

**ADOPTING PHOTOVOICE TO EXPLORE EFL STUDENTS'  
EXPERIENCE IN INTEGRATING DIGITAL MULTIMODAL  
RESOURCES IN ENGLISH LANGUAGE LEARNING**

**A THESIS**

**Submitted in Partial Fulfilment of the Requirements for the Degree of  
Sarjana Pendidikan in English Education**



**By:**

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**ENGLISH EDUCATION DEPARTMENT FACULTY OF EDUCATION**

**AND TEACHER TRAINING**

**UNIVERSITAS ISLAM NEGERI**

**K.H. ABDURRAHMAN WAHID PEKALONGAN**

**2024**

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Yang menyatakan,



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c.q. Ketua Program Studi TBIG  
di  
PEKALONGAN

*Assalamu 'alaikum Wr.Wb.*

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Judul : ADOPTING PHOTOVOICE TO EXPLORE EFL STUDENTS' EXPERIENCE IN INTEGRATING DIGITAL MULTIMODAL RESOURCES IN ENGLISH LANGUAGE LEARNING

Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

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Has been examined and approved by the panel of examiners on November 1<sup>st</sup>, 2024 as a partial fulfillment of the requirements for Degree of Sarjana Pendidikan (S.Pd.) in English Education.

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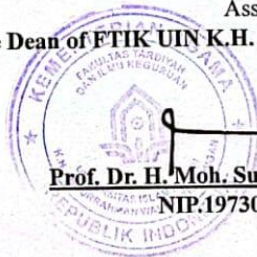
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## AKNWOLEDGE

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### **MOTTO**

“Allah doesn't require of any soul more than what it can afford”

( Al-Baqarah 286)

“Slow progress is better than no progress”

(The writer)

"And if you never bleed, you're never gonna grow"

(Taylor swift)





## ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi pengalaman siswa bahasa Inggris dalam mengintegrasikan sumber daya digital multimodal melalui pendekatan photovoice. Metode photovoice digunakan sebagai alat untuk memberdayakan partisipan penelitian dalam merepresentasikan pengalaman mereka secara visual dan naratif. Partisipan penelitian terdiri dari mahasiswa Bahasa Inggris yang telah menggunakan sumber daya digital multimodal dalam pembelajaran mereka. Data dikumpulkan melalui foto-foto yang diambil oleh para peserta serta wawancara mendalam untuk mendapatkan wawasan yang mendalam tentang pengalaman mereka. Analisis data dilakukan dengan menggunakan pendekatan kualitatif dengan hasil penelitian ini diharapkan dapat memberikan pemahaman yang lebih baik tentang bagaimana mahasiswa mengintegrasikan sumber daya digital multimodal, bagaimana peran digital multimodal, apa tantangan dan strategi yang digunakan dalam mengintegrasikan sumber daya digital multimodal serta memberikan wawasan untuk pengembangan pendidikan bahasa Inggris yang berorientasi pada teknologi.

***Kata kunci: Difficulties, Pronunciation, Consoant sounds, EFL student.***



## ABSTRACT

This study aims to explore English language students' experiences of integrating digital multimodal resources through a photovoice approach. The photovoice method is used as a tool to empower research participants to represent their experiences visually and narratively. The research participants consisted of English students who have used digital multimodal resources in their learning. Data was collected through photovoice taken by the participants as well as in-depth interviews to gain deep insight into their experiences. Data analysis was conducted using The results of this study are expected to provide a better understanding of how students integrate digital multimodal resources, what is the role of digital multimodal, what are the challenges and strategies used in integrating digital multimodal resources as well as providing insights for the development of technology-oriented English education.

***Keywords : EFL Students' experience, digital multimodal resources, English Learning***



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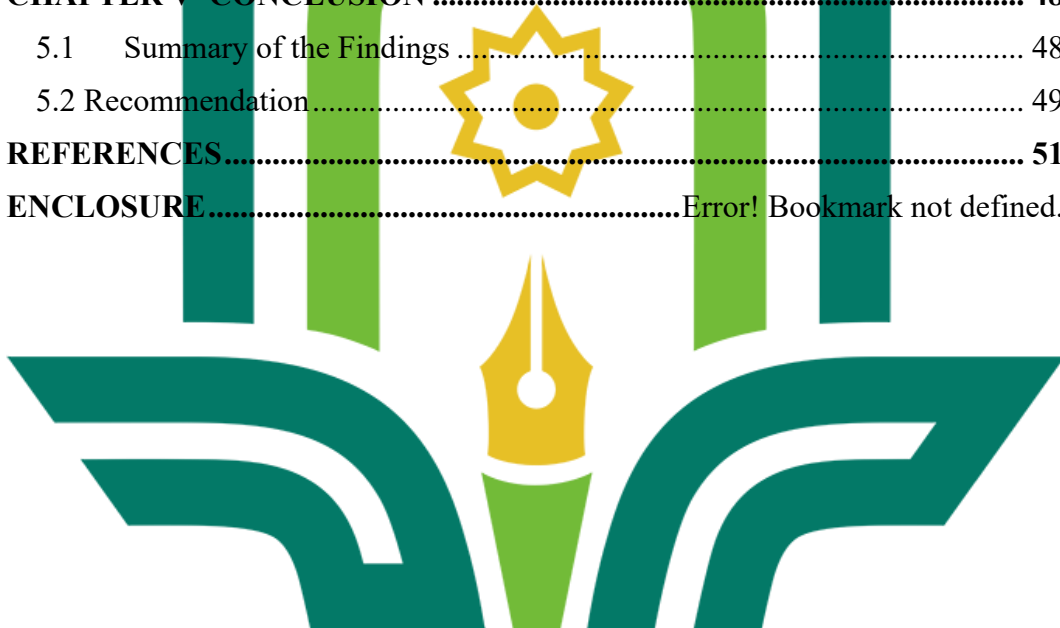
Pekalongan, 10 July 2024

The researcher

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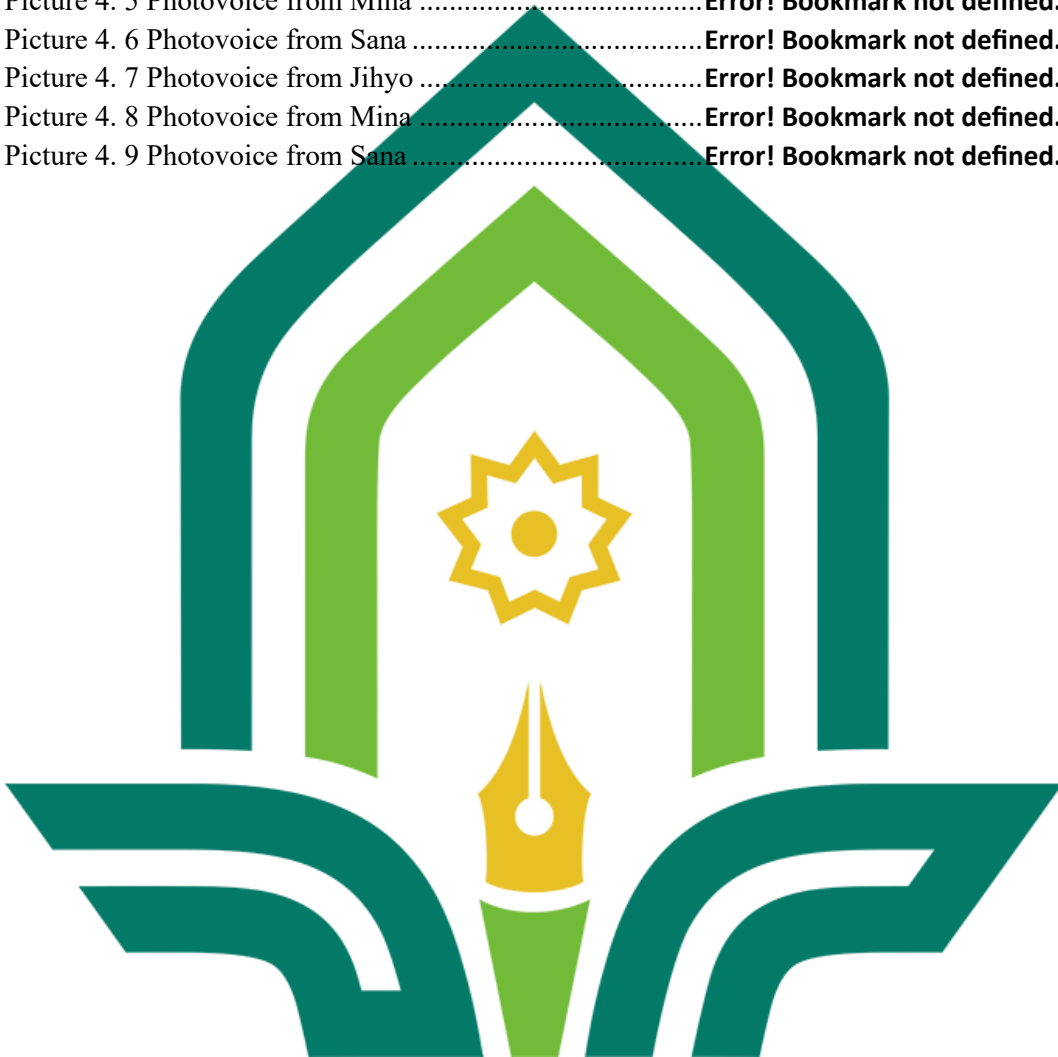
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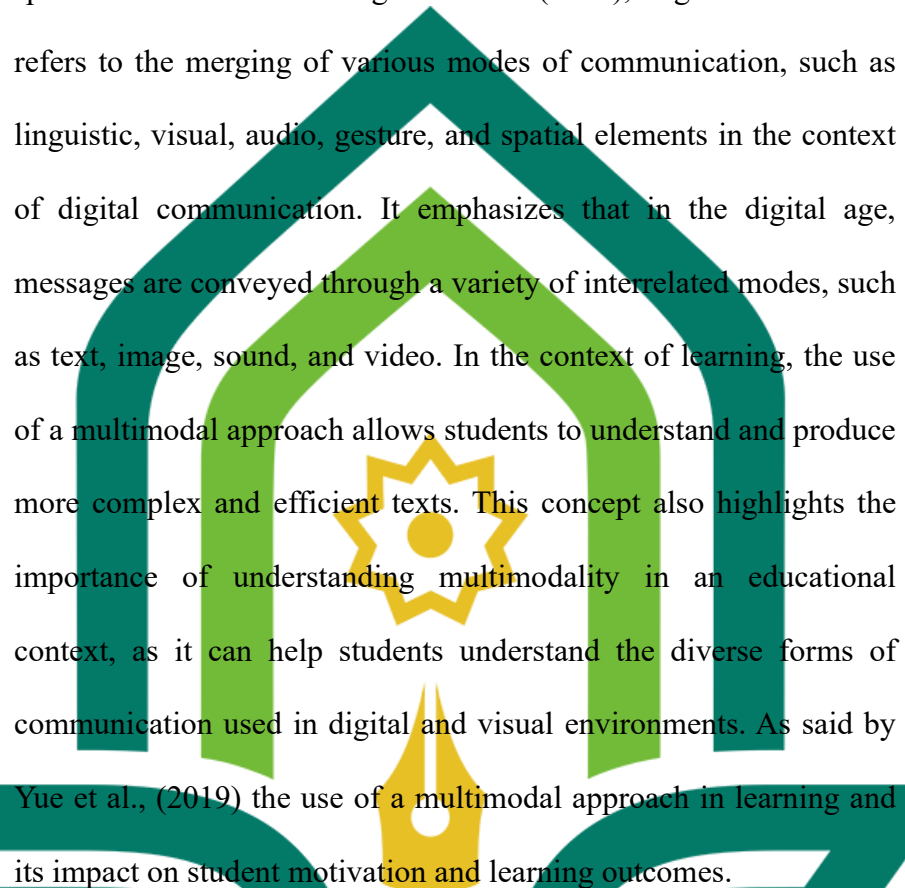
# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Digital multimodal is currently a trending topic and booming in the field of Education. Digital multimodal provides an interesting learning experience, making it easier for teachers to use several platforms that can be used for digital multimodal learning, making learning more efficient and more interesting in learning. According to Kress (2011), readers are no longer just passive recipients of messages, but they also play a role in producing meaning through their interaction with digital content. Mills (2018), stated that the use of multimodal learning affects students' academic performance. The importance of using a multimodal approach in learning shows that this approach is becoming a concern in the context of globalization and rapid technological development. Kustini (2020) stated that digital multimodal in the learning context integrates modes semiotic, audio, and video in learning process made students' can create communicate in various format. With multimodal learning, students can easily access various sources of information online, allowing them to gain broader and more up-to-date knowledge. Digital literacy helps students develop reading and writing skills in digital environments, including understanding various digital text formats.





Currently, the digital era is needed in the world of education, especially digital multimodal. Digital multimodal refers to the ability to understand and create texts that combine multiple modes of communication, such as linguistic, visual, audio, gestural, and spatial elements. According to Kress (2010), digital multimodal refers to the merging of various modes of communication, such as linguistic, visual, audio, gesture, and spatial elements in the context of digital communication. It emphasizes that in the digital age, messages are conveyed through a variety of interrelated modes, such as text, image, sound, and video. In the context of learning, the use of a multimodal approach allows students to understand and produce more complex and efficient texts. This concept also highlights the importance of understanding multimodality in an educational context, as it can help students understand the diverse forms of communication used in digital and visual environments. As said by Yue et al., (2019) the use of a multimodal approach in learning and its impact on student motivation and learning outcomes.

In English ducation students' not only used monomod learning but used multimod because the development of technology and social media has allowed us to combine different modes of communication, such as linguistic, visual, audio, gesture, and spatial elements in one message. Whereas Handayana (2020) stated that the use of audiovisual media has a high influence on student learning

outcomes. Based on this opinion, it shows that audio-visual media can increase student interest and learning outcomes in the learning context. In the digital age, messages are conveyed through a variety of interrelated modes, such as text, images, sound, and video. This made it possible to convey messages in richer and complex ways and to express oneself more creatively. In addition, the use of multimodal modes in communication can also increase understanding and engagement in the message conveyed. Therefore, the use of multimodal modes in communication has become increasingly common and popular in everyday life. As believed by Nabhan (2019) a multimodal approach can help increase students' availability to participate in training and receive the information offered.

As stated by Dewi et al (2022) the integration of multimodality in the classroom of English as a foreign language can help students understand and appreciate various forms of multimodal communication in English." The integration of digital multimodal resources in language learning can improve student engagement, language skills, and creativity. For example, the use of multimodal texts encourages students to use their cognitive abilities, increasing creativity, focus, participation, and results. In addition, the use of digital multimodal resources can help students develop a deeper understanding of narrative characterization and structure

through visual modes such as video and picture books. Fedorenko (2019) that the use of digital multimodal composition can help students understand and appreciate multimodal forms of communication in English. This study aims to explore the experience of English language education students in integrating digital multimodal resources in English language learning using the Photovoice method. Kress et al (2010) the multimodal approach aims to develop students into readers and producers of multimodal texts who are knowledgeable and able to achieve the desired communicative goals. This research involves English language education students who have participated in multimodal courses as research participants. As said by Bezemer et al (2019) The importance of considering multimodality in teaching English as a foreign language is to improve learning efficient.

Wang et al (2019) state that photovoice techniques can help participants in conveying their experiences with English as a second language through visual media. By conducting this study, the researcher wanted to provide a better understanding of the experience of English language education students in integrating digital multimodal resources as well as knowing the integrating of digital multimodal in English education for students and Challenges faced by students in the use of digital multimodal in their English learning. The result of this research is expected to contribute to the

development of more efficient and innovative English learning in the future for majors and students who take multimodal courses.

## 1.2 Formulation of the Problems

The researcher wanted to study:

1. How did EFL students integrate digital multimodal resources in English language learning?
2. What challenges and strategies did students face in integrating digital multimodal learning?

## 1.3 Operational Definition

### 1. Photovoice

Photovoice is a qualitative participatory research method that combines photography with storytelling or narrative, usually conducted by community members who are directly involved in the topic or problem under study. According to Wang (2017), photovoice is a tool to understand their learning experience, strengthen their academic identity, and contribute to social change in the university environment.

### 2. English Foreign Language Students

English as a Foreign Language (EFL) refers to learning English in a non-English speaking environment, where English is not the primary language of communication. It is usually taught as a subject in a school, university, or language institute, and the focus is on developing students' skills in reading, writing, listening, and

speaking in English. EFL teaching aims to enable learners to use English efficiently across a range of communicative purposes, including academic, social, and professional contexts (Sander, 2016) second language learners are individuals who acquire or develop their second language skills after acquiring their first language. They can have a variety of cultural backgrounds, education, and learning experiences.

### 3. Digital Multimodal

Digital is a tool that can be text, audio, images, or video and some combination of those forms. Multimodal is text, images, video, or audio so that digital and multimodal can be interconnected in a combination of technology in the form of digital multimodal. Multimodal technology is the use of digital technology to combine and integrate various modes of communication, such as text, images, sound, and movement, to create complex and interactive communication (Jewitt, 2009).

### 1.4 Aims of the Research

The purpose of this study is to find out the experience of English students in integrating digital multimodal resources, besides that this study aims to find out how the challenges faced by English education students and what strategies are used.

## 1.5 Significances of the Research

This study aimed to find out how students integrate digital multimodal in multimodal learning in the classroom and what challenges and strategies are used.

### 1. Theoretical

The theory used in this study is Kress's theory which deals with multimodality that affects many fields including Language Education. This research contributes to theories of multimodal learning and literacy in the EFL context. By exploring how EFL students interact and learn through digital multimodal resources such as text, images, audio, and video, this research provides insight into how these various modes influence language acquisition and comprehension. The findings of this research can expand the theoretical framework related to multimodal learning.

### 2. Empirical

This research added knowledge about digital multimodal integration in English language learning. This research captures students' perspectives on integrating digital resources in language learning. This adds depth to the research field by including student voices, which are often underrepresented in empirical studies.

### 3. Practical

This research used as a guideline for other students or readers in integrating digital multimodal. So that in the future they can be

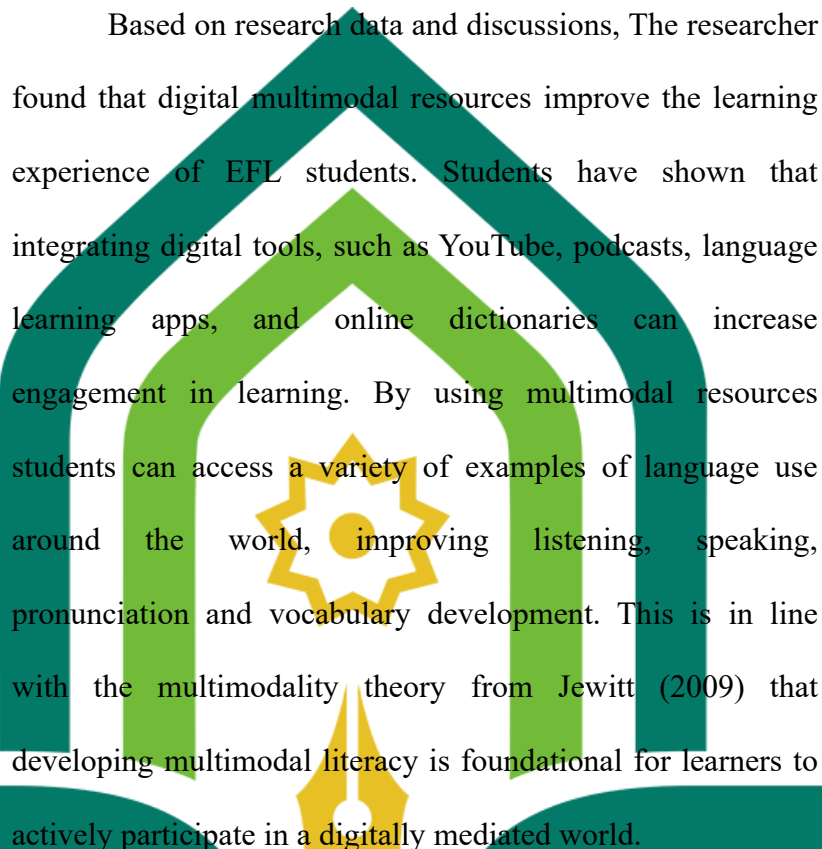
more creative and innovative and made good use of digital multimodal.



## CHAPTER V

### CONCLUSION

#### 5.1 Summary of the Findings



Based on research data and discussions, The researcher found that digital multimodal resources improve the learning experience of EFL students. Students have shown that integrating digital tools, such as YouTube, podcasts, language learning apps, and online dictionaries can increase engagement in learning. By using multimodal resources students can access a variety of examples of language use around the world, improving listening, speaking, pronunciation and vocabulary development. This is in line with the multimodality theory from Jewitt (2009) that developing multimodal literacy is foundational for learners to actively participate in a digitally mediated world.

In addition, there are also challenges felt by students. One of the main challenges faced by students in integrating digital multimodal resources is the need for high creativity and innovation, the strategy used by students to overcome these challenges is to learn for themselves about the use of digital multimodal resources through online sources such as YouTube and video editing applications. The next challenges is the



difference in students' ability to access and operate digital multimodal resources, with this challenges students can be left behind or have difficulty adjusting to other friends, but in dealing with these challenges one participant has a strategy to collaborate with his friends, which can improve creativity and final results. The last challenge is the lack of skills of students in using digital applications and the strategy used is to practice continuously with the internet or with friends to get used to using digital tools.

## **5.2 Recommendation**

This study provides an explanation of EFL students' experiences in integrating digital multimodal resources in English language learning. This research has many weaknesses that need improvement in various aspects, therefore the researcher hopes that future research can expand the understanding of the integration of multimodal resources in enhancing EFL students' learning experience. From this study, students felt in integrating digital multimodal and had challenges in their experience of integrating digital multimodal. In addition, students also have strategies that can be used to face the challenges.

The researcher recommendsinno that future research collected data in a broader context, including analysis of the

efficient of this method in improving EFL students' learning outcomes. Future research is also recommended to involve EFL students from different institutions or levels of education to get a broader perspective on their experiences in using multimodal resources.



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