

APPENDIX

A. Interview Transcript

INTERVIEW QUESTION

Name of Respondent : Arum Adiningtyas

Date of Interview : 10/06/2023

No	Question	Answer
1	Are you familiar with viewing skills? Please explain.	I've heard of it before but never really explored what viewing skills are.
2	How confident are you with your viewing skills?	I'm not very confident in my abilities at this, and not very confident in my viewing abilities.
3	What kind of activities in this class that you think help with improving your viewing skills?	I feel that I have never had an activity that can develop this ability in this course.
4	Is there a viewing activity which integrate multi-mode aspect of viewing skills? Please explain.	No, I've never encountered such a multi-mode activity. Because this course only focuses on TOEFL and IELTS where the lecturer only provides ways of working and tips on how to do it. Maybe it's been used but it's rare, so I feel like I've never encountered this activity
5	Is there a viewing activity which integrate affordances of mode aspect of	Yes, there is, but not when the lecturer gives an explanation. There are many of these in the questions we work on.

	viewing skills? Please explain.	
6	Is there a viewing activity which integrate navigation aspect of viewing skills? Please explain.	Yes, there is, but it's given not that often, maybe in some of the given sub-topics.
7	Is there a viewing activity which integrate contextual link aspect of viewing skills? Please explain.	I think no. Because this class only focuses on learning TOEFL and IELTS, there is no material that contains the development of meaning.
8	Are you familiar with representing skills? Please explain.	Yes, I'm somewhat familiar with this skill, as far as I know, representing skill is the ability to represent images, graphs, or diagrams that we make in other forms or meanings.
9	How confident are you with your representing skills?	I'm not confident in my ability to do this.
10	What kind of activities in this class that you think help with improving your representing skills? Please explain.	Presentation activities in class maybe this will help me in developing representing skills. Although it is not used in this class.
11	Is there a representing activity which integrate multi-mode aspect of representing skills? Please explain.	Nothing, because in the TOEFL class maybe this is not needed

12	Is there a representing activity which integrate affordances of mode aspect of representing skills? Please explain.	I don't think so, because the delivery of material in the TOEFL cannot be conveyed using this skill
13	Is there a representing activity which integrate navigation aspect of representing skills? Please explain.	Well, in this case my answer is the same as the number above, because in delivering material in the TOEFL class it is not suitable to use this skill so I don't think it is.
14	Is there a representing activity which integrate contextual link aspect of representing skills?	No. kembali lagi karena hal tersebut tidak cocok dengan gaya pembelajaran yang ada pada mata kuliah TOEFL
15	Are you familiar with the concept of multimodality? Please explain.	Yes, I feel I'm familiar with this concept, and there are several courses that use this concept. So, it doesn't only provide a theoretical explanation but provides an overview more often showing videos that contain several meanings in them.
16	How is multimodality integrated in this classroom?	Often uses gestures in his explanations.
17	What kind of multimodal text did	Using power points and several charts or flows, but for the use of charts or flows it is very rarely displayed, most

	you often use in this class?	often it is the use of power points that already have meaning in them.
18	How are classes that integrate multimodality impact your learning experience?	Generally, i think it is more enjoyable, although it is not always more engaging for me. For example, there was one class that the activity was analyzing video for symbolism and meaning. To me, the activity itself was fun and memorable. However, a lot of the video that was chosen could not get me engaged, and I was bored and could not focus as a result. On the other hand, the assignment that tasked us to make a short video is quite fun. So for the most part integrating multimodality in class is helpful to the student.
19	How will you integrate multimodality if you were to teach a class?	If I were a teacher, to apply the concept of this multimodality would be to give a power point which contains an important point or a picture, then the teacher and accompanied by the student explain the explanation or give the student a picture to analyze the meaning. This might be able to help develop their viewing abilities which may still be foreign to some people.
20	What are the challenges that you face in improving multimodal literacy, including viewing and representing skills in class?	The challenge faced is the difficulty of understanding this ability, due to a lack of direction and also an explanation of this ability and a lack of literacy implementation and integration in some classes.

21	How do you cope with said challenges?	Finding out and learning through existing media such as the internet and practicing it.
22	Do you think it is important to integrate multimodal literacy, including viewing and representing skills in schools?	In my opinion, this is important to teach because this ability has the potential for future life as time goes by, technology is growing and it is hoped that this can also improve the literacy crisis that exists in society.

RESEARCH INSTRUMENTS

INTERVIEW QUESTION

Name of Respondent : Mochamad Satrio Gigih Widiyanto

Date of Interview : 10/06/2023

No	Question	Answer
1	Are you familiar with viewing skills? Please explain.	I assume that it is the ability to see and explain the meaning and context of something visual? I don't know.
2	How confident are you with your viewing skills?	On a scale of one to ten, I would say it's around 5.
3	What kind of activities in this class that you think help with improving your viewing skills?	Lecturers often includes videos in their teaching. I guess by him telling us to watch it and then asking us our opinion kind of improving my viewing skill.
4	Is there a viewing activity which integrate multi-mode aspect of viewing skills? Please explain.	I think so, during IELTS writing section. There is an activity which requires us to summarize the information of a graph by reporting the main features and make comparisons. It trains our ability to explain visual information of a graph.
5	Is there a viewing activity which integrate affordances of mode aspect of viewing skills? Please explain.	I might be wrong, but I guess yes. During speaking section, he showed us a video of a person who aced the speaking test. I got to take notes about how we should answer the questions given in a speaking test, like the

		strategy to tell something in chronological order.
6	Is there a viewing activity which integrate navigation aspect of viewing skills? Please explain.	Yes, maybe during reading section. We got to answer some questions related to a text which sometimes also contain image in it. It trains us our ability to follow instruction from the question, also scanning and skimming skills.
7	Is there a viewing activity which integrate contextual link aspect of viewing skills? Please explain.	I suppose yes. What I can remember is the video in speaking section that I mentioned earlier. From the video, I can interpret the visual information and relate them to the audience context which is the characteristic and preference of the audience who watch it. The video is for education enthusiasts.
8	Are you familiar with representing skills? Please explain.	I guess, it's the way we communicate our thoughts through various media, such as visual, writing and speaking.
9	How confident are you with your representing skills?	On a scale of one to ten, I would say it's around 4.
10	What kind of activities in this class that you think help with improving your representing skills? Please explain.	I think the activities from speaking and writing section. It helps me organize and communicate my ideas.
11	Is there a representing activity which	I think no. In this class, we are just told to write from the exercise questions.

	integrate multi-mode aspect of representing skills? Please explain.	
12	Is there a representing activity which integrate affordances of mode aspect of representing skills? Please explain.	I don't think so. The explanation is the same as my earlier answer.
13	Is there a representing activity which integrate navigation aspect of representing skills? Please explain.	Yes. If I remember correctly, during reading or writing section. We were given a text and we are instructed to identify the main ideas to answer the exercise question.
14	Is there a representing activity which integrate contextual link aspect of representing skills?	Yes, it would be in speaking section. It requires us to organize ideas and communicate them while also relate to some broader context? If that make sense?
15	Are you familiar with the concept of multimodality? Please explain.	Yes, but a bit. If I'm not mistaken, it refers to the use of multiple forms of media to communicate a message so that it can be more engaging and memorable.
16	How is multimodality integrated in this classroom?	Mr. Nabhan always use ppt to do his lecture. I think that counts as multimodal integration and that is the multimodal text being used a lot in his class.

17	What kind of multimodal text did you often use in class?	We often use presentation, be it with powerpoint or from canva that often includes some graphs, tables, and also pictures. I guess the online platform 'virlenda' also can be included in multimodal platform. Beside that, although it is not often used in TOEFL class, we often use other web-based app such as quizziz..
18	How are classes that integrate multimodality impact your learning experience?	I guess I find it more fun for the most part. by using different mode I find myself to be quicker in capturing the concept of what being said. The different modes help me remember it quicker and also focus in pointing in the meaning or message that is conveyed significantly helped understanding, if that make sense. In addition to that, we often use materials found in the internet right, like using clip from shows on youtube and such to be analyzed. The digital nature the media make it very accessible for me, and the class also help me find more media to use for independent learning.
19	How will you integrate multimodality if you were to teach a class?	I would use visual aids to enhance my student learning experience and engage them. That one website where we can make exercise with some cool UI, such as 'quizziz' that I mentioned before, would also be good to use in class.
20	What are the challenges that you face in improving multimodal	I think the number one reason is the access to technology. Access to technology is very important in integrating multimodality to help

	literacy, including viewing and representing skills in class?	viewing and representing skills The school that I attend during PLP didn't have strong internet connection. So, the learning process is a bit disturbed. The other challenge would be my experience. I didn't have the necessary training to effectively teach and assess multimodal literacy.
21	How do you cope with said challenges?	For the first challenge, I think I can provide printed materials or look for websites that less heavy in terms of internet usage. And for the second challenge, I need to attend workshops or conferences that can improve my knowledge and skills.
22	Do you think it is important to integrate multimodal literacy, including viewing and representing skills in schools?	I'm not an expert on this, but, in my opinion, integrating viewing and representing skills in formal education is important for several reasons. These skills are essential for effective communication and understanding of information in today's world. With the increasing use of visual media, being able to interpret and create visual representations of information has become a crucial skill in many fields. It can also help students develop critical thinking and problem-solving abilities. I think it's important for preparing students for success in today's world, as well as to strengthen their creativity.

INTERVIEW QUESTION

Name of Respondent : Novta Ittaqy Tafuzi

Date of Interview : 11/06/2023

No	Question	Answer
1	Are you familiar with viewing skills? Please explain.	Yes, viewing skills is related to the process of understanding learning material or information based on visual media.
2	How confident are you with your viewing skills?	Good, I can understand quite well regarding information that is conveyed through visual media easily.
3	What kind of activities in this class that you think help with improving your viewing skills?	Maybe by often giving visual material such as infographic to be analyzed for the detail of the meaning that it conveys.
4	Is there a viewing activity which integrate multi-mode aspect of viewing skills? Please explain.	A number of it was found in the exercises, in the form of table, diagram, even short or long text to train student's understanding in analyzing meaning so the student can deepen their language understanding.
5	Is there a viewing activity which integrate affordances of mode aspect of viewing skills? Please explain.	A number of it was found such as in diagram reading which was displayed based on the data that is available. This activity helps in developing student's capabilities in interpreting and analyzing complex information
6	Is there a viewing activity which integrate navigation	There is, such as reading diagram to know the data that is given from beginning to end in orderly fashion

	aspect of viewing skills? Please explain.	and understand the results that is given. By combining these activities, student can develop their capabilities in navigating the source material, in this case in the form of the diagram, and critically analyzing a visual material in broader context.
7	Is there a viewing activity which integrate contextual link aspect of viewing skills? Please explain.	I think there is none. However, it seems like this aspect is an important one. By integrating contextual link aspect in student's viewing skills, it can help improving their ability in understanding and analyzing information within certain text or visual material. This skill is valuable for TOEFL IELTS, because it allows students to understand interconnecting ideas and shows deeper understanding towards the content.
8	Are you familiar with representing skills? Please explain.	Yes, representing skill is someone's abilities to explain information or learning material by using other media than oral and text.
9	How confident are you with your representing skills?	Quite well. Because I quite like designing stuff like poster etc., hence it is proven when making powerpoint slide I often get good evaluation from my peers.
10	What kind of activities in this class that you think help with improving your representing skills? Please explain.	Possibly by giving "Reading and Summarizing" activity. In this activity, the student is given some short text which relevant with topics that often found in TOEFL IELTS exam. Then the student is asked to read the text carefully, identify important points, and make a

		summary which contain the main information from each texts.
11	Is there a representing activity which integrate multi-mode aspect of representing skills? Please explain.	None, because this particular subject is focused on doing exercise question. Even though in my opinion integrating this skill in comprehensive manner not only will improve language skills, but also prepare the student for real life language usage.
12	Is there a representing activity which integrate affordances of mode aspect of representing skills? Please explain.	None, because this particular subject is focused on doing exercise questions. Even though involving students in activities that take advantages of this aspect could improve understanding, expression, and language mastery as a whole and is quite an important activity in skills mastery in daily life.
13	Is there a representing activity which integrate navigation aspect of representing skills? Please explain.	None, because this particular subject is focused on doing exercise questions. Even though in my opinion integrating this navigation aspect is the part that simulate exam condition and can prepare the students to face the complexity of TOEFL IELTS exam easier and improve their overall skills.
14	Is there a representing activity which integrate contextual link aspect of representing skills?	None, because this particular subject is focused on doing exercise questions. However by excluding activity that focus in improving this skills, the lessons is probably not preparing the students with enough skills to understand wider contexts and to extract meaning effectively. Integrating this skills can also

		increase student's abilities to identify links, get to logical conclusion, and shows deeper understanding in language.)
15	Are you familiar with the concept of multimodality? Please explain.	Not really. My understanding is multimodality is a learning concept which combine multiple media within it such as visual, audio, etc.,
16	How is multimodality integrated in this classroom?	It is used pretty often. For example in TOEFL class alone, the question often use multiple mode, such as text, visual in the form of diagram, or audio.
17	What kind of multimodal text did you often use in this class?	Audio and visual. Because from audio we can get the answers from each questions and the visuals is by using diagram and picture to analyze the conclusion
18	How are classes that integrate multimodality impact your learning experience?	I think the class that can integrate multimodality is very interesting, because the lesson allows student to learn through various mode such as text, image, audio, video. This learning experience can improve student comprehension effectively. It also helps student remember the material because the media being used made students have more things to connect the lesson with, also made the learning experience to be more distinct. For example, the literature assignment that made us make a short video and analyze it together was so enjoyable and memorable.
19	How will you integrate	I would like to use animation video in giving a lesson to the student.

	multimodality if you were to teach a class?	
20	What are the challenges that you face in improving multimodal literacy, including viewing and representing skills in class?	Sometimes it still hard to interpret a material which use visual media such as diagram and picture because I often interpret it wrong from the actual meaning.
21	How do you cope with said challenges?	Trying to learn it myself by using available information on the internet and try to share opinion and analysis with someone else regarding a given picture.
22	Do you think it is important to integrate multimodal literacy, including viewing and representing skills in schools?	Viewing and Representing skills is very important and must be taught in formal education because those skills can help the student in understanding, analyzing, and communicating information effectively. Viewing skill allows the student to understand visual information better, improving reading skills, and developing critical thinking skills. In other hand, representing skill help student in conveying their ideas and understandings through various expression, strengthening their communication skills, improving creativity, and deepening their conceptual understanding. Both are important in preparing them to become a life-long learner that can interact with myriads of information

		sources and convey their thought clearly and persuasively, especially in current technology situation which integrate more visual aspect in communication.
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INTERVIEW QUESTION

Name of Respondent : Karima

Date of Interview : 11/06/2023

No	Question	Answer
1	Are you familiar with viewing skills? Please explain.	In my opinion viewing skill is a skill to understand the meaning of an image or visual that is given. Such as understanding a counseling poster etc.,
2	How confident are you with your viewing skills?	I am pretty confident with that skill. Sometimes what we get from the visual is different with what the creator want to convey.
3	What kind of activities in this class that you think help with improving your viewing skills?	For me maybe by often watching my friend when they are doing a presentation. From that I will keep trying to understand the visual that is being displayed by my friend.
4	Is there a viewing activity which integrate multi-mode aspect of viewing skills? Please explain.	So far there is none. Because the material that is given is TOEFL which is not quite suitable to be explained with that model. Because TOEFL usually only focused on text and does not require symbols to interpret.
5	Is there a viewing activity which integrate affordances of mode aspect of viewing skills? Please explain.	There is. For example, when analyzing speaking video on IELTS material. Indirectly, I will take notice on the intonation and other stuff to understand what the speaker will convey.
6	Is there a viewing activity which	So far there is none. Because like I said previously, it seems that TOEFL class

	integrate navigation aspect of viewing skills? Please explain.	does not have questions related to meaning with this aspect.
7	Is there a viewing activity which integrate contextual link aspect of viewing skills? Please explain.	In my opinion, rarely. Because viewing skill is focused on how we grasp the media, while contextual link is combining two elements into one. In TOEFL class, we often use text. Maybe just in the reading section, if there is a text question that use it.
8	Are you familiar with representing skills? Please explain.	For me, representing skill is a skill that is necessary for future-teacher. Because this skill is the ability to convey meaning with other media than oral or written so people understand it.
9	How confident are you with your representing skills?	Because I am not trained with this skill, hence I am not quite confident with my ability.
10	What kind of activities in this class that you think help with improving your representing skills? Please explain.	Usually, by doing presentation to my classmates. If we often do that kind of presentation, I think it will help fix my representing skills to be better. However, the subject of this class does not require student to make a powerpoint and present their work.
11	Is there a representing activity which integrate multi-mode aspect of representing skills? Please explain.	None. Because in TOEFL class it may not be compatible to use this skill for the lesson.
12	Is there a representing activity which	None. Because in TOEFL class it may not be compatible to use this skill for the lesson.

	integrate affordances of mode aspect of representing skills? Please explain.	
13	Is there a representing activity which integrate navigation aspect of representing skills? Please explain.	None. Because in TOEFL class it may not be compatible to use this skill for the lesson.
14	Is there a representing activity which integrate contextual link aspect of representing skills?	None. Because in TOEFL class it may not be compatible to use this skill for the lesson.
15	Are you familiar with the concept of multimodality? Please explain.	I am very familiar with that concept, because in a number of previous classes I often have lessons such as watching and analyzing media like video, music, short film, and poem.
16	How is multimodality integrated in this classroom?	Although in class we don't use much lessons with video etc., but my lecturer often uses gesture to help with explaining the material. I think that counts as a visual and gestural element.
17	What kind of multimodal text did you often use in this class?	Usually by using video and powerpoint.
18	How are classes that integrate	In my opinion, participating in classes that integrate multimodality in its

	multimodality impact your learning experience?	lesson is very engaging. I feel there is always new stuff that i can learn. By integrating multimodality, class does not feel monotonous since normal classes usually focus on single mode, which is text by reading and writing. We can explore new skills by using multimodal text. One example is when we were given the task to made a vlog or short videos regarding ied al-fitr celebration. We showed what are the norm and culture, what we did to celebrate it, how fun our celebration is etc., then we watched it in turn in the next classes.
19	How will you integrate multimodality if you were to teach a class?	I will use gesture, video, and music that are related to the material that I will give. Because gesture can make comfortable atmosphere and also the material will be easier to remember if given in a comfortable condition. Some student also will understand and analyze the material easier by using video and music.
20	What are the challenges that you face in improving multimodal literacy, including viewing and representing skills in class?	Actually, these skills is rarely practiced in class. I find it a bit harder to improve those skills. Because it is not often practiced, so I have to look for it myself on how to solve it.
21	How do you cope with said challenges?	I often watch short movie and listen to music. This indirectly help me improve those skills so that I don't have to bother my lecturer to teach me

		those skills. I can learn it outside of class with my own way.
22	Do you think it is important to integrate multimodal literacy, including viewing and representing skills in schools?	In education those two skills is very important. However not every class can be integrated with those skill. Sometime there is subject that is focused in developing those skills such as linguistic and literature. On the other hand, in some classes such as TOEFL there is not a lot of opportunity to integrate those skills. In addition to that, in classes like “Teaching English to Young Learners” we have to master those two skills so what we show can be understood properly by the future student.

INTERVIEW QUESTION

Name of Respondent : Muhammad Rizki

Date of Interview : 17/06/23

No	Question	Answer
1	Are you familiar with viewing skills? Please explain.	So far, I am familiar with viewing skill. I often use viewing skill when I read comic and poster.
2	How confident are you with your viewing skills?	From my time reading comic I think I am confident with my viewing skill.
3	What kind of activities in this class that you think help with improving your viewing skills?	In this class, every lesson always uses powerpoint and those powerpoint often display graphic or diagram which can improve my viewing skill)
4	Is there a viewing activity which integrate multi-mode aspect of viewing skills? Please explain.	In IELTS writing often shows an example of a graphic or diagram and its explanation which in my opinion is an example of multi-mode aspect with text element and visual element in viewing skills.
5	Is there a viewing activity which integrate affordances of mode aspect of viewing skills? Please explain.	There is. When there is IELTS writing materials in class. I observe more of the graphics rather than the text, because I will analyze that graphics later.
6	Is there a viewing activity which integrate navigation aspect of viewing	There is. Often time the class is requested to open virlenda to learn the materials and doing the tasks that is given in virlenda,, an LMS software.

	skills? Please explain.	
7	Is there a viewing activity which integrate contextual link aspect of viewing skills? Please explain.	There is. The class is always begun with the cover of the powerpoint that always combine two elements in one place. That can improve contextual link aspect of viewing skills.
8	Are you familiar with representing skills? Please explain.	Because I am an Education major student, so I often practice this skill. One example is when I do a presentation in class and also when I practice teaching.
9	How confident are you with your representing skills?	I am still not quite confident. Even though I often did presentation and teaching, I also made mistakes when I use my representing skills.
10	What kind of activities in this class that you think help with improving your representing skills? Please explain.	I often use representing skill when doing tasks that are given in this class. Because most of the tasks require us to use this skill.
11	Is there a representing activity which integrate multi-mode aspect of representing skills? Please explain.	Not yet. Because this class is more focused in how to answer TOEFL and IELTS exam. And it is prioritized using viewing skills without representing.
12	Is there a representing activity which	So far there is none. Because like I explained previously that this class is

	integrate affordances of mode aspect of representing skills? Please explain.	more focused on observing without explaining what we observe.
13	Is there a representing activity which integrate navigation aspect of representing skills? Please explain.	Like I said before this class is only focused on viewing skill and almost no representing skill moreover this navigation aspect.
14	Is there a representing activity which integrate contextual link aspect of representing skills?	In this class there is still no contextual link in representing skill.
15	Are you familiar with the concept of multimodality? Please explain.	I often encounter multimodality. Beside in class, I also often encounter multimodality when reading comic or watching videos on the internet.
16	How is multimodality integrated in this classroom?	I often watch my lecturer, when explaining always use hand gesture or voice intonation.
17	What kind of multimodal text did you often use in this class?	One example that I remember is in IELTS speaking lesson. My lecturer gave the learning materials through text, visual from the vide, and sound.
18	How are classes that integrate multimodality impact your learning experience?	Integrating multimodality in lessons help me understand the materials quicker. Because if there was something that may confuse me, the other mode might helped clarify things further. for example, we were tasked to

		find meaning in songs or poem musicalization from internet. the music helped in constructing the mood and assisted me in finding the message. In addition to that, i also find myself to be more interested in class, since usually lesson that integrate multimodality is more variative.
19	How will you integrate multimodality if you were to teach a class?	I will use powerpoint that contain text and visual. Beside that I will add hand gesture and voice intonation when explaining the material.
10	What are the challenges that you face in improving multimodal literacy, including viewing and representing skills in class?	Challenges that I often had when trying to improve my multimodal literacy is that I often not sure when I am doing the tasks given by lecturer. Hence my viewing skill and representing skill also have a hard time to be improved.
21	How do you cope with said challenges?	I often read comics and some posters that available on the internet in terms of increasing viewing skill, and also try to use gesture and intonation more often in improving representing skill. I also often add photos, videos, or texts when there is a chance to do a presentation to improve my multimodality and representing skill.
22	Do you think it is important to integrate multimodal literacy, including viewing and	Although not every lesson can unse this skill, but at least we have to integrate viewing and representing skill bit by bit. Because it is not seldom that student need to be helped by explaining the materials in more

	representing skills in schools?	details. The importance of including these skills in class is because it could indirectly improve the skills of the student being taught continuously.
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OBSERVATION NOTE

Participants : Students of class English Proficiency Test and Certification C 2019 English Education UNIPA

Date of Observation : 13/06/2023

No	Observed Aspect	Result
1	Activity with multimodal text usage in class by the lecturer.	<ul style="list-style-type: none"> • Explaining the material using powerpoint which include picture as visual element, text as written element, and link to related external site for further reading • Using video to give an example of speaking test. • Using gestural element to point and emphasize the material being explained
2	Activity with multimodal text production in class by the student.	None.
3	Integration of multi-mode aspect of viewing skills in class.	<ul style="list-style-type: none"> • Explaining the material using powerpoint which include picture as visual element, text as written element, and link to related external site for further reading • Using video to give an example of speaking test.

4	Integration of affordance of modes aspect of viewing skills in class.	<ul style="list-style-type: none"> The affordance of modes between picture and the text is present, with the text being the more prominent element.
5	Integration of navigation aspect of viewing skills in class.	<ul style="list-style-type: none"> The link to outside website that is given is a practice in navigating multimodal text. Although it is not accessed in class, students are encourage to open said link in their studies.
6	Integration of contextual link aspect of viewing skills in class.	<ul style="list-style-type: none"> There is spatial contextual link in practice in the design, layout, and picture chosen in the powerpoint.
7	Integration of multi-mode aspect of representing skills in class.	None
8	Integration of affordance of modes aspect of representing skills in class.	None
9	Integration of navigation aspect of representing skills in class.	None
10	Integration of contextual link aspect of representing skills in class.	None

11	Student's eagerness to participate in activity that integrate multimodal literacy, including viewing and representing skills.	<ul style="list-style-type: none"><li data-bbox="524 199 952 359">• The student looks more interested and paying more attention when the video is being played compared to when asked to read the powerpoint.
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OBSERVATION NOTE

Participants : Teaching English for Young Learner C
2019 English Education UNIPA

Date of Observation : 11/05/2023

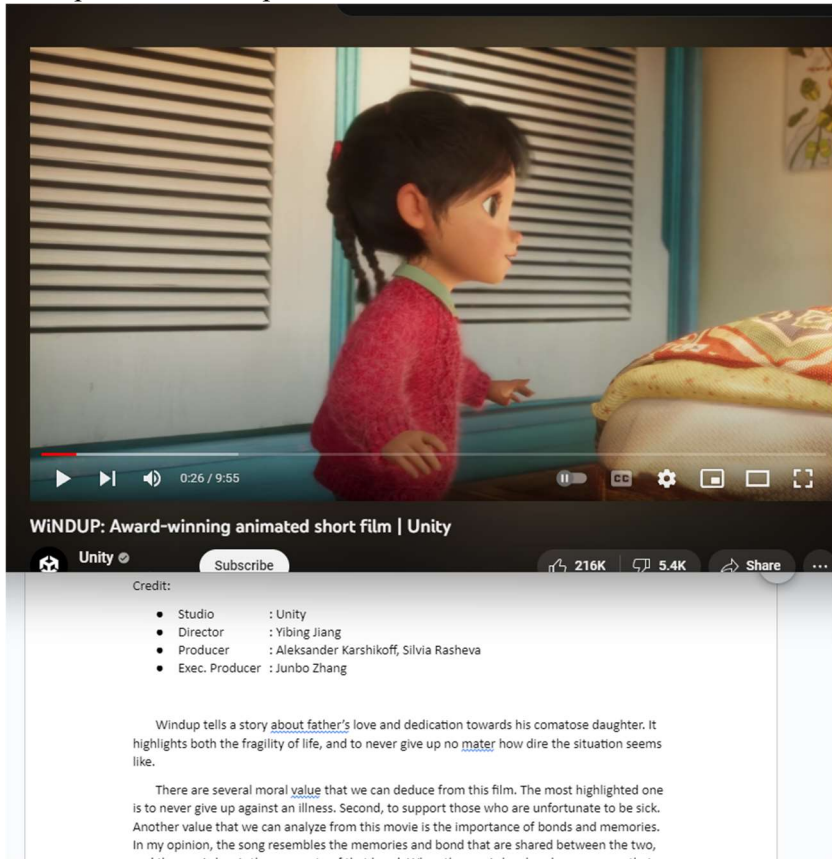
No	Observed Aspect	Result
1	Activity with multimodal text usage in class by the lecturer.	<ul style="list-style-type: none"> • Using youtube for example
2	Activity with multimodal text production in class by the student.	<ul style="list-style-type: none"> • Singing a song • Using physical media as a prop
3	Integration of multi-mode aspect of viewing skills in class.	<ul style="list-style-type: none"> • Explaining the material using powerpoint which include picture as visual element, text as written element, and link to related external site for further reading • Using video to give an example of speaking test.
4	Integration of affordance of modes aspect of viewing skills in class.	<ul style="list-style-type: none"> • The affordance of modes between picture and the text is present, with the text being the more prominent element.
5	Integration of navigation aspect of viewing skills in class.	<ul style="list-style-type: none"> • The link to outside website that is given is a practice in navigating multimodal text. Although it is not accessed in

		class, students are encourage to open said link in their studies.
6	Integration of contextual link aspect of viewing skills in class.	<ul style="list-style-type: none"> • There is spatial contextual link in practice in the design, layout, and picture chosen in the powerpoint.
7	Integration of multi-mode aspect of representing skills in class.	<ul style="list-style-type: none"> • Singing a song • Using physical media while singing the song as a prop.
8	Integration of affordance of modes aspect of representing skills in class.	<ul style="list-style-type: none"> • There is affordance of mode between the lyrics, the music, the gesture, and the physical prop.
9	Integration of navigation aspect of representing skills in class.	<ul style="list-style-type: none"> • There is a navigation aspect in spatial mode in the form of physical movement.
10	Integration of contextual link aspect of representing skills in class.	<ul style="list-style-type: none"> • The contextual link is in the temporal connection in the form of the placement of the lyrics and in the spatial connection in the form of the group choreography.
11	Student's eagerness to participate in activity that integrate multimodal literacy, including viewing	<ul style="list-style-type: none"> • The student looks more interested and paying more attention when the video is being played compared to when asked to read the powerpoint.

	and representing skills.	
--	--------------------------	--

DOCUMENT REVIEW

Example of students' portfolio:



WiNDUP: Award-winning animated short film | Unity

Unity 216K 5.4K

Credit:

- Studio : Unity
- Director : Yibing Jiang
- Producer : Aleksander Karshikoff, Silvia Rasheva
- Exec. Producer : Junbo Zhang

Windup tells a story [about father's](#) love and dedication towards his comatose daughter. It highlights both the fragility of life, and to never give up no [mater](#) how dire the situation seems like.

There are several moral [value](#) that we can deduce from this film. The most highlighted one is to never give up against an illness. Second, to support those who are unfortunate to be sick. Another value that we can analyze from this movie is the importance of bonds and memories. In my opinion, the song resembles the memories and bond that are shared between the two, and the music box is the memento of that bond. When the music box breaks, we can see that

Evolution of Fusion



The Change Start from Us

The first step towards fighting for this planet begins with us.



Sort your trash properly

Sorting the trash improperly will reduce the efficiency of recycling plants, thus hindering them from doing good.

Reducing Plastic Usage

Stop using a single-use plastic product. Look for more permanent alternatives or single-use biodegradable product

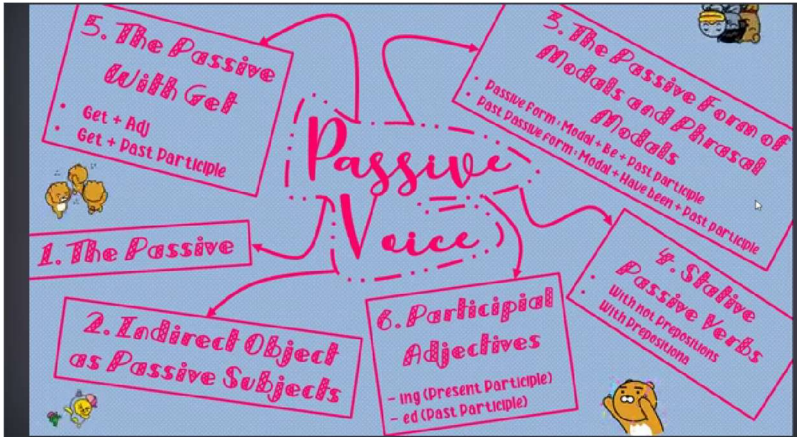


Recycle what you can

Start to recycle what you can. Organize a communal composting station in your neighbourhood is a good place to start.

THIS IS JUST THE BEGINNING

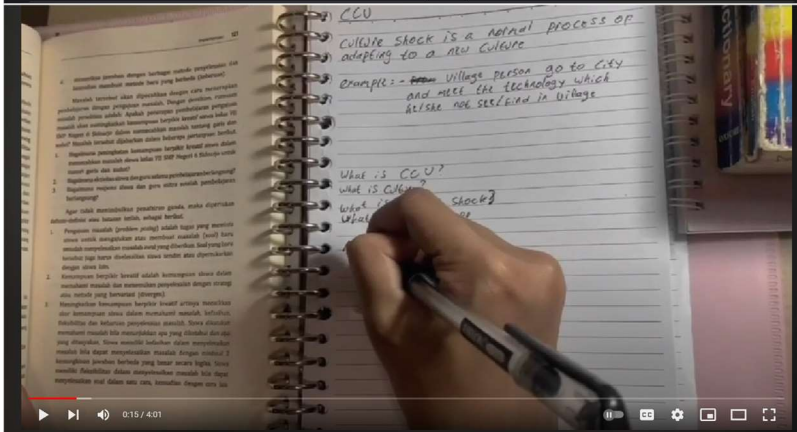
What we can do by ourselves is limited. Make movements. Demand changes from your government and industries. Let them know what we stand for.



Passive Voice

Novita Ittaqy Tafuzi [Subscribe](#)

0 likes 0 comments [Share](#) [Download](#) [Clip](#) [Save](#)



Short Movie

Karma albaity [Subscribe](#)

5 likes 0 comments [Share](#) [Download](#) [Clip](#) [Save](#)

Record of Thesis Supervision


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Kampus I: Jl. Ngagel Dadi III B/37 Telp. (031) 5053127, 5041097 Fax. (031) 5662804 Surabaya 60245

Kampus II: Jl. Dukuh Menanggal XI Telp. (031) 8281181, 8281182, 8281183 Surabaya 60234.

<http://fish.unpasby.ac.id/>
RECORDS OF THESIS SUPERVISION SESSIONS

Student's Name : Pandu Wicaksono
 Student's Reg. Number : 195300025
 Department : English Language Education
 Department
 Thesis Title : Viewing and Representing: Multimodal
 Literacy Perceptions and Practices of
 University Level Students in an EFL
 Classroom Setting

No.	Dates	Materials	Advisor
1.	27 Jun 2023	Draft of chapter IV	
2.	4 Jul 2023	Acc and revision of chapter IV	
3.	5 Jul 2023	Draft of chapter V	
4.	7 Jul 2023	Acc and revision of chapter V	
5.	11 Jul 2023	Draft of chapter III	
6.	14 Jul 2023	Acc and revision of chapter III	
7.	18 Jul 2023	Draft of chapters I and II	
8.	20 Jul 2023	Acc and revision of chapter I and II	
9.	24 Jul 2023	Draft of references, appendices, and abstract	
10.	25 Jul 2023	Acc and revision of references, appendices, and abstract	

 The thesis supervisions have been completed on 25th July 2023

 Surabaya, 25th July 2023

Acknowledged by

Dean,

Sunucatur Budiyono, M.Hum.

NIP/ NPP 9102310/DY

Advisor,

Salim Nabhan, S.Pd., M.A.

NIDN 0708037604





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UNIVERSITAS PGRI ADIBUANA SURABAYA**




Kampus I: Jl. Ngagel Dadi III B/37 Telp. (031) 5053127, 5041097 Fax. (031) 5662804 Surabaya 60245
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Record of Thesis Revision Form

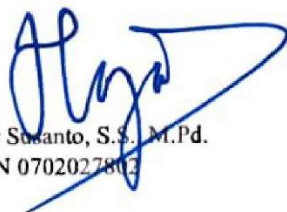
RECORDS OF THESIS REVISION FORM

Student's Name : Pandu Wicaksono
Student's Reg. Number : 195300025
Department : English Language Education
Department
Thesis Examination : Thursday, 28th July 2023
Thesis Title : Viewing and Representing:
Multimodal Literacy Perceptions and
Practices of University Level
Students in an EFL Classroom
Setting
Examiner 1 : Fajar Susanto, S.S., M.Pd.
Examiner 2 : Salim Nabhan, S.Pd., M.A.

No.	Revision Materials	Examiner 1	Examiner 2
1.	Add abstract		
2.	Chapter 3: How to reference		
3.	Chapter 4: Single space for data		

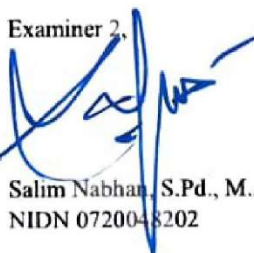
The deadline for the corrected or revised thesis: two weeks after the thesis examination.

Examiner 1,



Fajar Susanto, S.S., M.Pd.
NIDN 0702027803

Examiner 2,



Salim Nabhan, S.Pd., M.A.
NIDN 0720043202