

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter explains the perceptions of the use of digital multimodal text at Antasari State University. The perception of digital multimodal text is obtained from questionnaires distributed online with the help of the Google form platform. The results of the data are presented in the following table:

1. Students' Perception of the use of Digital Multimodal Text in English as a Second Language Class

a. Media used by student during offline and online classes

Based on the results of research conducted on 27 English Education students Class of 2019, it is stated that most students know and use two media simultaneously in language classes offline or online.

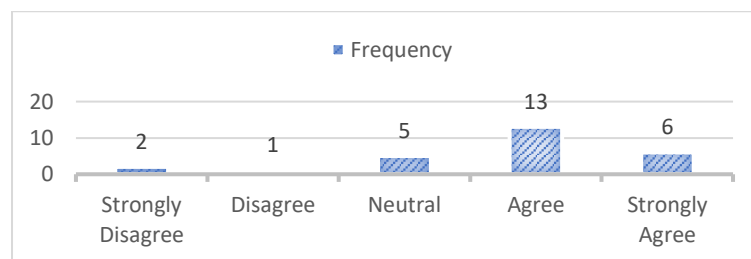


Figure 4.1 Students have used two media at once in offline and Online Classes

The results obtained can be seen in Figure 4.1 regarding the fact that 27 students have responded. In this statement 7% of students expressed Strongly Disagree, 4% disagreed and 19% were Neutral. Meanwhile, 48% percent answered in agreement and the other 22% answered Strongly Agree.

It can be noted that there were 70% or more than half of students who gave agreement stating that students had used two media in both online and offline classes. Then the rest of them choose silence or hesitate. So it can be concluded, most students already know and recognize the use of two media in the language classroom to facilitate the learning process. This statement is supported by Al Fajri (2018) and Abidin & Mulyani (2017), who state that all means of meaning are under the multimodality theory. The use of two media is a way that is widely used now in conveying a message (Al Fajri, 2018; Abidin & Mulyani, 2017).

b. The Use of Multimodal in Language Class

Knowledge of English Language Education Students Class of 2019 regarding multimodal learning in second language classes, based on research results, states that most of them already know this learning

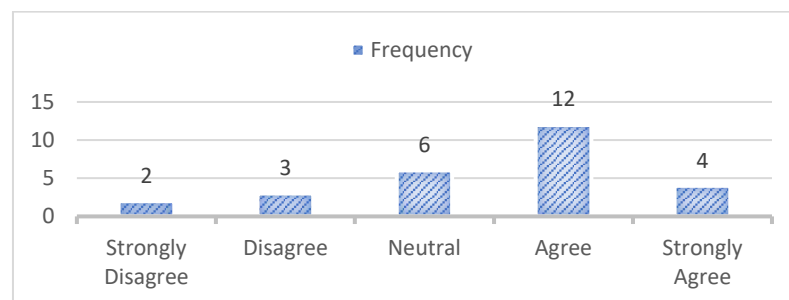


Figure 4.2 Students know about Multimodal Learning

The meaning of the word multimodal in this study is the use of two or more modes simultaneously with the aim of conveying a message to others. In this case, the author intends to find out how much students are aware about the use of multimodal in a second language class. The results obtained can be seen in the Figure 4.2 regarding the fact that 27 students have

responded. In this statement 7% of students answered strongly disagree, 11% answered disagree, 22% answered neutral, 4% answered in agreement, 15% answered strongly agree. We can tell that 59% or more than half of students who knew about multimodal, and there were 22% who were still hesitant and chose to remain silent. The rest of them, answering no or still unfamiliar with about the use of multimodal in language learning.

Furthermore, The Student's perception about multimodal digital text, which one in this study is to refer to a text that includes several modes and is digitally produced. In this case, the author intends to know how much students are aware of the existence of digital multimodal texts.

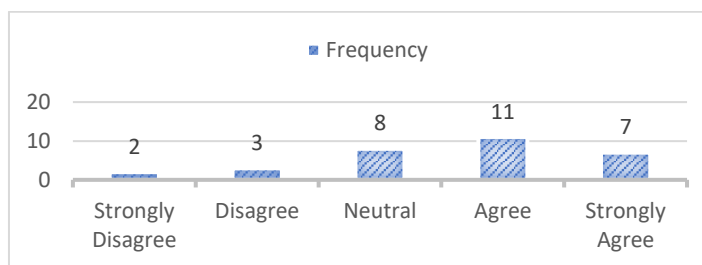


Figure 4.3 Students know about Digital Multimodal Text

In the Figure we see as many as 7% answered strongly disagree, 11% answered disagree, 30% answered neutral, 41% answered in agreement, and 11% answered strongly agree. We can calculate that 52% or more than half of students answered agreement, which means that they know about digital multimodal text. Meanwhile, 30% of students who answer neutrally can be considered to still doubt whether they know or use digital multimodal text in Language learning well. However, there are small part of them responded meaning they never knew clearly about digital multimodal text.

c. The use of Digital Multimodal Text in both online and offline classes

The frequency of using several media in conveying the meaning of text and produced digitally in offline and during language classes, based on the results of the questionnaire, received a approval response from students.

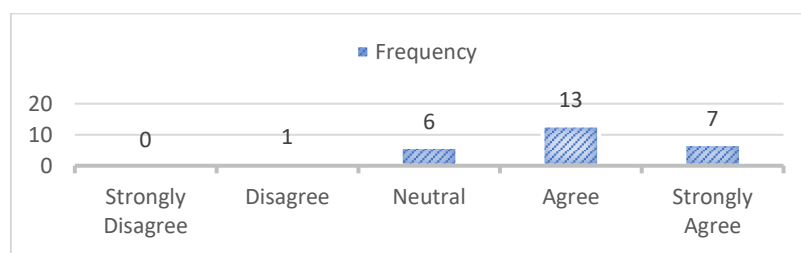


Figure 4.4 Students are used to using Digital Multimodal Text in both online and offline classes

This statement is a form of confirmation of whether they use and have become accustomed to the use of digital multimodal text in online or offline classes. Figure 4.4 shows 27 students giving their responses. We can see that 0% answered strongly disagree, 4% answered disagree, 22% answered neutral, 48% answered in agreement, and 26% answered strongly agree. Looking at the responses from students to the statement, it can be said that 72% or more than half of student gave agreement. This means that they use and are accustomed to the use of digital multimodal text in online and offline classes. Although, there are still a few students who are still not used to this.

Moreover, student perceptions on the percentage of making learning videos using power point and digital media (such as: websites or social media) as an example of digital multimodal text in class also get an agreement response from students.

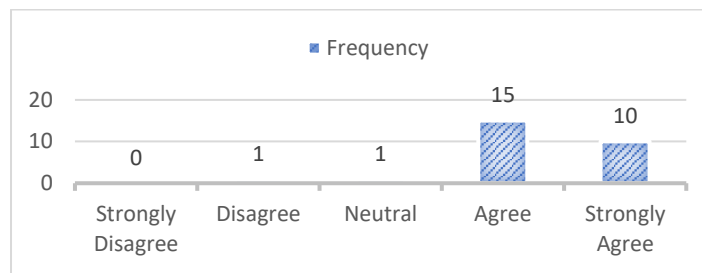


Figure 4.5 Students have made videos of learning materials using power point and digital media (such as: websites or social media)

Figure 4.5 above shows the 27 students who gave their responses, where the percentages for each response were obtained as follows. 0% answered strongly disagree, 4% answered disagree, and 4% answered neutral, 56% answered agree, and 37% answered strongly agree. From this percentage it can be seen that most of students have made video learning materials using power point and digital media in second language classes.

d. The use of Digital Multimodal Text as Technology-based learning facilitates classroom learning

Perceptions of the use of technology in learning, which is common in learning in Indonesia, received a agreement response from English Education students at UIN Antasari Class of 2019.

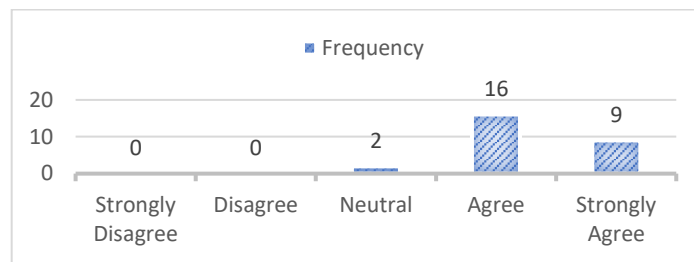


Figure 4.6 Students find learning and teaching easier and more interesting by using technology

27 students gave their responses described in the Figure above. In this statement, each response is obtained as follows. A total of 0% each answered strongly disagree and disagree, 7% chose a neutral answer, 59% answered in agree, and 33% answered strongly in agree. At this percentage we can clearly see that most of the students agrees that technology makes Language learning in the classroom easier and more interesting, only a few hesitate and choose silence.

Furthermore, based on the results of the questionnaire, most students agree that Digital Multimodal Text, as a combination of multimodal texts and digital media, can make easier to find material in the future.

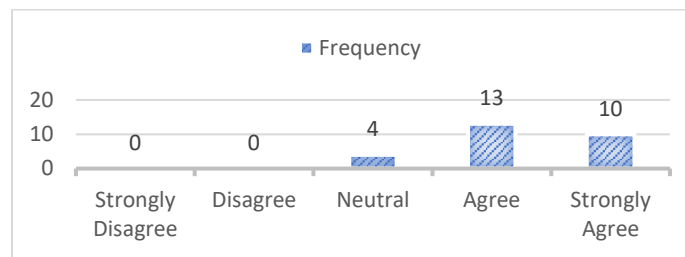


Figure 4.7 Students think the use of Digital Multimodal Text (a combination of multimodal text and digital media) can make it easier to find material in the future

Facilitate the search for material in the future, meaning that students can easily find back the material they have uploaded on the internet. The statement above is intended to find out how students perceive the statement. There are 27 responses in this questionnaire number 8. The following is the percentage of each response, 0% each answer strongly disagree and disagree, 15% answer neutral, 48% answer agree, and 37% answer strongly agree. From these results it can be seen that 85% or most of the students gave approval response that the use of Digital Multimodal Text can make it easier to find material in the future.

Last, the most of students agree that the implementation of Digital Multimodal Text in the classroom makes it easier to understand the learning from the lecturer. Understanding the learning being taught is the goal of a student entering the classroom. This is an important task for a lecturer who is a teaching subject in order to provide learning that can be easily accepted by his students

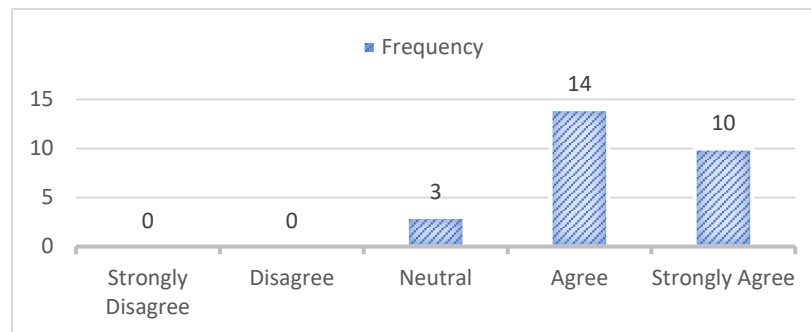


Figure 4.8 The implementation of Digital Multimodal Text in the classroom makes it easier to understand the learning from the lecturer

In the Figure above 27 students gave their responses. The total percentage of each student's response is 0% each student answers strongly disagree and disagree, 11% answers neutral, 52% answers agree, and 37% answers strongly agree. From this percentage, there are 89% or most of students gave agreement that the implementation of digital multimodal text in the classroom makes it easier to understand the learning from lecturer. Meanwhile, the total percentage that answered was neutral or undecided, namely 11%.

e. The Implementation of digital multimodal text in the classroom increases the skills needed for the future

In digital multimodal text production activities, students can unconsciously learn the skills needed in the production stage. Skills such as operating digital media and editing using text, audio and video which are used repeatedly make them accustomed and have no difficulty doing it again

outside the classroom. That's why, most of the students gave agreement responses to this.

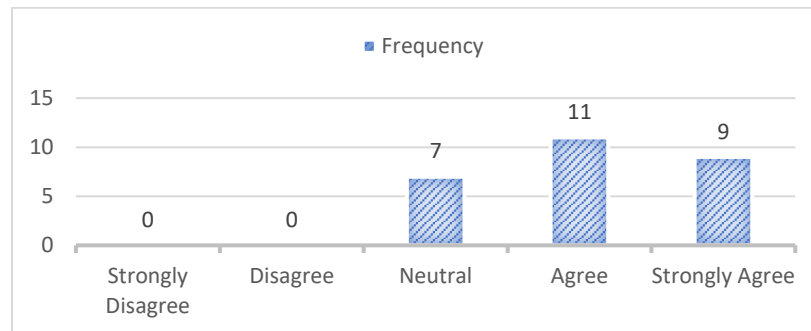


Figure 4.9 The application of Digital Multimodal Tasks for the current generation is very useful for future or real-life skills (such as: editing using text, visuals, audio, and video)

Digital multimodal-based tasks are basically closely related to technology, where at this time, technology is developing very rapidly. There is no scientific branch that has not been fully touched by technology. Especially if later students are involved in the world of work that cannot be separated from technology. Therefore, in this statement the researcher wants to see whether students feel changes after knowing and using digital multimodal in class. This is intended to realize the potential that can be developed through the habituation of tasks like this. In the Figure above it can be seen that as many as 27 students gave their responses. Each response gets a successive percentage as follows as many as 0% answered strongly disagree and disagree, 26% answered neutral, 41% answered agree, and 33% answered strongly agree. At this percentage it is known that 74% or more than half of respondents gave a approval response to the questioner statement number six. This means that they agree that in the language

learning process, the application of digital multimodal-based assignments is very useful for their future skills.

In addition, based on the results of the questionnaire, the improvement of the four English skills (Reading, Listening, Speaking, Writing) in using digital multimodal texts in class also received agreement responses from students.

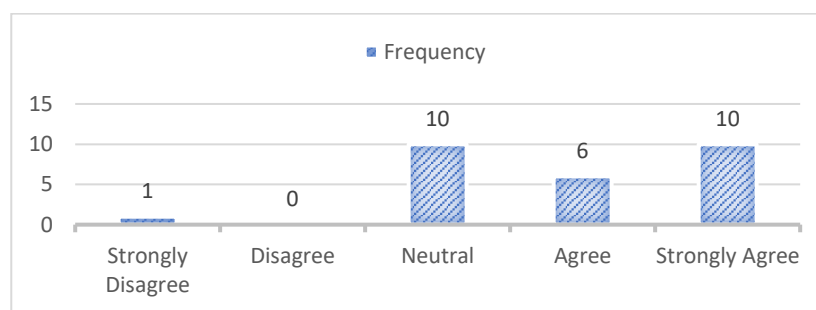


Figure 4.10 Students feels the four English Skills (reading, listening, speaking, writing) are improving in using Digital Multimodal Text

After students know and use digital multimodal text in language class.

This statement aims to find out how digital multimodal text presentation improves the four English skills according to students. We can see the results obtained through the Figure 4.10. From the Figure above, 27 students gave their responses and the table provides information that 4% of students strongly disagree, 0% disagree, and 37% are neutral. While 22% percent answered agree and the other 37% answered strongly agree. So it can be concluded that more than half of the students gave agreement responses that the use of digital multimodal text (video + power point slides + social media) in class can improve the four English skills (Writing, Reading, Listening and Speaking).

f. Multimodal text as a language learning innovation in Indonesian education

English education students Class of 2019 UIN Antasari Banjarmasin gave a response agreement that multimodal text is an important English Learning Innovation to be developed in both printed and non-printed texts/digital text in Indonesian education.

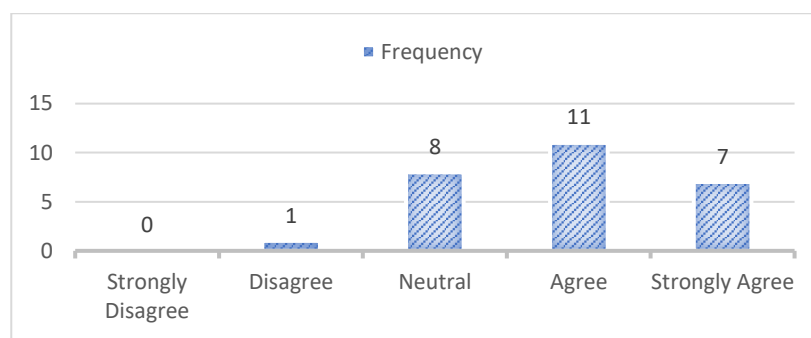


Figure 4.11 Multimodal text is an important language learning innovation to be developed in both printed and non-printed texts/digital texts in Indonesian Education

As a result of the Covid-19 pandemic yesterday, distance learning was enforced, not only in Indonesia but throughout the world. Many new innovations have been found to support distance learning which still have many obstacles. In Indonesia itself, traditional methods (such as lectures) are still the main choice during the offline learning period. So in distance learning, this method cannot be used too often because students easily lose their focus. Based on that, this questionnaire statement number 10 wants to find out how students' perceptions of multimodal texts become innovations that are developed evenly in Indonesian Education in the form of printed and non-printed texts/digital texts which are sources of knowledge. From

the Figure above, 27 students have responded to this statement. It can be seen from the Figure that the percentage of student answers 0% answered strongly disagree, 4% answered disagree, 30% answered neutral, 41% answered agree, and 26% answered strongly agree. From the results of these percentages, students who gave more approval responses dominated. This means that students accept statement number 10 well.

2. The Conveniences, Difficulties, along with Solutions when creating and using Digital Multimodal Text in English as a Second Language Class
 - a. The Conveniences in creating and using Digital Multimodal Text in English as Second Language Class

In making digital multimodal texts, students gave approval responses that this could improve their creative abilities in combining several different media.

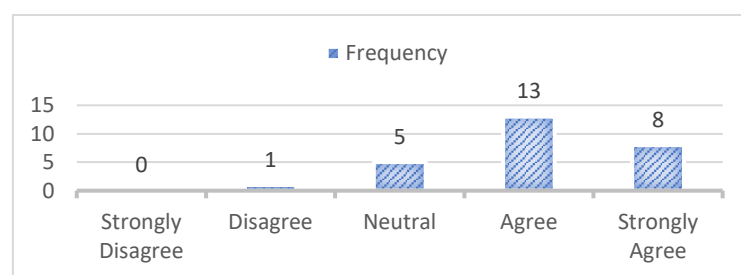


Figure 4.12 Creating Digital Multimodal text enhances students' creative ability to combine different media

What is meant by combining various media here is the ability of students to use more than one media simultaneously. The use of two or more media simultaneously makes it possible to make the message or meaning to be conveyed more easily accepted by the recipient. We can often see this

activity in someone who communicates directly where they also use body gestures to support the speaker's words. This statement aims to find out students' perceptions that making digital multimodal texts can increase their creativity. The results obtained can be seen in the Figure 4.12. In this statement 0% of students answered strongly disagree, 4% answered disagree, 19% answered neutral, 48% answered agreed, 30% answered strongly agreed. It can be seen that the response that answered agreement was 79%.

Furthermore, most of the students also expressed their agreement that Designing digital multimodal texts helps student sharpen their intelligence and ability to think critically, innovate, and solve problems collectively in a digital learning environment.

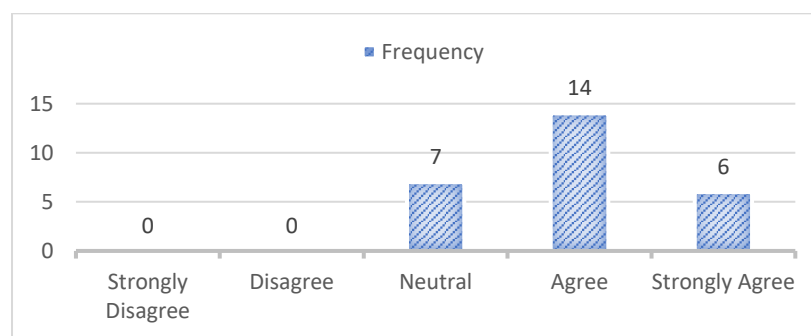


Figure 4.13 Designing Digital Multimodal Text helps students sharpen their intelligence and ability to think critically, innovate, and solve problems collectively in a digital learning environment

We know that there are several skills needed in the future, such as: good communication, critical thinking, creativity and being able to solve problems. Therefore, this statement is needed to find out whether these abilities can develop with the help of creative habits in combining media so

that meaning is more easily accepted, and keeping up with the times where technology has developed rapidly. In the Figure above, there are 27 responses from students who are the object of this study. In the Figure it can be seen that 0% answered strongly disagree and disagree, 26% answered neutral, 52% answered agree, and 22% answered strongly agree. It can be concluded that 74% or more than half of student accepted the statement well. Whereas 26% of students who answered neutrally could be considered as still doubting how digital multimodal texts could help them.

Likewise, in terms of lexis, grammar, and pronunciation students gave a approval response that digitally producing multimodal text (PPT + Video) can help them improve these English Components.

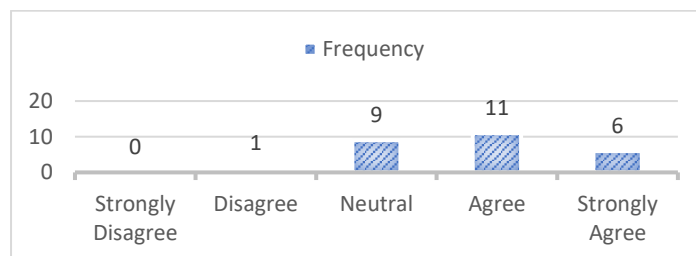


Figure 4.14 Students feels in designing multimodal text (PPT + Video + Digital Media) helps in improving English Language Components (Such as: Lexis, Grammar, Pronunciation)

In designing a multimodal text, students can cultivate analytical thinking and critical reading skills so that the meaning to be conveyed can be well received by others. Apart from that, in designing multimodal texts in language classes, knowledge of the target language is also an important concern. Therefore, other abilities can also develop if students are accustomed to compiling multimodal tasks.

Based on the explanation above, this statement is intended to find out the perspective of students as research subjects in this study. A total of 27 students gave their responses which have been described in the Figure above. In this statement, each response was obtained as follows. As many as 0% answered strongly disagree, 4% answered disagree, 33% answered neutral, 41% answered agree, and 22% answered strongly agree. At this percentage we can see that the majority of students have a approval response to this statement, it means that they agree that designing multimodal texts in class as a task helps in improving English competence.

Next, As we know, digital multimodal text consists of several media that aim to make it easier for the recipient to interpret the intentions desired by the creator. This statement also received an agreement response from English education students Class of 2019 that digital multimodal texts can provide more support in getting information faster.

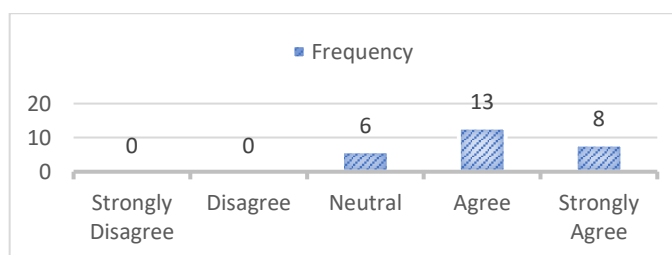


Figure 4.15 Digital Multimodal Text can provide more support in getting information faster

This statement is another form of confirmation in understanding the existing meaning more easily. Sentences ‘find faster’ here, meaning that the information that has been presented is not in the form of a long text that contains lots of unnecessary supporting sentences. But a text made for the

recipient can understand the meaning contained more easily without having to remove or add excessive sentences with the help of using more than one media.

The Figure 4.15 shows 27 students giving their responses. It can be seen that 0% answered strongly disagree and disagree, 22% answered neutral, 48% answered agree, and 30% answered strongly agree. Seeing students' responses to the statement, it can be said that more than seventy-eight or most of the students gave agreement responses. Although there are some of them who are still doubtful and choose silence.

Last, Most of the students gave approval response that the application of digital multimodal text made them feel motivated and more confident in being involved in learning because it makes the classroom atmosphere relaxed and interesting.

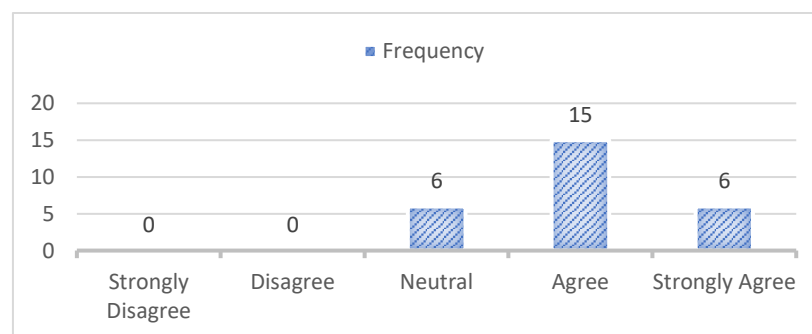


Figure 4.16 Students feel motivated and more confident involved in teaching because the implementation of digital multimodal texts makes the classroom atmosphere relaxed and interesting

In several previous studies it was found that students were more motivated and enthusiastic in participating in learning when technology was involved in the classroom. In another study it was also explained that in a

case study, there was learning to make something, where two guides were provided in making, one of which was a printed text and the other was in the form of a video. The results prove that students see the guide in the form of a video first rather than in the form of printed text. So, from that, in this statement the researcher wants to see whether in both online and offline learning, students give approval response to the involvement of technology in their language learning.

In the Figure above, we can see that there were 27 students giving their responses. Each response received successive percentages as follows, as much as 0% answered strongly disagree and disagree, 22% answered neutral, 56% answered agree, and 22% answered strongly agree. At this percentage it is known that more than seventy-eight percent or most of respondents gave approval response to the statement of questionnaire number five. This means that in the offline or online learning process, the involvement of technology in language learning in class is well connected by students because it can make class more interesting and increase their enthusiasm for learning.

b. The difficulties in creating and using Digital Multimodal Text in English as a second language class.

Based on the results of the questionnaire, most of the students stated that they have difficulty in using various modes/media at the same time in conveying a meaning that they want to convey.

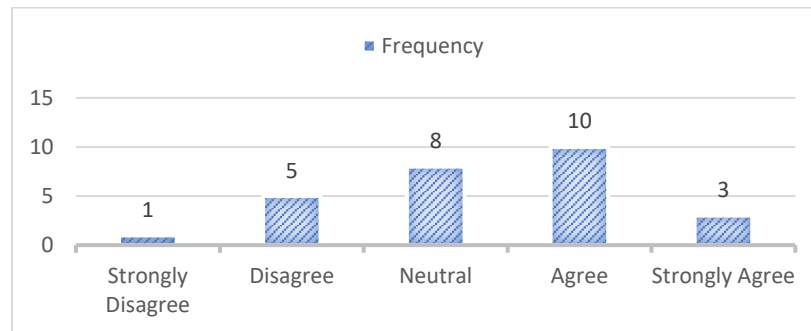


Figure 4.17 Students have difficulty in using various modes/media at the same time in conveying a meaning that they want to convey

Table 4.17 above shows the 27 students who gave their responses, where the percentages for each response were obtained as follows. As many as 4% answered strongly disagree, 19% answered disagree, 30% answered neutral, 37% agreed, and 11% strongly agreed. From this percentage it can be seen that a small part of the respondents answered disagreement, meaning that they had no difficulty in using various modes/media at the same time in conveying what they wanted to convey. However, there are 30% of those who are undecided and choose neutral. While others stated that they had difficulty using various media at once in conveying meaning.

Next, Most of the students stated that to attract students' attention, making attractive powerpoint was an important thing.

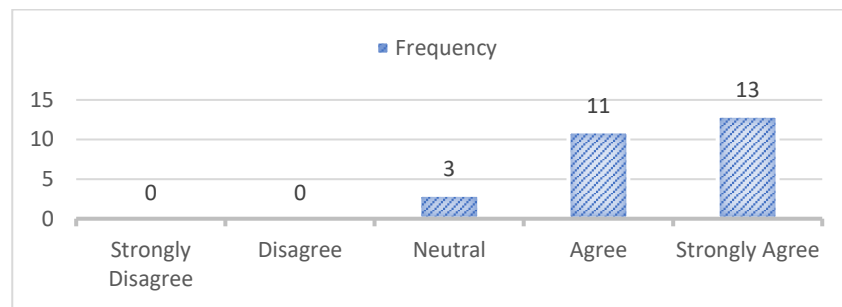


Figure 4.18 Students think making interesting power point slides is important and can attract students' attention

One of the objectives of this statement is also to serve as a measuring tool to find out the perceptions of students majoring in English Class of 2019 who have experience in teaching students during teaching practice. From the Figure above, 27 students have responded to this statement. It can be seen from the Figure of the percentage of student responses in a row that as many as 0% answered strongly disagree and disagree, 11% answered neutral, 41% answered agreed, and 48% answered strongly agreed. From the results of these percentages, it is clear that more than eighty-nine percent or most of students give agreement response to the statement. Even though there were 11% who answered neutral.

Due to the reasons above, most of the English Education Students at UIN Antasari stated that they have difficulty making attractive power point slides.

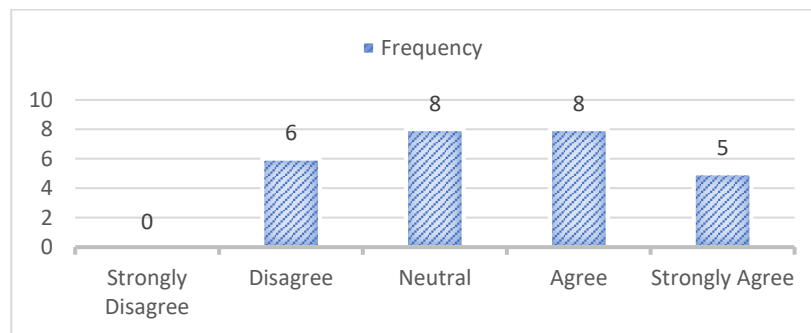


Figure 4.19 Students are having trouble making interesting power point slides

As we know, power point is a media that is often used by all groups for various purposes, and that makes power point the media that is often found in every meeting. In the world of education, both teachers and students use this media to explain a lesson more briefly or interestingly and support the speaker's words. In contrast to long text, in one power point slide it can only accommodate a limited number of sentences and also several photos or videos. Although limited, the recipient can also lose focus if there are too many slides displayed or words that fill almost one slide. This is a challenge for designers to create effective power point slides, so that all the information contained can be conveyed without having to make the recipient feel bored.

This statement is intended to determine the percentage of obstacles faced by students in designing one example of this multimodal text. In this statement, we can see in the Figure above 27 students gave their responses. The total percentage of each student's response was 0% of students answered strongly disagree, 22% answered disagree, 30% answered neutral,

30% answered agreed, and 19% answered strongly agreed. From these percentages, it can be seen that most of them agreed that students felt obstacles in making interesting power point slides. Even though as many as 30% answered neutral, and others answered that they did not mind making interesting power points.

As a consequence, most of the students gave their agreement that designing multimodal text (video + ppt) digitally in language learning can take a lot of time and divert learners to play in technology instead of fully engaging in learning content.

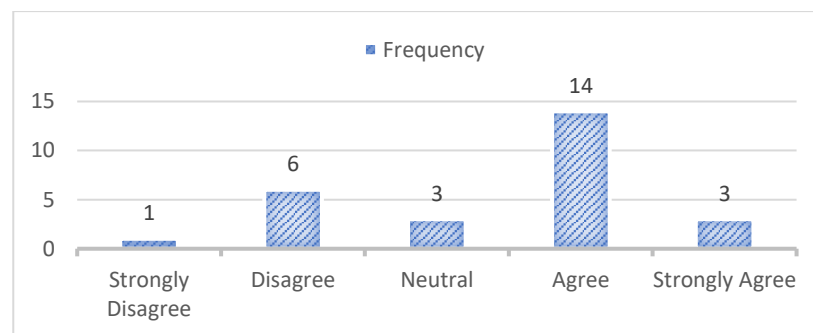


Figure 4.20 Students feel designing video-based multimodal text and using technology in language learning will take a lot of time and divert learners to play in technology instead of fully engaging in learning content

As we all know, this learning method is not evenly distributed in all educational institutions in Indonesia, this is a common thing if everyone has problems using it. In this statement, out of 27 samples. The following is the percentage of each response, namely 4% answered strongly disagree, 22% answered disagree, 11% answered neutral, 52% answered agree, and 11% answered strongly agree. From these results it can be seen that 63% of student presentations gave approval, meaning that they agreed that

designing multimodal texts would take a lot of time because there are several aspects that must be considered so that the meaning contained can be conveyed properly, especially when involved with media such as power point or Canva, which also has an element of beauty to attract the reader's attention. In addition, they stated that technology sometimes distracts students from being fully engaged in learning.

Even so, there were 11% of students being neutral. And others chose to disagree with the statement and stated that designing multimodal texts did not take much time and technology does not make them lose attention from learning in class.

c. The Solution in creating and using Digital Multimodal Text in English as a second language class

Based on the results of the questionnaire, the percentage of student responses to one way to alleviate unfamiliarity with several modes/media which can make it difficult to convey the desired meaning is to study independently, such as learning to edit videos from the internet so that they can complete assignments well, get approval results.

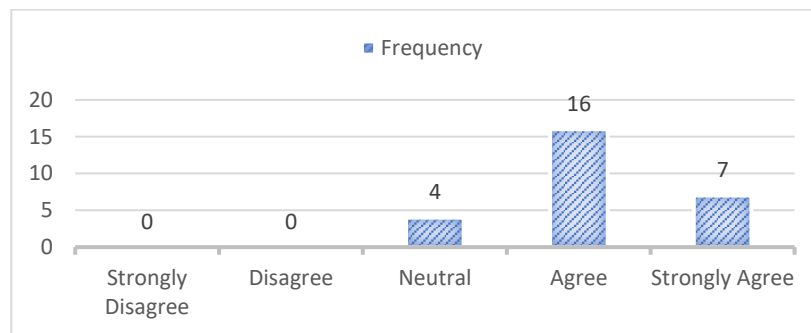


Figure 4.21 Students learn independently in completing tasks well, such as learning to edit videos from the internet in making Digital Multimodal Text

The world of technology never stops developing, every time there are always new innovations that appear and we need to learn so that we are not left behind in any of its developments. The only solution, we have to study independently or input from people who have mastered it first. Digital multimodal text is dynamic. The media/mode used always change with the times. Therefore, it can be a challenge for designers to always update their knowledge.

Based on the explanation above, this statement aims to determine student perceptions regarding solutions in familiarizing students with using technology-based media for learning purposes. In the Figure above, there are 27 responses from students who are the object of this study. In the Figure it can be seen that 0% of students answered strongly disagree and disagree, 15% answered neutral, 59% answered agree, and 26% answered strongly agree. It can be seen that as many as 85% or most of students learned independently in doing digital multimodal text assignments, such as editing learning videos which are tasks they often do when learning online. Whereas 15% of students who answered neutrally could be considered still unsure.

Furthermore, in making it easier to understand the meaning conveyed or making it easier to convey the meaning to the recipient, students give a agreement response to the text visualization method.

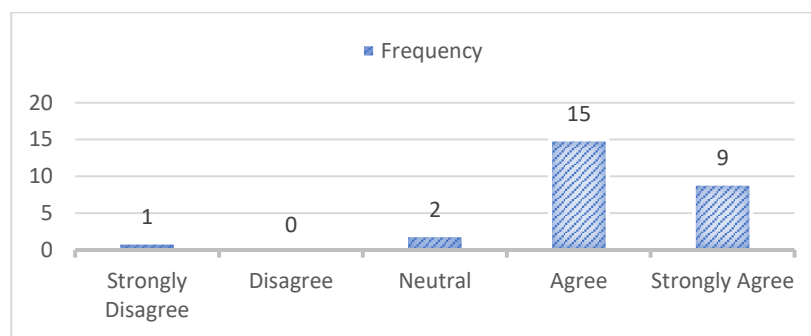


Figure 4.22 Visualizing text is one way to improve understanding of the meaning in the text to facilitate the production of Digital Multimodal Text

The meaning of text visualization here is to visualize while reading which is an effective strategy to improve text comprehension. Given the promising role of visualization in improving reading comprehension. Therefore, this questionnaire statement number 10 has the aim of knowing the presentation of student perceptions about one way to increase understanding of the meaning of texts and to make it easier to design multimodal texts.

The results obtained can be seen through The Figure 4.22. From the Figure above 27 students gave their responses and the table provides information that 4% of students strongly disagree, 0% disagree and 7% are neutral. While 56% percent answered agree and 33% answered agree. It can be concluded that 89% or most of student presentations gave approval responses, meaning that they agreed with the statement.

Next, Percentage of students' perceptions of using available template assistance when making PowerPoint slides, such as Photoshop, Canva, or other design programs to help students make attractive PowerPoint, received approval response.

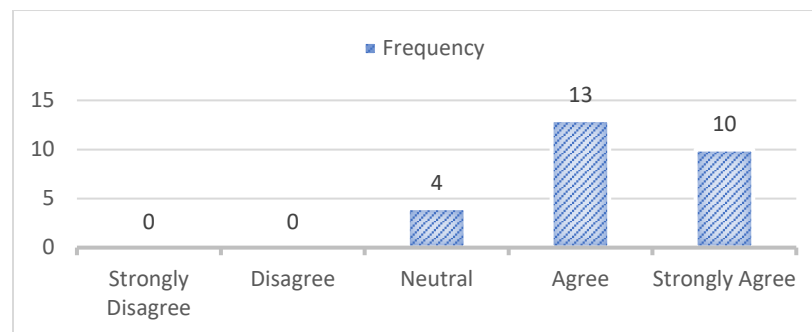


Figure 4.23 Students uses the help of templates available when creating power point slides, such as: Photoshop, Canva or other design programs

The meaning of the word template here has a function to facilitate student work in designing PowerPoint. Because the templates provided on a site usually have clear arrangements or rules, students only need to enter the information they want to convey. This is another example of technological advancement and the convenience it offers.

In this statement the author intends to find out students' perceptions of something that is a solution to common problems that often occur when compiling a digital multimodal text. The results obtained can be seen in The Figure 4.23. 27 students have given their responses. In this statement 0% of students answered strongly disagree and disagree, 15% answered neutral, 48% answered agree, 37% answered strongly agree. We can see that only a small of part of students were still confused in answering. This could be

because they use the manual method of operating PowerPoint without the need for third party assistance.

B. Discussion

The discussion section aims to answer research questions, and describe data results in order to conclude answers to research questions about student perceptions of Digital Multimodal Text at Antasari State Islamic University Banjarmasin. This research question is discussed in the following sections:

1. Perceptions of Class of 2019 English language Students of UIN Antasari Banjarmasin regarding Digital Multimodal Text

The use of more than one media is a widely used way of conveying messages, either directly or in writing. In this study, Class of 2019 students are familiar with the existence of multimodal texts in their class. In particular, they are used to using two media simultaneously in carrying out an assignment, because some of the lecturers in their class usually teach using PowerPoint, and distribute it in digital media during online classes. Multimodal is not something new, but sometimes recently realized that using multiple modes is something they usually do in their daily lives (Baldry & Thibault, 2006; Varapon & Sitthitikul, 2019). This is confirmed by a statement from Abidin & Mulyani (2017), which states that all means of meaning are under the multimodality theory. Furthermore, after knowing its existence well, this make it easier to feel its benefits. In a study, it was found that students' perceptions of digital multimodal text after being tested on them, the results were that

students found the benefits of digital multimodal text after knowing better about it, even though it was their first experience. In the same study, Varapon & Sitthitikul (2019) explained that multimodal texts have a positive effect on language learning in the classroom. In accordance with this theory, students state that learning a second language becomes easier to understand, because these media have their own function in conveying meaning so that learning does not need to be filled with only long written English. In addition, digital multimodal text make learning easier to rediscover and thus become a source of new knowledge for others. In addition, the habit of doing digital multimodal-based assignments is useful for developing several abilities, which are not only because they can be applied to experiences outside the classroom, but are also a good preparation for future professional life (Varapon & Sitthitikul, 2019). In accordance with this theory, Class of 2019 students stated that in the digital multimodal text production stage, they have become accustomed to the ability to edit text and video, which are common skills in today's technological developments. Meanwhile, in the context of the target language, the use of digital multimodal texts in the classroom can simultaneously improve the four English skills (such as: reading, listening, speaking, writing), especially reading and writing. This is explained in a research study that designing multimodal texts requires a thorough analysis in adjusting the meaning to be conveyed with the media used to convey this meaning (Varapon &

Sitthitikul, 2019). Based on the description above, it can be concluded that multimodal text, which is a text that contains information and is formed using various modes at once. They know it, are familiar with it, and benefit greatly from it. According to them, this could be something important to develop in Indonesia which can be in the form of printed or non-printed/digitally produced text assignments in education in Indonesia. This statement is supported by Setiyadi (2021). Digital Multimodal Text is nothing new, but its adoption in the country is still uneven. He stated that multimodal text is an innovative teaching material in language learning, which provides more diverse sources, and also to increase the creativity of teachers or designers in providing teaching materials for their students or for other recipients. Varapon & Sitthitikul (2019) added that the interaction between multimodal modes provides unique and certainly unlimited meaning possibilities in conveying information. In addition, students who become recipients can improve their literacy skills in the era of industrial evolution, in which students also become more active in understanding the knowledge obtained from teachers. Students can also seek knowledge directly and independently through internet media (Setiyadi, 2021).

2. The Conveniences, difficulties, and solutions in creating and using digital multimodal text in English as a second language class

In a case study conducted by Varapon & Sitthitikul on Thai students in 2019, it was found that multimodal assignments encourage students to

think more, and use critical reading questions to find some conclusions or hidden meanings and realize their strengths and weaknesses so they can consider various aspects of what they can do. Then they can finally decide which mode they want to use (Varapon & Sitthitikul, 2019). In this study, students agreed with the statement which stated that creating digital multimodal texts increased their creative abilities in combining various media. Because designing multimodal texts requires thorough analysis and reasoning. This can encourage them to practice their critical reading skills so that they can produce logical conclusions, as well as express their thoughts and reasoning because they have to convey their critical ideas in the form of multimodal media, which means students cannot complete multimodal text assignments unless they understand part of the text well (Varapon & Sitthitikul, 2019). O'Halloran & Lim-Fei (2011) and Varapon & Sitthitikul (2019) explained in their research that designing and using digital multimodal texts ensures that students play an active role in enhancing their intellectuality. Based on this theory, students agree that designing digital multimodal texts helps students sharpen their intelligence and ability to think critically, innovate, and solve problems collectively in a digital learning environment. This also allows students to improve components in the target language, such as lexis, grammar and pronunciation, which has been explained that designing a multimodal text requires thorough analysis and reasoning, not only on the meaning contained in it but also knowledge of the target

language (Varapon & Sitthitikul, 2019). Even though the design requires thorough analysis and reasoning, most students still feel motivated and are more confident in being involved in teaching because the implementation of multimodal texts makes the class atmosphere relaxed and interesting. This finding is relevant to the study by Varapon & Sitthitikul (2019), where this can be done because multimodal makes it easier for them to express ideas the way they want in completing tasks. In addition, because the design is carried out with thorough analysis and reasoning, which must also be adapted to the container media that has writing limits (such as powerpoint), multimodal text results from students provide convenience for recipients in finding the meaning that the maker wants to convey. This is clearly different from long texts which contain too much information and usually use only one medium, such as print media.

However, there are some students who still experience difficulties in using various media at the same time to be used in conveying the desired meaning. In addition, their perception states that the work using PowerPoint media cannot be done without paying attention to the value of beauty, because this is an important point in attracting the attention of the recipient. This statement is also supported by Almulla (2020) and Altinyelken & Hoeksma (2021), who explain that the value of beauty is something that needs to exist in attracting students' attention. For this reason, half of them stated that working on digitally produced video-

based multimodal text would take a lot of time. Moreover, they argue that learners are easily distracted by technology instead of being fully engaged in learning content. Varapon & Sitthitikul (2019) argues that in-depth analysis is needed in making multimodal texts, but this sometimes requires a lot of time, especially when students don't only have one assignment.

Even so, they still have a good sense of digital multimodal text. When they face difficulties related to beauty, as much as 85% of them try to find other alternatives that they can use comfortably, they use the help of design programs such as Canva, Photoshop to help make PowerPoint slides. This is in accordance with the theory put forward by Varapon & Sitthitikul (2019). On the other hand, in increasing the understanding of meaning to facilitate the production of digital multimodal texts, visualizing text can be one way. According to Kress (2009), Given the promising role of visualization in improving reading comprehension, it would be a shame not to use it as a strategy in the practice of understanding meaning in a text. In the end, they become more motivated when they encounter obstacles or confusion in completing learning videos, for example, As many as 85% of students stated that learning independently in completing tasks related to technology, such as learning to edit videos from the internet, often makes them motivated.

It can be concluded, digital multimodal text has several conveniences and difficulties along with solutions in several aspects. Digital multimodal text can improve metacognition because students are encouraged to think critically and be aware of their strengths or weaknesses so they can plan to complete multimodal tasks accordingly. Texts made with multimodal are more likely to get information faster. In addition, the relaxed and interesting atmosphere of the language class makes students feel more confident in expressing their ideas so that they can easily improve their target language skills. Despite the difficulty in determining various media at once to make meaning and make it look attractive in order to get the recipient's attention. However, with the help of other alternatives in manufacturing such as Canva or Photoshop templates, and text visualization strategies that facilitate understanding of meaning in multimodal text design, which makes students realize the usefulness of this digital multimodal based assignment. In short, students found this multimodal assignment fun, interesting, and rewarding. although they have problems in the process.