INTEGRATING THE DIGITAL MULTIMODAL PRESENTATION AND DIGITAL MULTIMODAL COMPOSITION IN ACADEMIC SPEAKING CLASS: IS IT WORTHWHILE?

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Abstract

Sharing ideas and knowledge in a formal or academic setting is still contiguous for some Indonesian students. It might be caused by some aspect which finally results in so-called speaking anxiety. Considering the dramatic improvement and technology implementation inside the classroom, the students can experience meaningful learning. Therefore, this study aimed to explore the integration of digital multimodal presentation and digital multimodal composition processes and their potential benefits during their implementation in academic speaking classes. Exhibited in a qualitative design, this research administered a set of questionnaires, observations, and field note-taking, which were used to find common themes and patterns in the data. The result showed that the integrated teaching method used visual and digital literacies to improve language and communication abilities beyond text-based presentation. It recognizes the changing nature of communication in a technologically sophisticated culture by emphasizing the integration of written, oral, visual, and digital aspects. Further, the potential benefits include boosting linguistic competence, critical thinking, problem-solving, creativity and collaboration, and motivation and engagement.

Keywords – Digital Multimodal Presentation, Digital Multimodal Composition, Academic Speaking Class

Introduction

The interconnectedness of society has been facilitated by digital technologies, prompting a broader and more intricate array of communication mechanisms to facilitate the exchange of knowledge. In this context, individuals have evolved into consumers and digital communication providers. Specifically, learners employ diverse communication methods in the language learning context, called multimodal communication, encompassing numerous ways of conveying thoughts and acquiring knowledge. These encompass various forms of media such as text, photographs, video, and sound, frequently utilized on social media platforms, photo- and video-sharing websites, video gaming, podcasts, vlogs, blogs, and other similar platforms (Rajendram, 2020). These phenomena lead teachers and other education practitioners to empower learners with diverse skills and information, equipping them to thrive in the intricate and contemporary world.

Consequently, it is necessary to adopt a suitable pedagogical approach that incorporates diverse technological elements in the learning process (Kustini et al., 2018). Many researchers recognized digital multimodal integration in English Language Teaching (ELT) for its beneficial contribution, specifically boosting students' autonomous learning (Hafner, 2020), high-order thinking skills (HOTS)(Nawawi et al., 2021), language skills proficiency (Aisyah & Nuraeni, 2022; Maghsoudi et al., 2022) specifically

oral presentation (Kummin et al., 2020), fostering digital literacy (Cahyati, 2022), text making (Dahlström, 2022), and verbal semiotic system (Soliman, 2023).

Regarding representing skill, oral presentations require learners to communicate their ideas vividly by incorporating them with multimodal tools. For example, a scholar delivering oral monologues, such as those required for academic presentations, dissertations, and thesis proposals, necessitates a distinct set of abilities, including formal, transactional speech that is shaped by written language and enhanced through the use of paralinguistic vocal features, gestures, and facial expressions (Seau Lee et al., 2018). Considering the urgency of mastering academic presentation in the educational setting or even in a workplace, where an individual must deliver a speech on a specific subject for a designated duration without interruptions, it is crucial to incorporate it with multimodal presentation aids such as power points, posters, or videos.

In response to achieving the ultimate goal of an academic presentation in speaking class, in the last twenty years, it has been known that multimodal text assists students in sharing ideas more communicatively since the tools combine text, pictures, gestures, and so on or so-called multimodal text. A set of multimodal texts show engagement differently depending on their medium. Students prefer to express their knowledge visually, contextualized, and evaluated in a social and cultural framework(Svärdemo Åberg & Åkerfeldt, 2017). Therefore, digital multimodal composing (DMC) is one of the solutions for generating multimodal academic presentations in speaking classes. DMC refers to expanding writing beyond traditional forms to encompass various modes digital media facilitates. It includes students creating podcasts, videos, posters, and comic strips and combining visuals with writing in academic genres (Hafner, 2020). In this research, digital multimodal presentations refer to a presenter or a speaker presenting a speech or delivering a report, assisted by multimodal presentation tools such as digital posters and interactive PowerPoint presentations that are recorded digitally into a video.

Digital Multimodal Composing is as crucial as Digital Multimodal Presentation in elevating students' representing skill and identity (Lim & Querol-Julián, 2024; Lim & Tan-Chia, 2023). However, conducting academic presentations is still contiguous for some students, specifically for Asians, who use English as a foreign language. Even though English is now the medium of instruction in some countries, leading one with confidence and being accustomed to eloquently sharing ideas requires multimodal text that is just part of the national curriculum in Indonesia, Merdeka Belajar recently. Doing so, conducting a digital multimodal composition to support the digital multimodal presentation requires a teacher who directs interactive learning (Liang & Yao, 2023), specific skills and knowledge in photography, film, editing, image searching, and audio recording, and prior knowledge is crucial for mastering these affordances (Dahlström, 2022). It is still becoming a concern of the government through one of the skills in the Indonesian curriculum in higher education, representing skills.

Considering the teacher's responsibility in language education using digital and multimodal communication, it is evident that instructors are ill-equipped due to the lack of digital and multimodal expertise in their professional training program. On the other hand, DMC requires a wide range of advanced knowledge and understanding (Trisanti et al., 2022). Hence, it is crucial to investigate the implementation of DMC in Indonesian classrooms, given the widespread use of digital technology and the expectation that students will utilize a wide range of learning methods.

Therefore, this research explores the integration of digital multimodal presentation and digital multimodal composition processes and their potential benefits during their implementation in academic speaking classes in higher education.

Methodology

Qualitative research is implemented to unveil the combination of Digital Multimodal Composing (DMC) and Digital Multimodal Presentation (DMP) in *Academic Speaking* classes regarding its implementation and potential benefits that can be pursued from the teacher and student's perspective. Researchers administered observation and questionnaires as the research instrument to collect valid data from 1 lecturer and 59 students from one Indonesian private university who were involved in academic s*peaking* courses. All participants were native Indonesian speakers with at least eight years of English schooling, but none had prior experience in an English-speaking country. Students are required to take *Academic Speaking* classes as part of their third-year curriculum in the four-year undergraduate program. This course is the last part of all speaking classes during the Bachelor degree, including *General English* and *Public Speaking*. *Academic Speaking* gives students the skills for various academic presentation activities, such as discussion moderators, academic presenters, and academic panellists. It requires them to exhibit academic presentations through digital media and incorporate them with digital presentation aids.

In detail, the data mining started with the instructional practices that were carefully observed and recorded in the classroom. It includes observing and documenting multimodal materials, instructional methods, and student interactions during English classes. Detailed field notes are taken during 13 meetings and 4 lesson plans to capture teaching and learning details. Further, the participants were also required to complete the questionnaire through Google Forms, which contains 25 questions in Likert-Scale dealing with the benefits of DMC and DMP for their speaking skills viewed from students' perspective.

Generally, the process of DMC consists of four steps: (1) pre-design, (2) design, (3) sharing, and (4) reflection(Hafner, 2020). Initiated with the Pre-design process, learners strategize their DMC projects by fulfilling teacher directives. In the following, learners produce preliminary versions of digital multimodal texts during the design process. Design is a dynamic process of subjective self-interest and transformation (Sang, 2017). In this stage, students should complete the project with a clear concept and rich information to meet the project requirements. Sharing, the third stage, means that after completing the project, students share it via determined media, a YouTube account. And lastly, students are given a chance to receive constructive feedback from teachers and colleagues.

Obtaining completed data, the researchers then classified them into thematic raw data based on the research questions. Subsequently, the encoded data will be scrutinized to discern patterns, themes, and correlations pertinent to the study inquiries. The triangulation method guarantees the accuracy and dependability of the results, which involves analyzing and contrasting data obtained from many sources, including classroom observations, document observations, and questionnaires.

Finding and Discussion

The implementation of DMC and DMP

As the mandatory policy on the university curriculum is elaborated through the course learning outcome, the lecturer directs the instructional processes by integrating the ICT and factual text materials based on the needs of the world business industry (dunia usaha dunia industri / DUDI). ICT utilization means the lecturer empowers technology-

enhanced applications, materials, and learning management systems to boost students' competence to achieve the ultimate goals set in instructional planning (RPS). The *academic presentation* class has 16 meetings in total, where 14 meetings are for lecturing and fulfilling course projects, while 2 meetings are for mid-term and final term. The task schedule and ICT used are shown in Table 1.

Table 1. ICT tools to support DMC and DMP implementations

No	**Learning Outcomes**	**ICT Tools**
1.	Able to understand the learning objectives	PPT slides
2.	Able to comprehend the task of moderator in academic discussion (opening, whilst-, closing)	Youtube Video, PPT slides
3.	Able to implement the generic structure and generic feature of academic moderator	Google Docs
4.	Able to do Task 1: Role play as a moderator in classmates' short academic presentations	Digital multimodal Composition (generating interactive PowerPoint slides) used PPT, Prezzi, and Canva.
5.	Able to distinguish the types, functions, and trends of a report in the form of graphs, charts, or tables	Youtube Video, PPT slides
6.	Able to develop an outline of the DMC and DMP project	Google docs
7.	Able to do task 2 : create and present a digital multimodal presentation regarding charts or tables (trends, key information)	PPT-generated applications, YouTube accounts, video editing applications
8.	Able to examine the elements of academic poster presentations	Youtube Video, PPT slides
9.	Able to create a digital multimodal text outline based on the information (charts/graphs) chosen	Google docs
10.	Able to develop the outline into a comprehensive and insightful digital multimodal composition text.	Google Docs, interactive PPT slides
11.	Able to do task 3: design and present the digital academic poster presentation	PPT-generated applications, YouTube accounts, video editing applications
12.	Able to classify the generic structure and generic features of informative speech (content; intro, body, closing. And delivery; gestures, mimic and eye contexts, intonations)	Youtube Video, PPT slides
13.	Able to organize a draft of informative speech (content; intro, body,	Google Docs, interactive PPT slides

	closing. And delivery; gestures, mimic and eye contexts, intonations)	
14.	Able to do task 4: generate a digital multimodal informative speech	PPT-generated applications, YouTube accounts, video editing applications

Classroom observation and teachers' instructions

The observation is conducted towards the instructional activity and the lesson plan. It is revealed that the lecturer carries out the teaching-learning process as planned. Out of the 14 meetings, as mentioned earlier, the researchers observed 13 meetings only since the first meeting is the general introduction and course agreement between the students and lecturer. Among those 13 meetings, students are required to accomplish 3 digital multimodal presentation projects, including an infographic, digital poster, interactive PowerPoint slides, and 1 multimodal text presentation.

Initially, students are guided to attain the skill of becoming moderators in academic presentations. This activity seems undemanding since, as third-year students, the research participants typically direct the classroom presentation, including opening and closing the session and guiding the questions and answers. However, some students still need more space to experience it so that they can confidently represent how a good moderator is. The first project was conducted through structured material lecturing, discussion, and sharing, followed by performance. In detail, in meeting two, lecturers shared theory and incorporated it with YouTube video shadowing to stimulate students with the appropriate moderator task. Since the project was a role play, there will be one moderator and one panelist. Each panelist can present materials in front of the class within 5' directed by students in charge as moderators. Even though the PowerPoint slides were not part of the scoring element, students still needed to generate the presentation slides multimodally. In meeting three, students who are ready with their draft consult with the teacher via Google Docs, and after it is approved, they present the tole play as panelists and moderators in meeting 4th.

Further, to accomplish the second task, the infographic video presentation, students are guided to comprehend the types of graphs or charts and their functions, the keywords to indicate the trends, and the multimodal semiotic system, including the colors, symbols, animations, etc. In this 5th meeting, teachers should consider incorporating multiliteracies into the lessons as the manifestation of DMC through web-based design managers like Canva, Prezzi, or PPT Microsoft Office. Educational PPT discourse should serve as a model for students. In the following, students creatively insert relevant pictures, video, or audio and even overlay the PowerPoint slides, constructing a draft of presenting infographic as the topic given (students independently choose one of the data available, and every student should choose a different table or charts), and edit the video. Hence, lecturers give the students a chance to scaffold with them and their classmates during the generating digital video assignment in meeting 6 and meeting 7 consecutively. After completing the video assignment, students uploaded it to their personal YouTube account. Regarding their first Digital Multimodal Presentation assignment, some students with lower digital literacy skills once experienced repeated revision, either in terms of the draft or the video; however, other students with high digital literacy skills voluntarily assisted them in finishing it.

Likewise, students dive deeper into multimodality by empowering ICT and their digital literacy to adorn task 3, the academic poster video presentation. DMC, followed by DMP, is initiated by lecturing the theory, describing the stages of making academic posters in line with the template, and consulting with the lecturer. Along with the consultation process, students collaborated with colleagues to corroborate the video-generating task. It includes revising the PowerPoint slides, editing the transition, inserting audio or animation, and choosing the appropriate symbol to represent the idea. At this level, the scaffolding and discussion session reaches its peak intensity as students and teachers ally to create, evaluate, provide feedback, and modify the draft of their presentations (Seau Lee et al., 2018). The difference between the second and the third task is that students should assemble a 'plain' academic poster as the given template. However, they should still show their creativity in the video presentation since they must perform the multimodal presentation.

Since most students prefer to combine several modes of communication in learning (Zhussupova et al., 2022) for its effectiveness in delivering ideas and sharing knowledge, students in this academic speaking class finish the last task, an informative speech video presentation. Similar to the previous projects, in meeting 12, teachers stimulate students with video shadowing to assist them in completing the task. Here, students search for a specific theme, research the relevant topic, compose the premises, draft the speech, and then consult them with the lecturer. As they have submitted another 2 projects previously, accomplishing this relatively challenging task did not make them hesitate, for they worked in groups to discuss even though the task was given individually. Initially, it was difficult for them to research and determine the highlighting point to share, yet after an intense, structured consultation session, students succeeded in constructing them into insightful drafts. Besides, students are now more aware of the AI assistance that they utilize the research process with Gemini.ai, Chat GPT, Quilbott, and Grammarly. During the instructional process, once or twice, the lecturer was drained of the head-to-head consultation sessions. Still, it didn't vanish her spirit to guide the students to uplift the students' representation skills. Again, after completing all the videos, the final result is uploaded to the YouTube account individually. Correspondingly, some students feel the same way but enjoy the process anyway. It proves that it takes two sides of efforts to increase students' multiliteracies. On one side, teachers must develop multiliteracies in constructing meanings using multimodal semiotic modes like linguistic, visual, and aural; at the same time, students should also be able to comprehend and analyze the interactions between different modes of communication (Qi, 2023). Furthermore, individuals should develop information literacy skills to efficiently gather trustworthy information from the vast resources available on the internet.

Lecturer's and Students' Voices of DMC and DMP Contributions

The second focus of this research is unveiling the potential contribution of combining the DMC and DMP implementation towards students' speaking skills that have lately been classified into representation skills. The researcher administered a set of questionnaires to explore the participants' perspective. The instrument was spread out through Google Forms and administered during the very last session of the instructional process. The questionnaires are measured in Likert-Scale with the range 1 – strongly disagree, 2 – disagree, 3 – neutral, 4 – agree, and 5 – strongly agree. The percentage of students and lecturer responses are as follows;

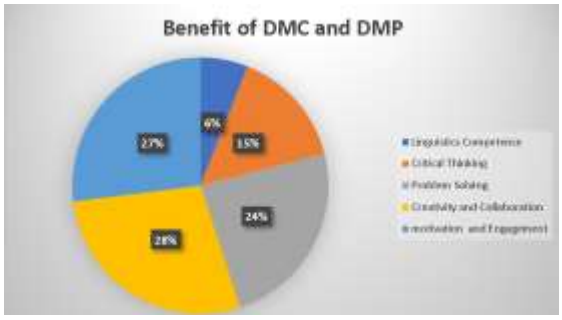

Figure 1. students and lecturer response regarding the benefit of DMC and DMP

Figure 1 shows the benefits and percentage of combining DMP and DMC. It stated that students' linguistic competence (6%), critical thinking (15%), problem-solving (24%), creativity and collaboration (28%), and motivation and engagement (27%).

In detail, the DMC and DMP are lifting students' motivation and engagement during the course take place since tasks and genres focused on DMC are recognized as crucial for student achievement in academic and professional settings (Kessler & Marino, 2023). As part of the DMC project, students had to create storyboards for the purpose of planning and prepare scripts for oral narration (Kessler, 2024). Further, making multimodal digital texts in school can result in increased opportunities for students to perform and succeed in text-making practices. Allowing students to use multiple modes and media has been proven to improve students' abilities to perform school literacy task (Dahlström, 2022)

Students undertaken the Video presentation project is with DMC and DMP is the manifestation of project-based learning, therefore, the root theory is also derived from Constructivism. This theory allows students to experience real-life experience, power, independence, problem-solving skills, and collaboration (Cahyati, 2022).

In the last decade, research on this learning strategy has proven its positive contribution to students' language skills. Thus, it is essential to hear the students' and lecturer's voices when dealing with the possible contribution of DMP and DMP since this strategy also coined the students' independence and collaboration. As mentioned before, in every project executed, the students decide the theme, the concept of the video storyline, and the PowerPoint slides concept their selves. It indicates that the students' choices of digital tools and ways of representation had ramifications for the types of knowledge they could generate (Svärdemo Åberg & Åkerfeldt, 2017).

DMC provides four features that can engage students in teaching and learning. First, it improves teacher-student connections. Second, multiplicity is more inclusive. Third, it improves reading practices, and fourth, it fosters classroom community(Ilmi et al., 2020). The integration of multimodal literacy in English teaching holds great potential for creating engaging, meaningful, and culturally relevant language learning experiences. Such strategies improve students' conceptual comprehension, linguistic development, motivation, confidence, critical thinking, and how multimodal techniques improve English classroom engagement and learning. (Sutrisno et al., 2024)

Conclusions

As the ultimate goal of this research is to explore the combination of DMC and DMP implementation in academic speaking classes and its potential benefits in boosting students' speaking skills, it is revealed that the teacher incorporated her instructional process with multimodal material and media and assigned students with digital multimodal video presentations. With 16 meetings, the *Academic Speaking* course requires students to fulfill 1 multimodal presentation task and 3 digital multimodal presentations on YouTube. During the instructional process, the lecturer presented a lecturing session, scaffolding,

and discussion to guide students to meet the course learning outcome. The lecturer presents her instructional process in every meeting with ICT, such as web-based design applications such as Canva, Prezzi, or Office presentation-based applications. In addition, she enlightens students about various video editing applications such as Movie Maker, Snack, CapCut, etc.

In addition, the students and teacher responded that the implementation od DMC and DMP contribute some beneficial input such as, students' linguistic competence (6%), critical thinking (15%), problem-solving (24%), creativity and collaboration (28%), and motivation and engagement (27%).

Overall, this research's findings align with the previous research or study. Therefore, the researchers recommend implementing the DMC and DMP in EFL Speaking classes for their practical employment and positive contribution. However, considering the limitations revealed, there is still some space to develop for the following research. Since the researchers were only concerned with implementing the DMC and DMP, it is possible to investigate the digital multimodal assessment through DMC and DMP and the students' digital affordances and engagement.

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