

# **MULTIMODALITY ON STUDENTS' DIGITAL ENGLISH COMPOSITION**

## **THESIS**

Submitted in partial fulfillment of the requirements for the degree of  
Sarjana Pendidikan (S. Pd.) in English teaching



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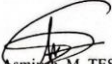
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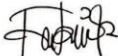
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## ABSTRACT

Kamila, Bintana Cahya (2026). *Multimodality on Students' Digital English Compositions*. A Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Supervisor I: Dr. Siti Asmiyah, M. TESOL. Supervisor II: Fahmy Imaniar, M.Pd.

Key Words: *Digital Composition, Meaning-Making, Multimodality,*

Multimodality is the utilization of various modes to express meaning through a composition. Digital composition is a product of a digital genre in which the students integrate one or more modes to create meaning. The aim of this study is to examine the modes used in students' digital composition and the interaction among modes to create meaning in students' digital English composition. By using content analysis, this study collected and analyzed the possible existence of five modes of multimodality and their interactions. Five 11th-grade students' digital compositions at SMAN 10 Surabaya were analyzed. The findings showed that there are various modes found in students' digital compositions that contribute to the meaning-making. Those modes are: linguistic, visual, spatial, aural, and gestural. The linguistic mode becomes the most dominant mode, followed by visual and spatial mode. These modes are found to interact and complement the message delivered by the students. The aural and gestural modes only appear as supporting elements, while also giving emotional effect to the readers. The findings indicate that students become more creative in writing English. This study adds perspective on multimodality that it is an effective approach to enhance the meaning-making process of students and improve their literacy skills.

## ABSTRAK

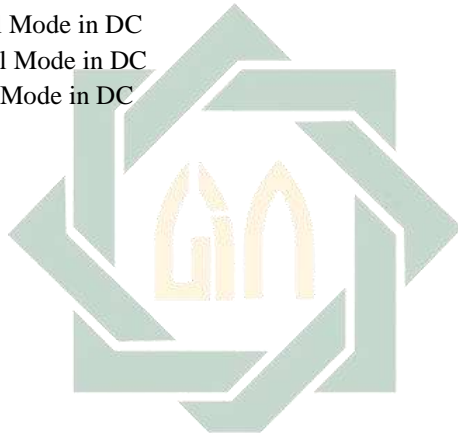
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Kata Kunci: *Komposisi Digital, Multimodalitas, Pembuatan Makna*

Multimodalitas adalah pemanfaatan berbagai mode untuk mengekspresikan makna melalui sebuah komposisi. Komposisi digital merupakan produk dari genre digital dimana peserta didik mengintegrasikan satu atau lebih mode untuk menciptakan makna. Tujuan penelitian ini adalah untuk meneliti mode yang digunakan dalam komposisi digital siswa dan interaksi antar mode untuk menciptakan makna dalam komposisi digital bahasa Inggris peserta didik. Dengan menggunakan analisis konten, penelitian ini mengumpulkan dan menganalisis kemungkinan keberadaan lima mode multimodalitas dan interaksinya. Lima komposisi digital peserta didik kelas 11 di SMAN 10 Surabaya dianalisis. Hasil penelitian menunjukkan bahwa terdapat berbagai mode yang ditemukan dalam komposisi digital peserta didik yang berkontribusi pada pembentukan makna. Mode-mode tersebut adalah: linguistik, visual, spasial, aural, dan gestural. Mode linguistik menjadi mode yang paling dominan, diikuti oleh mode visual dan spasial. Mode-mode ini ditemukan berinteraksi dan melengkapi pesan yang disampaikan oleh peserta didik. Mode aural dan gestural hanya muncul sebagai elemen pendukung, sekaligus memberikan efek emosional kepada pembaca. Hasil penelitian menunjukkan bahwa peserta didik menjadi lebih kreatif dalam menulis menggunakan bahasa Inggris. Studi ini menambah perspektif tentang multimodalitas bahwa ini adalah pendekatan yang efektif untuk meningkatkan proses pemaknaan peserta didik dan meningkatkan keterampilan literasi mereka.

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## LIST OF ABBREVIATIONS

|     |                                 |
|-----|---------------------------------|
| DMC | : Digital Multimodal Composing  |
| DC  | : Digital Composition           |
| EFL | : English as a Foreign Language |
| ELT | : English Language Teaching     |
| MDA | : Multimodal Discourse Analysis |

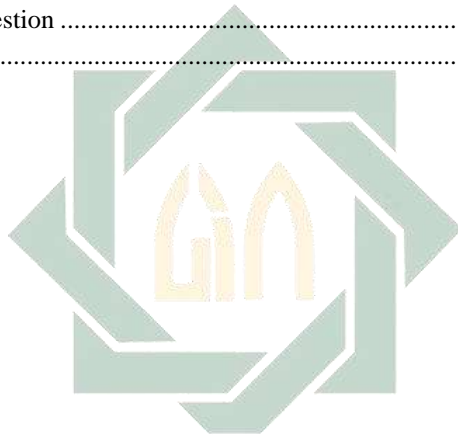


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