EFL PRE-SERVICE TEACHERS' EXPERIENCES DURING COMPOSING DIGITAL MULTIMODAL EBOOK: A NARRATIVE INQUIRY

THESIS

Submitted in Partial Fulfilment of the Requirement for Gaining the Bachelor Degree in English Language Education



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ABSTRACT

Title : EFL Pre-Service Teachers'

Experiences During Composing Digital Multimodal Ebook: A

Narrative Inquiry

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The development of digital technology requires pre-service teachers to be able to better master skills in the field of digital multimodal composing. The present study aimed to analyze the experiences and views of EFL pre-service teachers in writing digital multimodal ebooks and to explain their suggestions for dealing with challenges and problems encountered during the writing process. Two EFL Pre-Service Teachers from the English Language Education Department were recruited for this study and they consented to state that they were willing to be respondents in this study and that their names would be kept private. A narrative inquiry research design with interviews and narrative frames was conducted to obtain data on the experiences of the participants. Data were collected from interviews and preservice teachers' reflections which were given to the preservice teachers. Then the data were analysed by using narrative inquiry analysis to locate the relevant information with a range of challenges and suggestions in DMC. The result of this research showed that pre-service teachers face challenges and problems in writing digital multimodal ebooks. These challenges and problems management issues, unstable internet networks, and

interactive ebook design problems. To overcome this problem, EFL Pre-Service Teachers suggested for writers to be more prepared and more open-minded. The significance of this research is that it examines the application of digital multimodal composing in teaching internships program in Indonesia.

Keywords: Challenges, Experiences, Digital Multimodal Composing, Multimodality, Pre-Service Teacher

MOTTO

" وَٱسْتَعِينُواْ بِٱلصَّبْرِ وَٱلصَّلَوٰةِ ۚ وَإِنَّهَا لَكَبِيرَةٌ إِلَّا عَلَى ٱلْخَاشِعِينَ (2:٥٤)"

"And seek help through patience and prayer. Indeed, it is a burden except for the humble."

(Quran 2:45)

يَرْفَعِ ٱللَّهُ ٱلَّذِينَ ءَامَنُواْ مِنكُمْ وَٱلَّذِينَ أُوتُواْ ٱلْعِلْمَ دَرَجَلتُ ۚ وَٱللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ (58:11)

"Allah will elevate those of you who are faithful, and raise those gifted with knowledge in rank. And Allah is All-Aware of what you do."

(Quran 58:11)

"خَيْرُ النَّاسِ أَنْفَعُهُمْ لِلنَّاسِ"

"The best people are those who are most beneficial to other people."

(Prophet Muhammad PBUH)

"Reach for knowledge, and to reach knowledge, learn to be placid and patient."

('Umar ibn al-Khattab)

"Sirno dalane pati (eliminate jealous, envious, arrogance),
nur sipat (be a useful person), luber tanpo kebek (be a
humble person)"

(Javanese Philosophy)

DEDICATION

All the praises and thanks be to Allah Almighty, who has blessed the researcher to finish the thesis.

This thesis is dedicated to my beloved parents, my brothers and sister, all of the English teachers, family, friends, and kindhearted people around me who always give support, motivation, and endless love to the researcher.

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Finally, the reseracher will happily accept constructive criticism in order to make this thesis better and the researcher hopes this research can be helpful for everyone who needs additional reading related to the topic of this research.

Semarang, 12 September 2022

The Researcher

Moh. Hanifun Nafis

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CHAPTER I INTRODUCTION

This chapter discusses the research background, research question, research objectives, pedagogical significance of the research, and limitations of the research.

A. Background of the Research

Over the past decade, digital multimodal composing (DMC) has emerged as a multiliteracies practice that shapes students' identity and investment in learning a second/foreign (L2) language. Such a development stems from the observation of theorists in multimodality and multiliteracies that digital media affords nonlinear and collaborative forms of text construction. In L2 education, DMC refers to "activities that engage

¹ Christoph A. Hafner, 'Embedding Digital Literacies in English Language Teaching: Students' Digital Video Projects as Multimodal Ensembles', *TESOL Quarterly*, 48.4 (2014), 655–85 https://doi.org/10.1002/TESQ.138>.

² Gregory J. Kelly, Allan Luke, and Judith Green, 'What Counts as Knowledge in Educational Settings: Disciplinary Knowledge, Assessment, and Curriculum':,

Http://Dx.Doi.Org/10.3102/0091732X07311063, 32.1 (2008), vii–x https://doi.org/10.3102/0091732X07311063, 32.1 (2008),

learners in the use of digital tools to construct texts in multiple semiotic modes, including writing, image, and sound (to name a few)". Hafner reports that the incorporation of DMC by teachers in L2 classrooms can offer various means to present and negotiate identities for students, leading to more invested efforts in L2 learning. On the other hand, a rejection of DMC would curtail the expression of students' valued identities, resulting in a reluctance to invest in academic tasks.⁴

EFL pre-service teachers who in the future are expected to become competent teachers in the field of ICT, including competent in digital multimodal composing. This is because of the changing times that require teachers to provide a modern learning atmosphere and who can deliver

³ Christoph A. Hafner, 'Remix Culture and English Language Teaching: The Expression of Learner Voice in Digital Multimodal Compositions', *TESOL Quarterly*, 49.3 (2015), 486–509 https://doi.org/10.1002/TESQ.238.

⁴ Amy Alexandra Wilson, Kathryn Chavez, and Patricia L. Anders, "From the Koran and Family Guy": Expressions of Identity in English Learners' Digital Podcasts', *Journal of Adolescent & Adult Literacy*, 55.5 (2012), 374–84 https://doi.org/10.1002/JAAL.00046.

learning materials perfectly to students. Several studies in ESL countries have stated that digital multimodal composing is considered very effective for use in learning activities due to the use of multimodal in learning which can increase student engagement with learning. Meanwhile, research on the effect of digital multimodal composing for learning in Indonesia, which includes EFL countries, tends to be lacking.

In the process of writing a book, of course, there are some difficulties and some problems are no exception when writing a digital multimodal ebook. The challenges and difficulties faced in writing multimodal ebooks are certainly different from those faced when writing conventional books. These challenges can come from within and outside the author. To better understand the challenges facing it, it is necessary to research multimodal ebook digital writers.

The challenges in writing digital multimodal ebooks are certainly different in different countries depending on the level of digital literacy in each country and the level of distribution

of digital technology infrastructure in each country. There are countries where the development of digital technology infrastructure is still uneven, for example, Indonesia. This causes the level of understanding of digital literacy for teachers there to be evenly distributed, especially in the skills of teachers and pre-service teachers in digital multimodal composing. Research on the challenges of digital multimodal composing in Indonesia needs to pay attention to this infrastructure side so that this research can be used as study material for the government in distributing the skills of teachers and pre-service teachers in Indonesia.

The research conducted by Wulan, Drajati, and Supriyadi (2022) contributes empirically to analyzing the affordance of DMC for vocational high school students. This study resulted in 3 forms of affordance, which include technological, educational, and social affordance. The findings indicated that DMC additionally allowed students to be creative with technology in their tasks, which opens numerous learning possibilities and increases students' social awareness. however, this research

only captured student perceptions about the use of DMC in a vocational high school.⁵

Based on the explanation above, there are still quite a few studies that discuss the author's experience in writing multimodal books, especially the pre-service teacher who acts as the author, so that research on this topic and subject can fill the research gap that has not been filled so far. This study investigated the experience of pre-service English teachers in the EFL context to find out the issues and challenges during the process of compiling a multimodal ebook and their views on it. For this reason, the researcher formulated this research with the title: "EFL Pre-Service Teacher's Experiences During Composing Digital Multimodal Ebook: A Narrative Inquiry"

The significance of this research is that it examines the application of digital multimodal composing in teaching internships program in

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⁵ Dyah Retno Wulan, Nur Arifa Drajati, and Slamet Supriyadi,

^{&#}x27;Exploring EFL Students' Digital Multimodal Composing

⁽DMC) Affordance: Stories from a Vocational School', *Al-Ishlah Jurnal Pendidikan*, 14.2 (2022), 2007–18

https://doi.org/10.35445/alishlah.v14i2.1970.

Indonesia. This study will also contribute empirically to the understanding of pre-service teachers' perceptions on the usage of DMC, which may subsequently be used as references for teachers or institutions wishing to employ DMC in their classrooms.

B. Research Question

Based on the research background above, the research questions are:

- 1. How are EFL pre-service teachers' experiences during composing digital multimodal ebooks?
- 2. What are the suggestions given by the EFL preservice teachers to overcome the issues and challenges in composing digital multimodal ebooks?

C. Research Objective

According to the research question, the objectives of the research are:

 To analyze the EFL pre-service teachers' experiences during composing a digital multimodal ebook. To describe the suggestions given by the EFL pre-service teachers to overcome the issues and challenges in composing digital multimodal ebooks.

D. Pedagocical Significances

- 1. Theoretical Significances
 - a. This research is about kinds of digital multimodal and the pre-service teachers' view on using digital multimodal composing for writing a digital multimodal ebook. This study hopefully gives useful information to the pre-service teacher about the pre-service teacher's view on using digital multimodal composing for writing a digital multimodal ebook for learning.
 - b. The result of this research can be used to help and evaluate pre-service teachers who write a digital multimodal ebook in their teaching internship program and to improve their skills in DMC, so it can prompt the preservice teacher to be more skilled in making

- digital multimodal ebook or digital learning media.
- c. The result of this research can be used as a reference for other researchers who want to research digital multimodal composing.

2. Practical Significances

- a. For the university, the result of this research can be a reference for undergraduate students especially students of the English Language Education Department of UIN Walisngo Semarang.
- b. For pre-service teachers who write a digital multimodal ebook, the result of this research is very useful as a reference for pre-service teachers in digital multimodal composing for the teaching and learning process.
- c. For the next researcher, the result of this research is expected to provide a more thorough comprehension of this topic.

E. Limitation of the Research

In this study, the researcher focused on students' narratives obtained from the EFL students

of the English Language Education Department of UIN Walisongo Semarang who has accomplished teaching internships during the COVID-19 pandemic and has written a digital learning module based on digital multimodal composing.

CHAPTER II REVIEW OF RELATED LITERATURE

This chapter discusses previous research, theoretical review, and conceptual framework which are relevant to this present research.

A. Previous Research

Some research about the students' and preservice teachers' experience of using Digital Multimodal Composing in education have conducted by some researchers in the past years. Here, the researcher chooses some previous research that is related to digital multimodal composing. Those are:

The first previous study was conducted by Tour and Barnes (2020) entitled Engaging English Language Learners in Digital Multimodal Composing: Pre-Service Teachers' Perspectives and Experiences. The study found that these pre-service teachers recognized that digital multimodal composing is valuable for EAL students as it familiarises students with technologies and makes them feel more comfortable in digital experiences

inside and outside of the classroom, provides opportunities for language learning (both written and oral) and enhances their peer-collaboration skills. The study also found that for all pre-service teachers in this study, students' engagement with digital interfaces stood out as students' main challenge, followed by difficulties associated with language use and understanding some features of podcasts and trailers as digital genres. The preservice teachers were able to identify and employ several suitable pedagogical strategies to scaffold linguistically and culturally diverse students in digital multimodal composing: direct instructions, interactive instructions, experiential learning, immediate feedback, and the use of home language.⁶

Another previous study entitled Investigating the effects of digital multimodal composing on Chinese EFL learners' writing performance: a quasi-experimental study conducted

⁶ Ekaterina Tour and Melissa Barnes, 'Engaging English Language Learners in Digital Multimodal Composing: Pre-Service Teachers' Perspectives and Experiences', *Https://Doi.Org/10.1080/09500782.2021.1912083*, 2021 https://doi.org/10.1080/09500782.2021.1912083.

by Yiqin Xu. This study examined the effect of DMC on L2 writing performance at the undergraduate level in the Chinese EFL context. The experimental group completed a series of multimodal projects within 18 weeks. The results of the study provide empirical support for the pedagogical value of DMC for L2 writing.

The DMC intervention has improved both the linguistic and functional dimensions of students' L2 writing. Not only did the DMC intervention help students achieve the learning objectives set in the curriculum (as evidenced in the positive effects observed in the experimental group), but the linguistic and functional measures used for writing assessment also complimented the holistic ratings of students' essays and provided a more refined way of tracking students' language development. While the results of the study showed that the DMC intervention can promote certain aspects of L2 writing.⁷

⁷ Yiqin Xu, 'Investigating the Effects of Digital Multimodal Composing on Chinese EFL Learners' Writing Performance: A Quasi-Experimental Study',

The next previous study under the title Exploring EFL Students' Digital Multimodal Composing (DMC) Affordance: Stories from a Vocational School by Wulan, Darajati, and Suprivadi (2022). This study analyzes the affordances of digital multimodal composing for EFL learning using findings from the DMC program held in Indonesia. The data in this study were obtained from interviews and questionnaires which were given to the students in which the researchers took participants' experiences for analysis. Method of analyzing the data using narrative inquiry analysis to determine the relevant information with a range of technical, pedagogical, and social affordances. All of which had varying and interconnected effects on their EFL learning.

This study shows that digital multimodal composing allows students to be completely creative with digital technology in their activities, opens up new learning opportunities, and increases students' social awareness, especially in the digital

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Https://Doi.Org/10.1080/09588221.2021.1945635, 2021 https://doi.org/10.1080/09588221.2021.1945635.

society. This study shows how affordances can improve students' involvement with English language learning in the EFL context.⁸

The similarities between this previous study and the present study are that both use narrative inquiry as a research method and examine digital multimodal composing topics. The two studies took place in Indonesia but with different participants. This previous study used vocational school students in Indonesia, while the present study used EFL preservice teachers as participants. The present study is expected to be able to answer the suggestions from this previous study which suggested a wider scope to get a more in-depth experience related to the use of digital multimodal composing.

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⁸ Dyah Retno Wulan, Nur Arifa Drajati, and Slamet Supriyadi,

^{&#}x27;Exploring EFL Students' Digital Multimodal Composing

⁽DMC) Affordance: Stories from a Vocational School', *Al-Ishlah Jurnal Pendidikan*, 14.2 (2022), 2007–18

https://doi.org/10.35445/alishlah.v14i2.1970.

B. Literature Review

1. The Concept of Writing

Writing is one of four skills in English. Writing is a skill that expresses feelings using writing. Writing is included in productive skill is developing ideas through knowledge and vocabulary that is had by the writer. In this skill, Students actually can produce language themselves based on their ideas through their knowledge and vocabulary. When students write a text, they can write based on their knowledge, idea, or what is in their mind.⁹

Writing is functional communication, making learners possible to create an imagined world of their design. It means that through writing, learners can express thoughts, feeling, ideas, and experiences or convey a specific purpose. The purpose of writing is to give some information. The other meaning of writing is a communication activity to convey literal

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⁹ Jeremy Harmer, *The Practice of English Language teaching Fourth Edition*, (English: Pearson Longman), p.265.

¹⁰ Richard Kern, *Literacy and Language Teaching*, (New York: Oxford University Press, 2000), p.172.

information to another person using writing language as its medium.

The ability to express ideas in writing especially in a foreign language with reasonable coherence and accuracy is a major achievement. Many native speakers of English never truly master the skill.¹¹

In writing, we have to arrange words, phrases, and sentences grammatically and appropriately to their purpose. Harmer stated that "writing is a process and that we write is often heavily influenced by constraints of genres, these elements have to be present in learning activities". ¹² It means that the writing process is a process of pouring ideas or messages into writing.

2. The Concept of Multimodal

Kress & van Leeuwen (1996) stated that multimodal is a term used to refer to the way

¹² Jeremy Harmer, *How to Teach Writing*, (England: Pearson Education Limited, 2004), p.6

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¹¹ Marianne Celce-Murcia, *Teaching English as A Second Foreign Language*, (USA: Thomson Learning, 2001), 3rd ed. P.206.

people communicate using different modes at the same time, which is defined as the use of several semiotic modes in product design, or semiotic events simultaneously, and in a certain way the modes of communication.¹³ These modes combined are strengthen, complement, or be in a certain order.14 Multimodal can also be said as a technical term that aims to show that in the process of meaning, humans make use of various semiotics. 15 Meanwhile, Chen (2010) defines multimodal as all verbal and visual semiotic sources that can be used to realize the types and levels of dialogical involvement in a textbook.¹⁶

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¹³ Kress Gunther R. and Van Leeuwen Theo, *Reading Images*. *The Grammar of Visual Design* (London: Routledge, 1996) https://doi.org/10.17509/ijal.v1i1.105.

¹⁴ Kress Gunther R. and Van Leeuwen Theo, *Multimodal Discourse: The Modes and Media of Contemporary Communication* (London: Arnold Publishers, 2001).

¹⁵ Rick Iedema, 'Multimodality, Resemiotization: Extending the Analysis of Discourse as Multi-Semiotic Practice':, *Http://Dx.Doi.Org/10.1177/1470357203002001751*, 2.1 (2016), 29–57 https://doi.org/10.1177/1470357203002001751.

¹⁶ Yumin Chen, 'Exploring Dialogic Engagement with Readers in Multimodal EFL Textbooks in China':,

Multimodal texts are simply texts that have multiple "modes" of communicating a message. For example, while traditional papers typically only have one mode (text), a multimodal project would include a combination of text, images, motion, or audio.

Multimodal texts combine two or more modes such as written language, spoken language, visual (still and moving image), audio, gestural, and spatial meaning. ¹⁷ Creating digital multimodal texts involves the use of communication technologies, however, multimodal texts can also be paper-based or live performances.

3. Digital Multimodal Composing

In language education, DMC is defined as a semiotic process that involves the use of digital tools to produce texts by combining multiple

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Http://Dx.Doi.Org/10.1177/1470357210382186, 9.4 (2010), 485–506 https://doi.org/10.1177/1470357210382186>.

¹⁷ Bill Cope and Mary Kalantzis, "'Multiliteracies": New Literacies, New Learning',

Https://Doi.Org/10.1080/15544800903076044, 4.3 (2009), 164–95 https://doi.org/10.1080/15544800903076044, 4.3 (2009), 4.4 https://doi.org/10.1080/15544800903076044, 4.4
https://doi.org/10.1080/>
https://doi.org/10.1080/<a

modes, which include but are not limited to word, image, and soundtrack.¹⁸

Multimodality in the 21st century has caused educational institutions to consider changing the form of education in the classroom. Education, which so far relies on print literacy which only represents one mode of communication, has been upgraded to digital literacy and the internet as another required mode. This mode expects education using visual texts to digital books. Another change occurred by integrating music and video with lesson plans in schools. These steps are seen as an effort to increase and improve literacy skills for the educational community by introducing new forms, rather than replacing literacy values. Miller and McVee, (2012) stated that this new literacy does not exclude traditional literature. 19

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¹⁸ Lianjiang Jiang, 'The Affordances of Digital Multimodal Composing for EFL Learning', *ELT Journal*, 71.4 (2017), 413–22 https://doi.org/10.1093/ELT/CCW098.

¹⁹ Miller Suzanne M. and McVee Mary B., *Multimodal Composing in Classrooms: Learning and Teaching in the Digital World* (New York: Routledge, 2012).

Students still need to know how to read and write, but new literacy is integrated with other modes.

The digital era allows a person to use multimodality to convey messages or meanings to others. In the past, one could only use one or two modes. For example, when writing a letter. People can only use written language mode or maximum can be added with visual images. The message to be conveyed is expressed by using text or pictures. Technology allows the delivery of messages today using a wide variety. Messages, for example, currently can not only be conveyed through writing and pictures, but can also be equipped with emoticons, music, movies/videos, and various other modes. Through these various modes, messages can be conveyed more completely and completely. To convey feelings of happiness, for example, people can add music or videos that support the message. In the digital age, multimodality messages are created almost all the time. The technology attached to social media or mobile instant messaging applications allows various multimodal messages to be created.

4. Narrative Inquiry for Life Experience Study

Narrative inquiry is a research method used to tell the experiences of individuals and social groups involved and relive those experiences through a series of words. As explained by Clandinin & Conelly that narrative research is a way to understand experiences by reliving and retelling stories of experiences that shape people's lives, both individually and socially. According to Clandinin, narrative research usually focuses on studying a person, collecting data through a collection of stories, reporting on individual experiences, and discussing the meaning of those experiences.²⁰ In addition, narrative research has strong ties to literature, meaning that this research provides an approach

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²⁰ D. Jean Clandinin and F. Michael Connelly, *Narrative Inquiry: Experience and Story in Qualitative Research* (San Francisco: Jossey Bass, 1999).

where researchers can write in a persuasive literary form.²¹

Therefore, this research method is indicated to understand knowledge as an experience. Where an experience is obtained through the establishment of individual interactions with a situation that occurs continuously. So that knowledge is generated from the experience of individuals and people involved with their environmental situations.

Because basically, knowledge is an important part for an educator to understand something from the experience he has experienced. Connelly and Clandinin said that when they reflect, they retell the experiences they have experienced. Simultaneously will lead to imagine things that lead to renewal. Both the renewal of his personality, as well as his teaching skills in a practical way.²² Of course, this is continuous with how to interpret research

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²¹ John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 5th edn (London: Pearson, 2014).

²² Creswell.

as an effort to form educators' independent thinking.

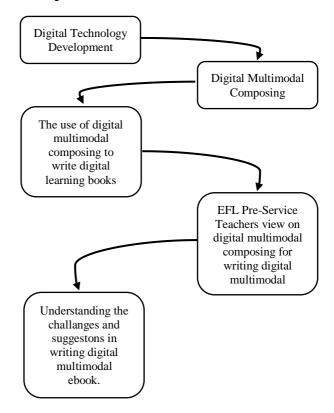
This method focuses on three dimensions that make up an experience, namely the temporal dimension, the personal-social dimension, and the place dimension. Therefore, the experiences contained in this study are spatial and temporal. That is, the experience occurs in a certain place and time. So in this study, the researcher describes his experience and the people involved in it. Therefore, this research is intersubjective.

As a studies approach, narrative inquiry is ideal the manner to collect data as approximately lived experience. Narrative itself is one manner to reserve and supply that means to experience. The stories told to you illustrate the connection between one's life and one's stories. aware that the story you hear is built, as a researcher the usage of narrative inquiry, you accept the story "as told." The story as told, as it's far built, will become your object of analysis in narrative inquiry. As a qualitative researcher, you understand that "there is no telling it like it is, for in the telling there's making. The task is to do justice to the situation and but to recognize that each one stories, which include those within the herbal sciences, are fabrications—matters made. ²³

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²³ Mansoor Boocock and Durrani Grahame, 'Exploring Life and Experience Through Narrative Inquiry', *Venture Capital, Islamic Finance and SMEs*, 2003, 119–38 https://doi.org/10.4324/9781410609373-11.

C. Conceptual Framework



The development of digital technology has a great influence on ongoing learning activities, especially in the field of English Language Teaching. Digital multimodal composing emerged along with the development of these technologies to provide innovation in the world of education.

The researchers have investigated the use of digital multimodal composing in compiling digital multimodal ebooks. In this case, the researcher has focused on the experience of EFL pre-service teachers with DMC experience during their teaching internship program. Using interviews and narrative frames, researchers have collected data which is then analyzed using narrative inquiry procedures. This is to find out the challenges and suggestions faced by EFL pre-service teachers in composing digital multimodal ebooks using DMC.

CHAPTER III RESEARCH METHOD

This chapter consists of the research design, research setting, participants, data source, methods of data collection, instruments, and methods of data analysis.

A. Research Design

This study used qualitative research methods with a narrative inquiry approach. Narrative inquiry shows the teachers' stories and experiences in teaching and learning through life histories, teachers' autobiographies, diaries, the document of life, and memories.²⁴ According to Connelly and Clandinin, narrative inquiry is the study of how people see the world.²⁵ Similarly, Bell defines that narrative inquiry includes dealing with people's intentionally told stories.²⁶ In teaching and

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²⁴ Garold Murray, 'Narrative Inquiry', *Qualitative Research in Applied Linguistics*, 2009, 45–65

https://doi.org/10.1057/9780230239517_3.

²⁵ Clandinin and Connelly. p. 2.

²⁶ Jill Sinclair Bell, 'Narrative Inquiry: More Than Just Telling Stories', *TESOL Quarterly*, 36.2 (2002), 207 https://doi.org/10.2307/3588331.

learning, Barkhuizen states that narrative inquiry attempts to understand teachers' perspectives and practices in language teacher education.²⁷ The narrative inquiry was chosen as the research design to uncover the story of the EFL Pre-Service Teacher experiences during composing a digital multimodal ebook and their perception of it. The research belongs to narrative inquiry design because it is intended to explore what are some challenges and solutions faced by EFL pre-service-teacher during writing a digital multimodal ebook.

B. Research Setting

This research was conducted at one of the Islamic religious universities in Central Java, Indonesia which was held on July 25-26 2022. Due to the COVID-19 pandemic, the research was carried out remotely through online media such as Zoom Meeting and Google Workspace. Zoom

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²⁷ Gary Barkhuizen and Rosemary Wette, 'Narrative Frames for Investigating the Experiences of Language Teachers', *System*, 36.3 (2008), 372–87

https://doi.org/10.1016/J.SYSTEM.2008.02.002>.

Meeting is used to hold interviews while Google Workspace is used to work on narrative frames.

C. Participants

The participants consisted of two EFL preservice teachers who volunteered to be a respondent in this study. They are EFL pre-service teachers in the English Education Department of one of the Islamic religious universities in Central Java, Indonesia. Purposive sampling was used to select respondents in this study. Respondents were selected where all pre-service teachers had experienced the use of DMC during composing digital multimodal ebooks. They are EFL preservice teachers who have taken the teaching internship program held by the Microteaching Laboratory of the Faculty of Education and Teacher Training of the Islamic religious university. The criteria for participants in this study were EFL students who had been certified as virtual authors in a multimodal ebook digital writing workshop. Before consenting to be respondents in this study, all participants had consented to state that they were willing to be respondents in this study and that their names would be kept private.

D. Data Source

The required data in this research is the EFL pre-service teachers' narratives in conducting digital multimodal composing. The data comes from EFL students of the English Language Education Department of the Islamic religious universities in Central Java who teach English from grade ten until grade twelve in senior high school during their teaching internships program. The data was obtained from conducting a narrative frame, interviews, and documentation with the participants. The data is about digital multimodal composing, the students' view of digital multimodal composing, the issues and challenges in using digital multimodal composing, and the strategies to overcome these issues and challenges. The purpose of gathering the data are:

 To describe the kinds of digital multimodal that the pre-service teachers use for writing digital multimodal ebooks.

- 2. To describe what is the pre-service teachers' views on using digital multimodal composing for writing digital multimodal ebooks.
- To describe what are the issues and challenges faced by the pre-service teachers and how to overcome these issues and challenges in using digital multimodal composing for composing digital multimodal ebooks.

E. Methods of Data Collection

In this research, the researcher used three techniques for collecting data as follows:

1. Interview

The interview is one of the data collection techniques that is carried out through a communication process in the form of a conversation between the researcher and research participants using interview guidelines. An interview is a meeting of two people to exchange information and ideas through question and answer, so that meaning can be constructed in a particular topic. So with interviews, researchers know things that are

more in-depth about participants in interpreting situations and phenomena that occur, where this cannot be found through observation.

The researcher used to interview for oral narrative data using a semi-structured interviews. the semi-structured interview is an interview guide as a resource to direct the interviews, but at the same time, the questions are usually open-ended to allow participants to elaborate and researchers to pursue developing themes.

Then the result of the interview was transcribed and translated into English. Transcription is essential for dealing with findings in the interview.

2. Narrative Frame

A narrative frame is a written story template consisting of a series of incomplete sentences and blank spaces of varying lengths.²⁸ The narrative frame can help the researcher catch the expected experiences to be written since it

²⁸ Barkhuizen, Chik, and Benson. p. 45.

provides an insightful and fuller picture of the teachers' and students' experiences and provide guidance and support in both the structure and content of the parrative.

The participants have explained the purpose of the study and the inclusion of a narrative frame. The researcher asked the pre-service teachers to complete the narrative frame. The narrative frame for pre-service teachers was adapted from Barkhuizen et al (2014). The original version of Barkhuizen's narrative frame is more about the change in teaching practice. It covers general aspects of teaching practice. Therefore, some changes were made to fulfill the research needs. The researcher compiled a narrative frame that focused on the writing experience of pre-service teachers using digital multimodal composing for writing a digital multimodal ebook. To anticipate the limitation of the narrative frame, the researcher provides an empty box, with appropriate prompts at the beginning and end of the actual sentence starter frame for participants to write freely any

additional information they wanted to share. The narrative frame was considered as narrative data that was ready to re-story. The data gained from the narrative frame were three elaborated experiences such as past, present, and future experiencess in writing a digital multimodal ebooks.

3. Documentation

collecting Documentation is a data by collecting and analyzing technique documents, including written documents, pictures, video, electronic. and andio Documentation is obtained from pre-existing data in the form of writings, books, research results. journals, scientific magazines, newspapers, articles, sources from the internet, and other scientific data related to research problems. In this research, the researcher gained the information by collecting photos, recording the result of interviews. and making transcriptions. The data that researchers gained in using the documentation technique is the kinds of multimodal that teachers use and the ebook.

F. Instruments

The researcher used to interview and narrative frame as an instrument in this research. The interview questions consist of three sections, including past, present, and future experience in writing a digital multimodal ebook. The list of the interview question is as follows:

1. Life History (Past)

- a. When did you know about the digital multimodal ebook for the first time?
- b. How long have you been writing digital multimodal ebooks?
- c. Could you please describe how you decided to write a digital multimodal ebook?
- d. What is your view about using digital multimodal ebooks for the first time?

2. Contemporary Experience (Present)

a. What are your reasons for using multimodality in writing an ebook?

- b. What application do you use to write digital multimodal ebooks?
- c. What kinds of multimodal do you usually use in your ebook?
- d. So far, what benefits do you get in using multimodal in writing a digital ebook?
- e. What problem do you face in writing a digital multimodal ebook?
- f. How do you deal with those problems?

3. Imaginary Experience (Future)

- a. What is your view on digital multimodal composing being used as a learning medium in the future?
- b. What do you plan to do to compose a better digital multimodal ebook?
- c. What are your suggestions for dealing with problems and issues of writing a digital multimodal ebook?

Meanwhile, the Narrative Frame used in this study is as attached in Appendix 4: Guidelines of The Research-Narrative Frame.

G. Methods of Data Analysis

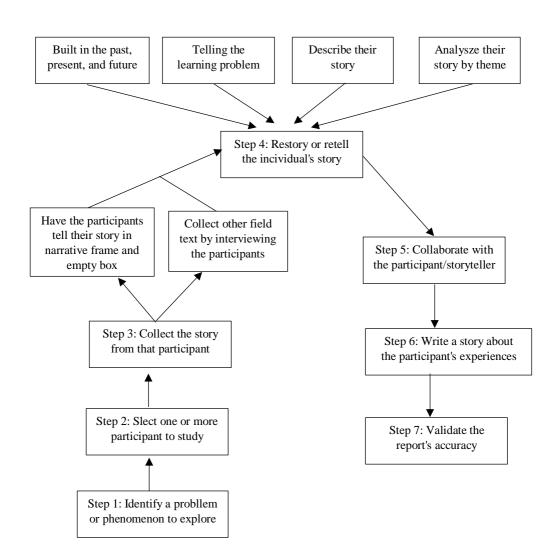
The data obtained were analyzed by the following data analysis procedure as suggested by Creswell: data collection, data reduction, data organization based on narrative themes, retelling narrative experiences, respondent verification, data presentation, discussion, and conclusion.

To analyze the data, the researcher used narrative inquiry. Narrative analysis is a method for analyzing data and providing an explanation, takes several forms. It is called analytic narrative, narrative explanation, narrative structural analysis, or sequence analysis. The narrative is an outline or model for organizing the data, but it also serves as a type of explanation.²⁹

To collect the data, analyze the data, and achieve the goal, the researcher used a systematic procedure to have a deeper understanding of life experiences, these following steps were conducted.

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²⁹ Neuman W. Laurence, *Social Research Methods: Qualitative and Quantitative Approaches*, 7th edn (Essex: Pearson Education Limited, 2014). P.496.



(Taken from Creswell, 2012)

The steps were described as the research procedures taken from Creswell (2012). The procedures represent clear and comprehensive stages in conducting a narrative inquiry. Then, it was operationalized into the research context. The steps were described as follows:

Step 1. Identify the phenomenon to explore

In this step, the researcher focused on the pre-service teachers' view and the issues, challenges, and the strategy to overcome these issues and challenges during writing a digital multimodal ebook. This study involved two preservice English teachers in UIN Walisongo Semarang. Identifying an issue or concern provides the purpose of a study and enables the researcher to understand the personal or social experiences of an individual(s).

Step 2. Select one or more participants to study

The criteria for selecting participants are the pre-service teacher has to have experience in writing ebooks using digital multimodal composing. The identification process resulted that two pre-service teachers, Pre-Service Teacher One (PT1) and Pre-

Service Teacher Two (PT2), being the teachers who provide rich information about ebook writing using digital multimodal composing. To have an initial description of their view, the researcher addressed some questions relate to the kinds of digital multimodal that they use, their view on using digital multimodal composing to compose ebooks and their aspirations and suggestions for the future use of digital multimodal composing.

Step 3. Collect the story from the participant

This step has the participants tell their story in the narrative frame and collect other field text by interviewing the participants.

Step 4. Restory or retell the individual's story

A narrative inquiry is one form of qualitative research, so it employs qualitative data analysis. The data analysis was begun with a step when examining the narrative data from the narrative frame and non-narrative data (interview transcription). Then, the researcher identified elements of the story and organized the elements. When it was done as completed a narrative frame, I

moved into interview transcripts as a complementary comparison.

After the restorying process finished, the researcher gave the restoried version to teachers to verify whether my version represented their stories. When all participants agreed with my version, the researcher segmented the narrative data according to the research questions.

Step 5. Collaborate with the participantsstoryteller

Through the narrative story collection process, the researcher worked with the storyteller to ensure the participant's experiences are accurately portrayed. This step took place during the process of conducting research. It aims to validate the data source. At the initial, the researcher started to closely work with the participants in collecting narratives. The participants had to understand well what story to tell. Therefore, the researcher ensures them both pleasant and unpleasant stories are welcome as far as the stories are relevant to the frame. What I did is combining information from the

interview to the narrative frame, to have a completed narrative frame.

Step 6. Write a story about the participants' experiences

The researcher wrote and reported the finding by using thematic analysis. The findings section is divided into several subsections representing the main research questions that resulted from the analysis of the data. Thematic analysis is probably suitable for multiple case studies since it opens up the possibility of comparing narratives in data set of establishing shared themes, as well as highlighting individual differences.

Step 7. Validate the report accuracy

The researcher kept collaborating with the participants throughout the process by starting by collecting, restorying, and reporting their narratives. The report on findings is finished after validating processes such as member checking, triangulation, the data source, and searching for disconfirming evidence. This step was elaborated into the following section on the quality of the study.

Then, to build the trustworthiness of this narrative inquiry, the researcher referred to the highly influential and much-cited classic work of Lincoln and Guba (1985) and the current by Loh (2013). The four criteria of trustworthiness were used such as 1) Credibility 2) Transferability 3) Dependability and 4) Confirmability.

1. Credibility

Credibility is similar to internal validity in positivist research. Therefore, the researcher used triangulation and member checking. 1) Triangulation is the technique used to ensure that an account is rich, robust, comprehensive, and well-developed. Methods triangulation resulted from using two kinds of research instruments for data collection. This study used a narrative frame and interview. The narrative frame could restrict teachers from narrating their stories. Therefore, combining narrative frames with interviews helped to collect rich data. 2) Member checking is the single most important provision that can be made to strengthen a study's credibility. This can be

done both formally and informally as opportunities for member checks may arise during the normal course of observation and conversation. I gave it back to the teachers to ask whether the restoried version still represents their narrative or whether the change by the researcher was made clear to them or not.

2. Transferability

To establish the transferability of this study, a database that makes transferability judgments possible on the part of potential appliers should be provided.

3. Dependability and Confirmability

To achieve dependability and confirmability of the study, the researcher maintains a dependability audit examining the process of inquiry and a confirmability audit examining the product to provide that findings, interpretation, and recommendations are supported by data. To achieve such an audit, every finding is supported by data and potential auditors are given access to track all data.

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

This chapter covers research findings and discussion, including the result of the narrative frame and the interview with the EFL Pre-Service Teacher at UIN Walisongo Semarang.

A. Findings

- The EFL Pre-Service Teachers' Experiences during Composing Digital Multimodal Ebook
 - a. Pre-Service Teacher One's Story

This pre-service teacher one is a woman who has the initials HN. She is an eighth-semester student at the English Language Education Department of UIN Walisongo. She is an active student in writing and has been awarded several awards for her writings both regionally and nationally. She has completed the teaching internship program organized by the Microteaching Laboratory of the Faculty of Education and Teacher Training. Before carrying out the teaching internship

program, she completed the required courses during the internship program implementation.

PT1 wrote a digital multimodal ebook during the teaching internship program. The ebook contains learning materials that are appropriate to the class she taught during the internship program. Therefore, she met the criteria to be a participant in this study.

PT1 learned about the digital multimodal ebook for the first time when it was carrying out a teaching internship program. But she started to write a digital multimodal ebook one year ago.

She decided to write a digital multimodal ebook since she found that it was something new that she had never encountered before and different from conventional books. Her decision was also influenced by her belief that digital multimodal ebooks can attract more readers'

attention and make it easier for readers to understand the contents of the ebook. As PT1 said:

"I think the digital multimodal ebook is something new that is different from conventional books. I believe this will be able to make readers more interested in reading it and can make it easier for readers to understand the contents of the digital book. So I decided to start writing a digital multimodal ebook." (Personal Communication, 2022)

PT1's view when she first used a digital multimodal ebook was that she was interested and happy with it. She stated that it was a different matter when compared to the books she had written before. She even thought that digital multimodal ebooks make her even more curious about multimodal ebooks. As she said:

"It is very interesting and fun. This is something different from the books I've written before. This makes me even more curious about ebooks." (Personal Communication, 2022)

Communication, 2022)

PT1 stated that the development of today's digital technology era which requires pre-service teachers and teachers to be more innovative in processing learning media is the reason why she uses digital multimodal in writing ebooks.

"The reason I use multimodal is to keep up with the increasingly rapid technological era that demands us to be more active and innovative in every way. so that with the presence of this multimodal ebook, it can be considered as a product of technological developments, especially in the world of

education" (Personal Communication, 2022)

In writing digital multimodal ebooks. PT1 used the Canva Bookcreator applications by first registering an account on both applications. The Canva app can he accessed at https://www.canva.com/ and the Bookcreator app can be accessed at https://bookcreator.com/. She usually collaborates with several types multimodality such as videos, pictures, tables, and writings.

So far there have been several benefits obtained by PT1 in writing digital multimodal ebooks. The biggest benefit of DMC obtained is that she feels that multimodal ebooks make her work more interactive which can make it easier for readers to understand the contents of the book. As PT1 said:

"The biggest benefit I get is that the book becomes more interactive and interesting, making it easier for readers to understand its contents." (Personal Communication, 2022)

Since digital multimodal composing is done on online applications, the biggest problem PT1 faced in writing digital multimodal ebooks is the less stable internet network. The hardware used to compose becomes difficult to be connected to the internet network. In addition, another problem faced by PT1 is that it is difficult to adjust the ebook design to make it more interactive. It is as PT1 said:

"My biggest problem when writing ebooks is signal interference because all the applications I use must be connected to the internet, besides that, to design an ebook that has an interactive display, it takes extra effort." (Personal Communication, 2022)

b. Pre-Service Teacher Two's Story

This pre-service teacher two has the initials KVA. She is an eighth-semester undergraduate student at the English Language Education Department of UIN Walisongo Semarang. During her time as an undergraduate student, she has studied many lecture materials related to education, learning methods, professional materials, and other relevant materials in preparation for undergoing the teaching internship program.

During the teaching internship program, she wrote a digital multimodal ebook which she used as learning material in the classroom during the teaching internship program, so the researcher recruited her as one of the participants in this study because it matched the required participant criteria.

PT2 got to know digital multimodal ebooks for the first time approximately two years ago or in other words 2020. This shows that PT2 is still new in getting to know digital multimodal ebooks. Although PT2 has not known about a digital multimodal ebook for a long time, she started writing with digital multimodal composing one year ago.

Digital books are very interesting things to use in any activity, including in the learning process where digital multimodal ebooks can attract students' interest in paying attention to a learning topic. PT2 also stated that it was quite easy to write digital multimodal ebooks so she decided to start writing with digital multimodal. This is as PT2 said:

"It's so interesting using ebook in the learning process. It can attract students to concern with the topic. It's not that hard to create a multimodal ebook." (Personal Communication, 2022)

In writing digital multimodal ebooks, PS2 used the bookcreator application. Bookcreator is an application designed to create e-module-based books. Bookcreator can be used as a learning medium in facilitating the learning process. This application can be accessed directly at https://bookcreator.com/. In terms of the type of multimodal used, PT2 uses pictures, videos, audio, and website links when writing its digital multimodal ebook.

There are several benefits obtained by PT2 in writing multimodal digitally using Bookcreator, for example, this

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³⁰ sinta diana, Selvie Sianipar, and Riodinar Harianja, 'Pelatihan Media Pembelajaran Book Creator Kepada Guru-Guru PAUD Yabes Medan', *JURNAL PENGABDIAN MASYARAKAT DAN INOVASI*, 2.1 (2022), 382–88.

multimodal digital ebook writing can minimize the costs incurred to write a book so that it is cheaper than writing a conventional multimodal book. Another benefit that PT2 got is that the digital multimodal ebook writing process can improve PT2's skills in using digital technology as a pre-service teacher. This is as stated by PT2:

"It doesn't earn a lot of money compared to the conventional book. It improves my skills of using IT things." (Personal Communication, 2022)

While writing a digital multimodal ebook, of course, it cannot be separated from several problems faced by PT2. She stated that the biggest problem faced during the writing process was the need for a lot of time in the writing process. This certainly affected the busyness of PT2 in living their life as EFL pre-service teachers. She felt

that it takes a long time to write a digital multimodal ebook. As she said:

"I need a lot of time to conduct with." (Personal Communication, 2022)

To be able to overcome this problem, PT2 has its way so that digital multimodal ebook writing can be resolved properly. The solution is that PT2 needed to do the best possible time management so that it can easily continue writing. As PT2 said:

"I look for my spare time to create." (Personal Communication, 2022)

In terms of using digital multimodal composing as a learning medium in Indonesia's future, PT2 has the view that digital multimodal composing will be used in future learning. She argued that it will be included in the new

educational curriculum in the future. This is as PT2 said:

"It {digital multimodal composing) is gonna have happened especially in the new curriculum." (Personal Communication, 2022)

- The Suggestions Given by the EFL Pre-Service Teachers to Overcome the Issues and Challenges in Composing Digital Multimodal Ebook.
 - a. Pre-Service Teacher One's Story

In an effort to overcome this problem, PT1 worked on digital multimodal ebook writing using a place that has a stable internet network. As well as overcoming problems in the design, she made the design in the notebook first and then puts it into the application.

"I'm looking for a place that has a smooth connection and for design problems, I usually design first in a notebook before I move it to the application." (Personal Communication, 2022)

PT1 hoped that digital multimodal composing can be used in all schools to be used as digital learning media.

To improve the quality of the digital multimodal ebook she wrote, PT1 planned to study again and again so that her digital books can be more interactive and useful for all readers. As PT1 said:

"I plan to learn more about digital multimodal to make it more interactive and of course to be more useful for the readers of my book." (Personal Communication, 2022)

When it comes to digital multimodal ebook writing issues, PT1 provides some advice. For example, authors are expected to be more prepared when writing digital multimodal ebooks so that problems related to the internet network and

ebook design can be resolved properly so that the ebook will become even better in the future.

"The author must prepare everything needed in the process of writing a digital multimodal ebook. Both in terms of the internet network and in terms of the ebook design itself." (Personal Communication, 2022)

b. Pre-Service Teacher Two's Story

To be able to write better digital multimodal ebooks in the future, PT2 planned to continue to explore various sources that can be used and always try new things that can later be used in the latest digital multimodal ebook written by PT2.

"I'm gonna look for more sources and try something new." (Personal Communication, 2022) PT2 provided suggestions for dealing with problems in writing digital multimodal ebooks in the future by always being a human with an open-minded mindset.

"Be open-minded." (Personal Communication, 2022)

B. Discussion

Challenges and issues in writing a digital multimodal ebook

As we know, the development of digital technology in addition to providing significant benefits to human life but also can provide challenges and problems for some people. Several studies were conducted to find out these problems. Jiang & Luk (2016) highlighted that the students were interested in multimodal composing as a result of the challenge, curiosity, control, collaboration, competitiveness, and recognition that they experienced following the implementation of

multimodal composing in their classroom.³¹ This research was conducted to investigate and find the problems faced by pre-service teachers in writing digital multimodal ebooks.

Based on the findings of this research above, the researcher found several problems faced by pre-service teachers in writing digital multimodal ebooks. The findings of this study indicate that PT1 and PT2 face different problems. Pre-Service Teacher One has a problem with time management in the process of writing a digital multimodal ebook because in a book writing process it takes extra time to load content that is as expected by the author and useful for readers.

In contrast to Pre-Service Teacher One, Pre-Service Teacher Two encountered problems with the internet network and ebook design. The internet network in Indonesia is still a major obstacle, especially during the COVID-19 pandemic which limits physical interaction so it

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³¹ Jiang.

prioritizes the internet network to stay connected from one person to another. The uneven development of internet network infrastructure has resulted in problems for Pre-Service Teacher Two in writing digital multimodal ebooks where the applications used must always be connected to the internet network so that the application can run properly.

Pre-Service Teacher Two also faces problems in the design of the book to make it more interactive. Of course, regulating the design of conventional books and digital multimodal ebooks is much different because of the different types of capital used, and managing multimodal is considered to require extra effort.

Suggestions to overcome the issues and challenges in writing a digital multimodal ebook

In terms of suggestions, the researcher found different suggestions between PT1 and PT2. Suggestions from Pre-Service Teacher One provide advice to digital multimodal ebook writers in the future to better prepare for a stable internet network and prepare ebook designs that are more attractive to readers. Of course, this suggestion from PT1 also has implications for the need to increase the development of digital technology infrastructure in Indonesia. Tour & Barnes (2021) highlighted that DMC provided students with a variety of learning opportunities to be plenty greater acquainted with technology, increase their collaboration competencies, and, as a result, be more qualified for digital journeys.³²

Meanwhile, Pre-Service Teacher Two suggested that digital multimodal ebook writers have an open mind. With an open mind, it is hoped that digital multimodal ebook writers in the future can create digital multimodal ebooks with better quality.

³² Tour and Barnes.

CHAPTER V CONCLUSION AND SUGGESTION

In this chapter, the researcher presents conclusions and suggestions for the following finding of the study.

A. Conclusion

From the research that has been done about pre-service teachers' experience during composing digital multimodal ebooks, it can be seen that in the process of writing digital multimodal ebooks there are problems and challenges that they must face.

The result of this research shows that preservice teachers encounter challenges and problems in composing digital multimodal ebooks as follows:

- 1. Time management issues in the writing process.
- 2. The problem of an unstable internet network disrupts the process of writing digital multimodal ebooks using the Book creator and Canva applications, which must always be connected to the internet network.
- 3. The problem of making digital multimodal ebook designs that are considered difficult for pre-service teachers during the writing process.

This study discusses the kinds of multimodality that pre-service teachers used in their digital multimodal ebooks. The kinds of multimodal that pre-service teachers used, such as pictures, videos, tables, texts, audio, and link addresses.

The pre-service teachers have a positive view of the use of digital multimodal composing for writing digital multimodal ebooks. Some suggestions given by EFL pre-service teachers in this study are as follows: 1) Be more prepared and 2) Be open-minded.

B. Suggestion

This research has some shortcomings. For better future research, the researcher suggests that the next researcher explore the same topic, especially in the use of digital multimodal composing in learning English in the EFL class. The area should also be developed, for example, to find out the use of digital multimodal composing for learning language skills such as speaking, listening, writing, and reading skills. By conducting other studies with a wider variety of domains and

participants, the researcher hopes that further research findings can complement the shortcomings of this study.

C. Closing Statement

Sincerely, this thesis is the researcher's first academic project, which is a kind of researcher's contribution to UIN Walisongo Semarang's academic field. Finally, by reciting *Hamdalah*, this thesis is finished as partial fulfillment of the requirement for gaining the bachelor's degree in the English Language of Education and Teacher Training Faculty at UIN Walisongo Semarang.

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APPENDICES

Appendix 1: Guidelines of The Research-Interview

Interview Guide for Pre-Service Teacher

Date : Monday-Tuesday, $25^{th} - 26^{th}$ July 2022

Time : 08. 30-09.15 AM

Activity : Interview with Pre-Service Teacher 1 and

2 of English Language Education

Department of UIN Walisongo Semarang

Interviewee : PT1 and PT2

Interviewer : Moh. Hanifun Nafis

Location : Remotely by Zoom Meeting

1. The post-narrative frame writing will be a semistructured interview

- 2. The interviews will be individual in-depth interviews, lasting up to thirty minutes.
- 3. To make you feel comfortable, interviews will be done casually.
- 4. You are free to ask for clarification in case there are unclear questions.
- 5. The interview covers three stages: a) life history, b) contemporary experience, and c) reflection on the meaning interview with the teacher

A. Interview about the life history.

This part is about the phase when you started to know digital multimodal composing to the point that you decided to use digital multimodal composing for writing a digital multimodal ebook.

- 1. When did you know about the digital multimodal ebook for the first time?
- 2. How long have you been writing digital multimodal ebooks?

- 3. Could you please describe how you decided to write a digital multimodal ebook?
- 4. What is your view about using digital multimodal ebooks for the first time?
- B. Interview about contemporary experience.

This is the stage to explore your stories by using digital multimodal composing for writing digital multimodal ebooks.

- 1. What are your reasons for using multimodality in writing an ebook?
- 2. What application do you use to write digital multimodal ebooks?
- 3. What kinds of multimodal do you usually use in your ebook?
- 4. So far, what benefits do you get in using multimodal in writing a digital ebook?
- 5. What problem do you face in writing a digital multimodal ebook?
- 6. How do you deal with those problems?
- C. Interview about the aspirations, and suggestions on meaning.

It is the session to gain information reflection on your suggestion, hope, feeling, and plan for the future in using digital multimodal composing for writing a digital multimodal ebook.

- 1. What is your view on digital multimodal composing being used as a learning medium in the future?
- 2. What do you plan to do to compose a better digital multimodal ebook?
- 3. What are your suggestions for dealing with problems and issues of writing a digital multimodal ebook?

(Adapted from Brinkmann, 2013)

Appendix 2: Transcript of Interview

Interview Transcripts of Pre-Service Teacher One (PT1)

Date : Monday, 25th July 2022

Time : 08. 30-09.15 AM

Activity : Interview with Pre-Service Teacher One of

English Language Education Department

of UIN Walisongo Semarang

Interviewee : Pre-Service Teacher One

Interviewer : Moh. Hanifun Nafis

Location : Remotely by Zoom Meeting

Role	Interview
Hanif	Bismillahirrohmanirrohim. Assalamu'alaikum
	warahmatullahi wabarakatuh. Good morning. I
	am Hanifun Nafis, the student who did this
	research. I would like to thank you for agreeing
	to be a participant in this study and willing to be
	interviewed. How are you today?
PT1	Wa'alaikumsalam warahmatullahi
	wabarakatuh. Selamat pagi juga. Alhamdulillah,
	I'm in good condition today.
Hanif	Alhamdulillah. Are you ready to be interviewed?
PT1	InsyaAllah, I am ready.
Hanif	First, can you introduce yourself? Please.
PT1	Of course. My name is HN. I am an EFL pre-
	service teacher who is also an eighth-semester
	student at the English Language Education
	Department of UIN Walisongo Semarang
Hanif	Okay, thank you. I will explain the technicalities
	of this interview first. This interview is an
	interview and an in-depth interview. Then, to
	make the situation comfortable, the interview

	will be conducted casually. The interviewee may					
	ask for clarification of questions if there are					
	questions that are not clear. Okay, let's start with					
	the first question. When did you know about the					
	digital multimodal ebook for the first time?					
PT1	When I joined the teaching internship program.					
Hanif	How long have you been writing digital					
	multimodal ebooks?					
PT1	Maybe about one year					
Hanif	Could you please describe how you decided to					
	write a digital multimodal ebook?					
PT1	I think the digital multimodal ebook is					
	something new that is different from					
	conventional books. I believe this will be able to					
	make readers more interested in reading it and					
	can make it easier for readers to understand the					
	contents of the digital book. So I decided to start					
	writing a digital multimodal ebook.					
Hanif						
	multimodal ebooks for the first time?					
PT1	It is very interesting and fun. This is something					
	different from the books I've written before. This					
	makes me even more curious about ebooks.					
Hanif	What are your reasons for using multimodality					
	in writing an ebook?					
PT1	The reason I use multimodal is to keep up with					
	the increasingly rapid technological era that					
	demands us to be more active and innovative in					
	every way. so that with the presence of this					
	multimodal ebook, it can be considered a					
	product of technological developments,					
	especially in the world of education					
Hanif	What application do you use to write digital					
	multimodal ebooks?					

PT1	Canva and ebook creator					
Hanif	What kinds of multimodal do you usually use in					
	your ebook?					
PT1	Video, picture, table, and writing					
Hanif	So far, what benefits do you get in using					
	multimodal in writing a digital ebook?					
PT1	The biggest benefit I get is that the book					
	becomes more interactive and interesting,					
	making it easier for readers to understand its					
	contents.					
Hanif	What problem do you face in writing a digital					
	multimodal ebook?					
PT1	My biggest problem when writing ebooks is					
	signal interference because all the applications I					
	use must be connected to the internet, besides					
	that, designing an ebook that has an interactive					
	display, takes extra effort.					
Hanif	How do you deal with those problems?					
PT1	I'm looking for a place that has a smooth					
	connection and for design problems, I usually					
	design first in a notebook before I move it to the					
	application.					
Hanif	What is your view on digital multimodal					
	composing being used as a learning medium in					
	the future?					
PT1	I am of the view that this (digital multimodal					
	composing) can be a medium of learning in all					
	schools equally.					
Hanif	What do you plan to do to compose a better					
	digital multimodal ebook?					
PT1	I plan to learn more about digital multimodal to					
	make it more interactive and of course to be					
	more useful for the readers of my book.					

Hanif	What are your suggestions for dealing with
	problems and issues of writing a digital
	multimodal ebook?
PT1	The author must prepare everything needed in
	the process of writing a digital multimodal
	ebook. Both in terms of the internet network and
	in terms of the ebook design itself.
Hanif	Alright, that is the last question in this interview
	and you have answered all the questions. Thank
	you very much.
PT1	Anytime, Hanif.
Hanif	Well, have a nice day!
PT1	You too.

Interview Transcripts of Pre-Service Teacher Two (PT2)

Date : Tuesday, 26th July 2022

Time : 08.30-09.15 AM

Activity : Interview with Pre-Service Teacher Two

of English Language Education

Department of UIN Walisongo Semarang

Interviewee : Pre-Service Teacher Two

Interviewer : Moh. Hanifun Nafis

Location : Remotely by Zoom Meeting

Role	Interview
Hanif	Bismillahirrohmanirrohim. Assalamu'alaikum
	warahmatullahi wabarakatuh. Good morning. I
	am Hanifun Nafis. I am very glad that you are
	willing to be interviewed for this research. How
	are you today?
PT2	Wa'alaikumsalam warahmatullahi
	wabarakatuh. Morning. I'm pretty good.
Hanif	Are you ready to be interviewed? May I start?
PT2	Yes, I'm ready.
Hanif	Okay, can you introduce yourself first?
PT2	My name is KVA. I am an eighth-semester
	student at the English Language Education
	Department of UIN Walisongo Semarang. I have
	undergone a teaching internship program.
Hanif	Okay, thank you. I will explain the technicalities
	of this interview first. This interview is an
	interview and an in-depth interview. Then, to
	make the situation comfortable, the interview
	will be conducted casually. The interviewee may
	ask for clarification of questions if there are
	questions that are not clear. Let's start with the

	C' t					
	first question. When did you know about the					
	digital multimodal ebook for the first time?					
PT2	Past 2 years ago					
Hanif	, , , , , , , , , , , , , , , , , , , ,					
	multimodal ebooks?					
PT2	It's about one year ago.					
Hanif						
	write a digital multimodal ebook?					
PT2	It's so interesting using ebooks in the learning					
	process. It can attract students concerned with					
	the topic. It's not so hard to create a multimodal					
	ebook.					
Hanif	What is your view about using digital					
	multimodal ebooks for the first time?					
PT2	It's interesting.					
Hanif						
	in writing an ebook?					
PT2	It's easy to use, and students become more					
	interested in the topic discussed.					
Hanif	The state of the s					
	multimodal ebooks?					
PT2	Ebook creator					
Hanif	What kinds of multimodal do you usually use in					
	your ebook?					
PT2	Picture, video, audio, web					
Hanif	So far, what benefits do you get in using					
	multimodal in writing a digital ebook?					
PT2	It doesn't earn a lot of money compared to the					
	conventional book. It improves my skills in					
	using ICT things.					
Hanif	What problem do you face in writing a digital					
	multimodal ebook?					
PT2	I need a lot of time to conduct with.					

Hanif	How do you deal with those problems?					
PT2	I look for my spare time to create					
Hanif	What is your view on digital multimodal					
	composing being used as a learning medium in					
	the future?					
PT2	It's gonna have happened especially in the new					
	curriculum					
Hanif	What do you plan to do to compose a better					
	digital multimodal ebook?					
PT2	I'm gonna look for more sources and try					
	something new.					
Hanif	What are your suggestions for dealing with					
	problems and issues of writing a digital					
	multimodal ebook?					
PT2	Be open-minded.					
Hanif	Well, that is the last question of this interview.					
	Thank you so much for your participation.					
PT2	My pleasure.					
Hanif	Have a nice day!					
PT2	Have a nice day!					

Appendix 3: Documentation of the Interview

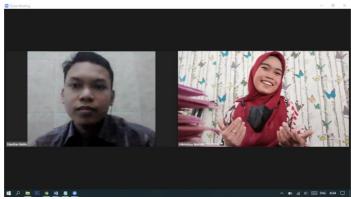


Figure 1. The documentation of the interview with Pre-Service Teacher One.

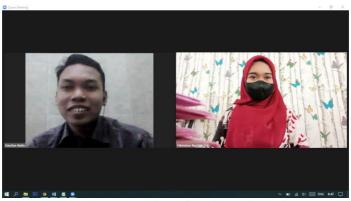


Figure 2. The documentation of the interview with Pre-Service Teacher One.

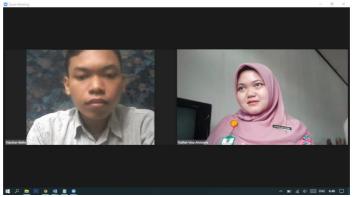


Figure 3. The documentation of the interview with Pre-Service Teacher Two.



Figure 4. The documentation of the interview with Pre-Service Teacher Two.

Appendix 4: Guidelines of The Research-Narrative Frame

The narrative frame has similarities with the narrative text. You must have written narrative text about your life before. Writing narrative frame same with narrative text. In this narrative frame, there are three experiences explored such as past, present, and future experiences of using ICT to teach English to young learners. In addition, this narrative frame provides starting sentence, which relates to the use of the DMC topic and empty boxes which must be filled by the participants. The function of starting sentences is to help participants write experiences easily. However, the function of empty boxes is to help participants write additional information freely. Participants can use the Indonesian language in writing narrative frame

Narrative Frame

experience composing	was	started	to 1				
(1)							
I got oppor (2)							
I got challe (3)	_						·
My of digital n		al comp	osing.			y curre	nt use
I use variou	ıs kinds	of multi	modal	in m	v ebook	such as	

(5)
This is probably because (6)
In writing the digital multimodal ebook, I use an application with the name (7)
The reasons I use this application are (8)
In the future, I would like to (9)
To describe my future expected to experience using digital multimodal composing in writing the ebook, I sugges overcoming the issues and challenges in digital multimodal composing with (10)
Overall, my views as EFL pre-service teacher in using digital multimodal composing to write ebooks are (11)
This is the end of my story.

(Adapted from Barkhuizen, et al, 2014)

Appendix 5: Result of The Research-Narrative Frame

Narrative Frame of Pre-Service Teacher One (PT1)

I am an EFL pre-service teacher. My first experience learning digital multimodal composing was when I joined a teaching internship program about a year ago. I got an opportunity could create a multimodal digital ebook that was different from conventional books and my ebook became more interesting. I got challenges like unstable internet networks and ebook design.

My current experience is when I use digital multimodal composition. I think it's interesting and fun. I use a variety of multimodal in my ebooks such as videos, images, tables, and text. This may be because this type of multimodal is very interesting if it collaborates in one digital ebook. In writing multimodal digital ebooks, I use applications by the name of Canva and Book creator. The reason I use this application is that this application is very easy to operate.

In the future, I want to write better multimodal digital ebooks. To illustrate my future experience of using digital multimodal composing in writing ebooks, I suggest overcoming the problems and challenges in digital multimodal composing by preparing as well as possible all the needs for writing digital multimodal ebooks such as smooth internet networks and interactive ebook design and attracting interest. the readers.

Overall, my view as an EFL pre-service teacher in using digital multimodal writing to write ebooks is that this digital multimodal ebook is very interesting to use in classroom learning and makes it easier for readers to

understand the contents of the ebook because it provides innovations in learning in the digital era.

This is the end of my story.

Narrative Frame of Pre-Service Teacher Two (PT2)

I am an EFL pre-service teacher. The first experience/time I started to learn digital multimodal composing was so interesting. I got opportunities such as composting and using it. I got challenges such as time management.

My present experience is the time of my current use of digital multimodal composing. I find that there are a lot of new things occurred. I use various kinds of multimodal in my ebooks such as pictures, video, audio, and web. This is probably because I need it to teach my students. In writing the digital multimodal ebook, I use an application with the name ebook creator. The reasons I use this application are easy to use and it's familiar to me.

In the future, I would like to use ebooks more and look for more sources. To describe my future expected to experience using digital multimodal composing in writing the ebook, I suggest overcoming the issues and challenges in digital multimodal composing by being open-minded and always curious about new things.

Overall, my views as EFL pre-service teacher in using digital multimodal composing to write ebooks are amazing and interesting.

This is the end of my story.

Appendix 6: The Letters



KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jalan Prof. Hamka Km.2 Semarang 50185 Telepon 024-7601295, Faksimile 024–7615387 www.walisongo.ac.id

Nomor: 4341/Un.10.3/D1/TA.00.01/09/2022 07 September 2022

Lamp : -

Hal : Mohon Izin Riset a.n. : Moh. Hanifun Nafis

NIM : 1803046036

Yth.

Wakil Dekan I FITK UIN Walisongo Semarang di Semarang

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama : Moh. Hanifun Nafis

NIM : 1803046036

Alamat : Jl. Kyai Abdul Wahab Gg. III RT 04 RW 02 Desa Tunggul Kec. Paciran Kab.

Lamongan Prov. Jawa Timur 62264

Judul skripsi : EFL Pre-Service Teachers' Experiences During Authoring Digital Multimodal

Ebook: A Narrative Inquiry

Pembimbing:

1. Daviq Rizal, M.Pd.

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 2 hari, tanggal 25-26 Juli 2022.

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih. Wassalamu'alikum Wr.Wb.

a.n. Dekan,

il Dekan Bidang Akademik

Tembusan:

Dekan FITK (sebagai laporan)

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B. Education Background

- 1. TK Malihatul Hikam, Lamongan
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- 3. MTs Tarbiyatut Tholabah, Lamongan
- 4. MA Tarbiyatut Tholabah, Lamongan
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 Ebook Personal Letter English Module for 11th Grade of SMA/MA/SMA/MAK (2021)

Semarang, 12 September 2022

The Researcher

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