

**INVESTIGATING THE USE OF DIGITAL MULTIMODAL
COMPOSING IN EFL CLASSROOM: A CASE STUDY AT A
SECONDARY SCHOOL IN MALANG**

A THESIS

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**ENGLISH LANGUAGE EDUCATION
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APPROVAL PAGE

A Thesis

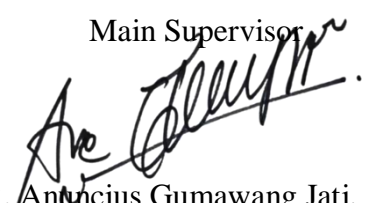
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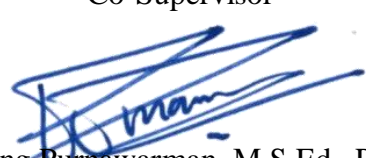
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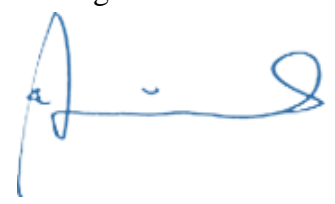
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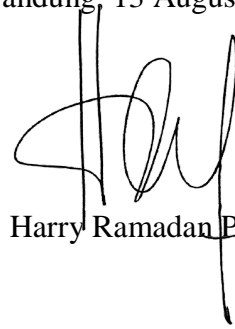


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AUTHOR'S DECLARATION

I, the undersigned, hereby declare that a thesis entitled “*Investigating the Use of Digital Multimodal Composing in EFL Classroom: A Case Study at A Secondary School in Malang*” is truly my own work. I do not conduct any act of plagiarism where all sources written in the thesis are fully acknowledged and properly quoted. Within this declaration, I am aware of the sanction if someday fraud of originality is found in my thesis.

Bandung, 13 August 2024

A handwritten signature in black ink, consisting of stylized, overlapping loops and a long vertical stroke extending downwards.

Harry Ramadan Putra

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INVESTIGATING THE USE OF DIGITAL MULTIMODAL COMPOSING IN EFL CLASSROOM: A CASE STUDY AT A SECONDARY SCHOOL IN MALANG

ABSTRACT

This study investigates the use of digital multimodal composing (DMC) in an English as a Foreign Language (EFL) classroom at a secondary school in Malang, Indonesia. The research explores how the teacher integrates DMC to enhance his teaching instruction and finds out the benefits as well as the challenges faced when integrating DMC into his EFL classroom. Employing a qualitative case study design, the study collected data through classroom observations, document analysis of lesson plans and modules, and semi-structured interviews with the teacher. Utilizing Dilgard & Si's (2022) DMC framework to evaluate dimensions of multimodal composing integration, the findings reveal that the teacher integrated DMC through various instructional practices, aligning with key principles of multiliteracies pedagogy, namely situated practice, overt instruction, critical framing, and transformed practice. These practices identified in pre-activities by establishing cultural connections and clarifying learning goals, whilst-activities which involved planning to designing multimodal compositions, and post-activities which focused on sharing and advocating for change through the compositions. However, the study also identified the need of more explicit instruction on planning multimodal integration and critically framing design choices. The teacher recognized the benefits of DMC in increasing student engagement, motivation, creativity, and productivity, while also acknowledging challenges related to technology access, assessment, and teacher training. This study contributes to the understanding of DMC implementation in EFL contexts and offers recommendations for enhancing its effectiveness in promoting student learning with the support of the Technological Integration Matrix (TIM) to identify the level of technology integration in the classroom.

Keywords: *digital multimodal composing, multiliteracies, EFL.*

TABLE OF CONTENTS

APPROVAL PAGE.....	ii
AUTHOR'S DECLARATION	iii
ACKNOWLEDGMENT	iv
ABSTRACT.....	v
TABLE OF CONTENTS	vi
CHAPTER I	1
INTRODUCTION.....	1
1.1. Background of the Research	1
1.2. Research Questions	4
1.3. Objectives of the Research	4
1.4. Significance of the Research.....	5
1.5. Definition of terms	5
1.6. Organization of the Research.....	8
CHAPTER II.....	9
LITERATURE REVIEW.....	9
2.1. Literacy	9
2.2.1. Literacy in the Digital Age	10
2.2. Multiliteracies	11
2.2.1. The principal aspects of multiplicity.....	12
2.2.2. Design elements in multiliteracies	13
2.2.3. The four key components of multiliteracies	15
2.3. Multimodality in ELT	17
2.3.1. Theoretical foundations.....	19
2.3.2. Benefits of Multimodality.....	19
2.3.3. Frameworks and Implementations	21
2.3.4. Secondary ELT Context.....	23
2.4. Digital Multimodal Composing	24
2.4.1. Benefits of DMC.....	25
2.4.2. DMC in Education.....	27
2.4.3. DMC in English language teaching	28
2.4.4. DMC frameworks.....	29
CHAPTER III.....	35
RESEARCH METHOD	35
3.1. The Purpose of the Study and Research Question	35
3.2. Research Design	35
3.3. Research Site and Participant	36
3.4. Data Collection Techniques.....	37
3.4.1. Observation.....	37
3.4.2. Document analysis	38

3.4.3. Interviews	39
3.5. Data Analysis	40
3.5.1. Analysis of Data from Observations	41
3.5.2. Analysis of Data from Document	42
3.5.3. Analysis of Data from Interview	42
3.6. Concluding Remarks	42
CHAPTER IV	44
FINDINGS AND DISCUSSION	44
4.1. Integrating Digital Multimodal Composing	44
4.1.1. Situated practice.....	44
4.1.2. Overt instruction.....	46
4.1.3. Critical framing	47
4.1.4. Transformed practice.....	49
4.2. Technology Integration Matrix (TIM)	52
4.2.1. Entry Level Technology Integration	53
4.2.2. Adoption Level Technology Integration	54
4.2.3. Adaptation Level Technology Integration	55
4.3. Benefits and challenges of DMC	56
4.3.1. Encouraging Engagement and Motivation.....	56
4.3.2. Aligning with Youth Digital Cultures	57
4.3.3. Fostering Creativity and Self-Expression	58
4.3.4. Increasing Productivity and Outcomes	58
4.3.5. Access and infrastructure.....	59
4.3.6. Verification and assessment	60
4.3.7. Teacher training.....	61
CHAPTER V	60
CONCLUSIONS AND RECOMMENDATIONS.....	60
5.1. Conclusions	60
5.2. Implications of the Study	62
5.3. Limitations of the Study	62
5.4. Recommendations.....	63
REFERENCES	64
APPENDICES.....	72

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