- Lim, F. V. (2013). Multimodal Literacy. *Research Gate*, 52-57.
- Mills, K. A., & Unsworth, L. (2017). Multimodal Literacy. *Oxford Research Encyclopedias: Multimodal Literacy*. <https://doi.org/10.1093/acrefore/9780190264093.013.232>
- Moro, L., Mortimer, E. F., & Tiberghien, A. (2019). The Use of Social Semiotics Multimodality and Joint Action Theory to Describe Teaching Practices: Two Cases Studies with Experienced Teachers. *Classroom Discourse*, 11(3), 229-251. <https://doi.org/10.1080/19463014.2019.1570528>
- Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic Analysis: Striving to Meet the Trustworthiness Criteria. *International Journal of Qualitative Methods*, 16, 1-13. <https://doi.org/10.1177/1609406917733847>
- O'Brien, L. M., Salinas, A., Reinhart, K. C., & Paratore, J. R. (2018). Pre-service Teachers' Use of Multimodal Text Sets and Technology in Teaching Reading: Lessons Learned from A Design-Based Study. *Literacy Research, Practice and Evaluation*, 9, 123-136. <https://doi.org/10.1108/S2048-045820180000009009>
- Pilgrim, J., & Martinez, E. E. (2013). Defining in the 21st Century: A Guide to Terminology and Skills. *Texas Journal of Literacy Education*, 1(1), 60-69.

- Pramono, S. A., & Suherdi, D. (2019). Exploring EFL Pre-service Teachers' Multimodal Literacy: Level and Implementations. *Proceedings of The 2019 4th International Conference on Information and Education Innovations*, 87-90. <https://doi.org/10.1145/3345094.3345103>
- Ryu, J., & Boggs, G. (2016). Teachers' Perceptions about Teaching Multimodal Composition: The Case Study of Korean English Teachers at Secondary Schools. *English Language Teaching*, 9(6), 52-60. <https://doi.org/10.5539/elt.v9n6p52>
- Salsabila, Ismarania, F. G., & Mubaroka, W. (2021). Information and Communication Technology Learning With Blended Learning. *Journal of Information Technology, Informatics and Communication Technology (JITICT)*, 1(1), 1-5.
- Starman, A. B. (2013). The Case Study As A Type of Qualitative Research. *Journal of Contemporary Educational Studies*, 1, 28-43.
- Surkamp, C. (2014). Non-Verbal Communication: Why We Need It in Foreign Language Teaching and How We Can Foster It with Drama Activities. *Scenario*, 2014(2), 12-27.
- Sutton, J., & Austin, Z. (2015). Qualitative Research: Data Collection, Analysis, and Management. *The Canadian Journal of Hospital Pharmacy*, 68(3).
- Tevdovska, E. S. (2016). Literature in ELT Setting: Students' Attitudes and Preferences towards Literary Texts. *Procedia - Social and Behavioral Sciences*, 232, 161-169. <https://doi.org/10.1016/j.sbspro.2016.10.041>
- Tungka, N. F. (2018). Guided Literacy Instruction: Helping Students Read Multimodal English-Medium Texts. *Indonesian Journal of Applied Linguistics*, 8(2), 345-357. <https://doi.org/10.17509/ijal.v8i2.13281>
- Wahyuni, A. (2018). The Power of Verbal and Nonverbbal Communication in Learning. *Advances in Social Science, Education and Humanities Research (ASSEHR)*, 125, 80-83.
- Weller, S. C., Vickers, B., Bernard, H. R., Blackburn, A. M., & Johnson, S. B. C. C. G. J. C. (2018). Open-ended Interview Questions and Saturation. *PLOS ONE*, 13(6), 1-18. <https://doi.org/10.1371/journal.pone.0198606>



- Widianti, T. P., Musoffa, S., Maulana, M. I., Widayati, A. S., & Falah, R. Z. (2021). Pembelajaran Daring Masa Pandemi Covid-19 di Sekolah Indonesia Kuala Lumpur. *Tarbawi: Jurnal Pendidikan Islam*, 18(1), 18-31.
- Zhang, M. (2015). Teaching Translation with A Model of Multimodality. *Asia Pacific Translation and Intercultural Studies*, 2(1), 30-45. <https://doi.org/10.1080/23306343.2015.1014081>
- Ziphorah, R. M. (2014). Information and Communication Technology Integration: Where To Start, Infrastructure Or Capacity Building? *Procedia - Social and Behavioral Sciences*, 116, 3649-3658. <https://doi.org/doi:10.1016/j.sbspro.2014.01.818>

