

Wicaksono, Pandu. 2023. *Viewing and Representing: Multimodal Literacy Perceptions and Practices of University Level Students in an EFL Classroom Setting*. Undergraduate Thesis, English Language Education Department, Faculty of Social Science and Humanities, Universitas PGRI Adi Buana Surabaya, Advisor: Salim Nabhan, S.Pd.,M.A.

Keywords: *Multimodal Literacy, Viewing Skill, Representing Skill*

### **ABSTRACT**

Technology has been moving forward and changed the way we communicate. In current era of digital technology, multimodal text has become common in everyday communication. This means that there is a need to define literacy that encompasses more than just spoken and written media, and thus this situation gave rise to multimodal literacy. Multimodal literacy is defined as the ability of meaning-making using multiple mode. The research into multimodal literacy has been done before, however the study that investigate perceptions and practices from student's side is still under explored. In this research, the author aims to investigate students' perception on newly integrated English language macro language skills, viewing and representing in EFL classroom towards multimodal literacy, and also to explore students' practices on viewing and representing skills on viewing and representing in EFL classroom towards multimodal literacy. This research was conducted using qualitative case study approach. The data were collected from interview with several university-level students. To validate the data, data triangulation was used, in which additional data were collected in the form of class observation and document review in the form of student's portfolio. The collected data were then analyzed further using thematic analysis. The results revealed two themes from the data 1) student's views on viewing and representing in EFL classroom setting which included student's familiarity with viewing and representing skills, the awareness of the value of the skills for real life relevance, fostering students' materials comprehension with multimodalities, distinctive

learning experiences, and issues of adjustment with the new macroskill. 2) Student's practices on viewing and representing in EFL classroom setting covered incorporation of multimodal text, using authentic visual materials for learning activities, audio visual creation, analyzing digital media, and the involvement of technology in learning activities. Students agreed on the importance of integrating multimodal literacy in EFL classroom, because of the real-life relevance and its impact on class improvement such as fostering comprehension, and made it more engaging. The study has the implication on the understanding and developing multimodal literacy pedagogy related to the newly integrated language macroskill, viewing and representing, in an EFL classroom.

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Kata kunci: *Literasi Multimodal, Kemampuan Viewing, Kemampuan Representing*

### **ABSTRAK**

Teknologi telah berkembang pesat dan merubah cara kita berkomunikasi. Dalam era teknologi digital saat ini, teks multimodal telah menjadi hal yang umum dalam komunikasi sehari-hari. Hal ini menandakan perlunya mendefinisikan literasi yang mencakup lebih dari ucapan dan tulisan, maka dari itu situasi ini melahirkan literasi multimodal. Literasi multimodal adalah kemampuan membuat makna menggunakan lebih dari satu moda. Penelitian mengenai literasi multimodal telah dijalankan sebelumnya, namun penelitian yang menginvestigasi pandangan dan praktek dari pihak siswa masih kurang dijelajahi. Dalam penelitian ini, penulis bertujuan untuk menginvestigasi pandangan mahasiswa terkait macro-skill Bahasa Inggris baru, viewing dan representing dalam kelas EFL, dan juga menjelajahi praktek siswa dalam viewing dan representing dalam kelas EFL. Penelitian ini dilakukan menggunakan pendekatan studi kasus kualitatif. Teknik triangulasi data digunakan untuk memvalidasi data, dimana data tambahan diambil dengan observasi dan peninjauan dokumen dalam bentuk portfolio siswa. Data yang telah terkumpul dianalisa lebih lanjut dengan analisa tematik. Hasil penelitian mengungkapkan dua tema utama dari data 1) Pandangan siswa terhadap skill viewing dan representing dalam kelas EFL, yang meliputi familiaritas siswa dengan viewing dan representing, kesadaran dari nilai dari skill tersebut terhadap relevansinya di kehidupan nyata, membangun pemahaman materi siswa dengan multimodalitas, pengalaman belajar yang istimewa, dan masalah yang dihadapi dalam pengintegrasian skill viewing dan reviewing. 2)

Praktek skill viewing dan representing siswa dalam kelas EFL, antara lain menggunakan teks multimodal, menggunakan materi visual autentik dalam pembelajaran, pembuatan audio visual, analisa digital media, dan meibatkan teknologi dalam kelas. Siswa sependapat terhadap betapa pentingnya mengintegrasikan multimodalitas dalam kelas, karena relevansinya dalam kehidupan nyata dan dampaknya dalam meningkatkan kelas seperti mengembangkan pemahaman, dan membuat kelas lebih menarik. Penelitian ini memiliki implikasi terhadap pemahaman dan pengembangan pedagogi literasi multimodal terkait makroskill Bahasa yang baru, viewing dan representing, dalam kelas EFL.