THE UNIVERSITY STUDENTS' EXPERIENCES IN DESIGNING A DIGITAL MULTIMODAL LEARNING MEDIA FOR TEACHING

A Thesis

Submitted as a Partial Fulfilment of the Requirements for Getting *Sarjana Pendidikan* Degree of English Language Education Study Program

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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Rangkasbitung, May 2025



The writer,

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MOTTO

“Be in the sky, but still have your feet on the ground.” – Mark Lee

DEDICATIONS

Gratefully and thankfully, I dedicate this thesis:

1. To myself, for the effort and hard work to complete this research.
2. To the beloved family for their unconditional love, patience, and continuous prayers that became the strongest motivation to complete this research.
3. To the supervisors, Miss Nurul Afiyattena, M.Pd, and Miss Siti Hanna Sumedi, M.Pd, who guided, supported, advised, and motivated me throughout the final assignment journey. *Jazaakallahu Khairan*.
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Finally, the writer is fully aware that this final assignment is far from perfect. Therefore, any constructive feedback and suggestions will be highly appreciated to help the writer improve in the future.

Rangkasbitung, May 2025

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NEED ANALYSIS OF ENGLISH LEARNING DIGITAL MEDIA FOR JUNIOR HIGH SCHOOL STUDENTS

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Abstract
The digital media are now widely spread in educational fields, unfortunately the use of digital learning media was not fully implemented in rural schools, almost several schools in rural areas are not accessible to the widespread and rapid development of digital media in learning, especially digital media for English learning. Investigating students' need in regard with the digital media for learning English is the purpose of this research. Mix Method (Quantitative and qualitative design) was used to dig students' need. This study included one English teacher as an informant in addition to thirty-two students of the eight grade of junior high school who were purposefully recruited as participants. Through interviews, FGD, and questionnaires, the data were acquired. The results showed there were (48,1 %) students were inadequate interest in learning English due to lack of learning media (62,1 %), in regard with students' need, (55,6 %) students need of digital learning media that used combination of semiotic resources such audio, visual, and linguistics. in regard with the English skills and English learning topic it's about (50,7 %) students need of English vocabulary, and for the English topic, they need short dialogue like introduction (44,4%) which supported by the use digital video animation which get (57,3 %), for the last need most of the students (63,2) % were motivated to have the opportunity to learn English using Digital learning media.

***Keywords**: Need Analysis, English for Junior High School, Digital Learning Media.*

1. Introduction

Digital media and technology use are increasingly seen as tools to support students in their learning process. It is also mention that any information that is displayed on a screen is considered digital media. It includes information that is distributed over the internet comprises digital images, videos, text, audio, and graphics in addition to software, online pages and websites, social media, digital data and databases, digital audio (MP3, for example), electronic documents, and electronic books (Pischetola, 2011). Particularly among the younger generation, who are considered to be among the most frequent users of digital media (Makodamayanti, 2020) digital media use appears to be important to them. Numerous studies have focused on the application of digital media as a tactic to assist students in their educational journey, acquiring, or understanding a foreign language especially English, given the significance of digital media in language learning has become widespread. Unfortunately, the use of digital learning media was not fully implemented in rural schools, almost several schools in rural areas are not accessible to the widespread and rapid development of digital media in learning. Hence, the purpose of this study is to investigate students need in regard with the digital media for learning English. One way to dig students' need is by conducting the need analysis, the process of needs analysis itself is used to gather data regarding of students' need. Prior to creating and assessing courses, resources, or curriculum, it is crucial to do research for need analysis. This helps create a student profile and prioritize the needs for which students need (Mehmet 2015, cited in Destianingsih & Satria, 2017). One may say that need analysis is the initial step that comes before

trying to create a textbook, learning media, curriculum, exercise, and syllabus. As what Afiyattena and Pravitasari (2022) did their study is about developing of students' English reading material, however, before designing the English reading material the first thing that they did is conducted the need analysis to know and to create the E-book based on students' need. Need analysis is not limited to the first phase; it can also occur before, during, or after a language program (Richard, 2007 p. 54). Furthermore, "The activities involved in gathering information that will serve as the basis for developing a curriculum or syllabus, for adding supplementary learning material, and for creating learning media that will meet the learning needs of a particular group of learners" called as need analysis (Brown, 2007).

2. Method

2.1 Research Design, Data Collection and Participant

Mixed-method research design adapted from Creswell (2012, P. 535) are used in this study. Focus groups and teacher interviews provide as qualitative data, while the questionnaire yielded as quantitative data. Interviews and focus groups were held to make sure students provide accurate answers to the questionnaire. This study used a need analysis research design, which modified and adapted from Brown (2009). On his design, he has three steps. The first step is to prepare for the need analysis, which includes stating the goal of the study, determining the student population to be studied, choosing a method or methods and syllabus, identifying any limitations, and choosing a data collection method. The second step, called the need analysis, is gathering information, examining it, and extrapolating its

implications. In contrast, the third method involves using the need analysis to determine the study objectives and assess the need analysis report.

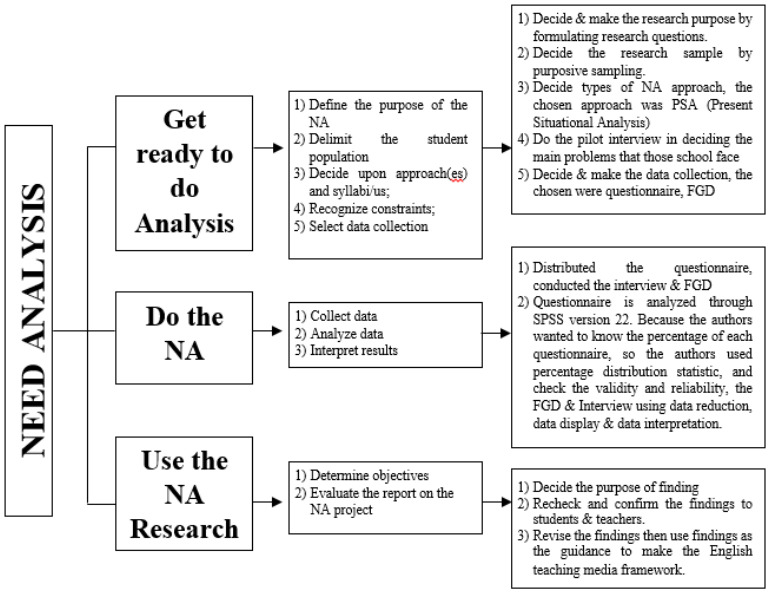


Figure 2.1. Research Design Adapted from Brown (2009)

The writer chose one of the Junior High School classes it was the students in the eighth grade as a study sample. Purposive sampling was employed by the author to select the sample; this method was chosen because it allows for easy concentration on experienced students, who are the primary subject of this study. The total sample were 32 students.

3. Results and Discussion

As previously noted, this study has two sets of data: a questionnaire for the first set of data and an interview and focus group discussion for the second set of data. Prior to outlining the demands of the eighth-grade students, the researchers made an effort to find out students' interests, students' constraints, students' view of current teaching media and students' need. The following table is the result of

students need. As mentioned by student one of the factors that hinder their interest is monotonous of teaching learning activities at class it is evident from the questionnaire's results. It is about 62,1 % students revealed that lack of teaching media often obstructs students in learning English. Students need teaching aid to help comprehension while learning. As mentioned by (student 2) *"We often having constraints in comprehending the English words, English is hard to be understood from its pronunciation, its' vocabulary and its writing."* Moreover (student 3) testified that *"the teacher is lack of giving media, example or practice while teaching so it makes hard to understand."* It can be inferred from the students answers that they need teaching and learning aid to assist their understanding of the material. If the teacher doesn't use teaching and learning media it became one of the students' learning barriers. The next finding relates to other resources that can support students' understanding in English, 54,3 % students mentioned that they need more teaching aid besides teacher's explanation. They also mention from the first teaching and learning process, the teacher always uses a textbook, and barely does the teacher use teaching aid or media. Hence, in the fourth question researcher asked about media that needed by the students. It is proven that 55,6 % of students need support of audio-visual teaching learning aid to support their understanding in comprehending the English lesson. As mentioned by (student 1) *"Type of Multimedia that I need consist of so many interesting features like Visual, audio, and video. I hope my teacher will use it someday."* In addition to student 3 urged that *"Multimedia is often interesting because it has interesting visual such as clear picture. Audio is also needed to make me understand the sound. One more is Video*

because it can make me happy." The next finding relates to the combination of media that can assists the students in learning English, 55,6% students chose the combination of visual, audio and linguistics. They also explore the reasons through interview as (Student 1) asserted, *"If there is multimedia yes it will even support my understanding further,"* in addition (Student 3) *"100 % Yes. I hope there are exist here, especially learning media that integrated to technology".* And (students 4)" *I said Yes because it can help me to catch the complex material in English easily".* Based on the finding most of the students were enthusiastic of the use of media whether it visual, audio or combination of them. As it is mentioned by Mathew and Alidmat (2013) audio-visual material or audio-visual aids AVAs) are a variety of learning-enhancing instruments that are used for presentations in the classroom. Video is one kind of audio-visual content that can add interest to the learning process (Lutfia, 2021). Moreover teaching media that integrated with technology, as Zhou and Teo (2016) suggested that employing technology in learning pique students' interest and make learning more engaging. The next finding relates to English skill. 50,7 % students need the English vocabulary. As it mentioned by student 2 *"Vocabulary will help me to understand all the English material." "All English skills are important but I choose vocabulary as the most I need."* (Student 3) This result is consistent with earlier researches (Afiyattena, 2019, Luankanokrat, 2011; and Karman 2017). They stated that vocabulary is the first thing that made the English text difficult to understand, thus many students need to study it more. They believe that the most important skill to acquire when studying English is vocabulary. The next finding relates to English topic for short

dialogue, 44,4 % students need to learn about introduction, as well as 51,9 % need for practice in class, some reasons are explored in interview *"For speaking practice we need a short dialogue that relate to asking for information because it often used in our daily activity".* (Student 1) moreover *"I really want to practice speaking English, but barely did the teacher asked us to do it, and for the topic that need to be practiced for speaking is greeting".* (student-3).

4. Conclusion

The result of this study' has provided students with the precise understanding of English learning media that students require. Most of the students need the teaching aid whether it is digital or non-digital, however based on this finding most of the students tend to have more interaction with the digital English learning media which combined with multimedia such audio, visual, and linguistic. Moreover, English has many skills that should be practiced like speaking, listening and reading, if the teachers barely do such activities, the English learning activities will be tiresome. The school stakeholders should aware with students' need. Schools in rural area should also open minded about the advance of technology. One of the activities that show more open minded in contributing with the advance of the technology can be done by inviting the digital teaching and learning trainer, coordination with the educational institution which can facilitate to have such seminar, conference that regard with the development of teaching learning activities that combine with the advancement of technology. Not to mention since the teacher is the primary class manager in this situation, their job is crucial. He or she has the power to choose, add, edit, and modify the instructional media and provide, among

other things, up-to-date knowledge about technological advancements in order to make the process of teaching English more engaging.

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The University Students' Experiences in Designing a Digital Multimodal Learning Media for Teaching English

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ABSTRACT

Recently, designing digital multimodal learning media is a must for interesting and effective teaching. Likewise, this study aims to explore students' experiences in designing English learning media through a narrative approach involving eight students from a private university in Banten Province. Data were collected through interviews, students' reflective journals, and documentations. The data were analyzed using thematic analysis by Braun and Clarke (2006). The findings revealed three students' experiences: 1) Most students had a positive experience in designing digital English learning media, it is due to most of them having prior experience with digital media, either from lecturers' classroom projects or their tasks at school as teachers; 2) Most of the students used and experienced using Canva application while designing the digital media; 3) From 12 multimedia design principles, only 7 were implemented by students. Hence, this study highlights the need for curriculum development and teacher training to give students rigorous instruction and intensive supervision, including structured activities such as workshops, collaborative projects, and reflective practices. These activities equip students to master all multimedia design principles and prepare future educators to create creative, adaptive, and effective multimodal learning media that meet 21st-century education needs and support digital innovation in teaching.

ABSTRAK

Belakangan ini, merancang media pembelajaran berbasis multimodal digital menjadi keharusan untuk pengajaran yang menarik dan efektif. Demikian pula, penelitian ini bertujuan untuk mengeksplorasi pengalaman mahasiswa

dalam merancang media pembelajaran melalui pendekatan naratif yang melibatkan delapan siswa dari satu universitas swasta di Provinsi Banten. Data dikumpulkan melalui wawancara, jurnal reflektif siswa, dan dokumentasi. Data dianalisis menggunakan analisis tematik dari Braun dan Clarke (2006). Temuan dari penelitian ini mengungkapkan tiga pengalaman mahasiswa: 1) Sebagian besar mahasiswa memiliki pengalaman positif dalam merancang media pembelajaran bahasa Inggris digital, karena sebagian besar dari mereka memiliki pengalaman sebelumnya dengan media digital, baik dari proyek kelas dosen maupun tugas mereka di sekolah sebagai guru; 2) Sebagian besar mahasiswa menggunakan aplikasi Canva saat merancang media pembelajaran digital; dan 3) Dari 12 prinsip desain multimedia, hanya 7 yang diterapkan oleh siswa. Oleh karena itu, penelitian ini menyoroti perlunya pengembangan kurikulum dan pelatihan guru untuk memberikan instruksi yang tepat dan pengawasan intensif kepada mahasiswa, termasuk kegiatan terstruktur seperti lokakarya, proyek kolaboratif, dan praktik reflektif.Kegiatan-kegiatan ini membekali mahasiswa untuk menguasai semua prinsip desain multimedia dan mempersiapkan pendidik masa depan untuk menciptakan media pembelajaran multimodal yang kreatif, adaptif, dan efektif yang memenuhi kebutuhan pendidikan abad ke-21 serta mendukung inovasi digital dalam pengajaran.

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1. Introduction

Generally, students majoring in education need to understand the principles, methods, strategies, and professional skills in teaching. Specifically, they are required to be able to integrate technology in learning and other educational activities that they will face when they become teachers in the future. One of the ways to achieve this is by recognizing and utilizing digital media. As it is known,

digital media is used in most digital learning to supply content that satisfies learning goals. Digital media in education involves web-based stages, interpersonal organizations, multimedia assets, interactive programming, enhancing adaptability, openness, and customization in learning beyond traditional study halls (Agnihotri & Ali, 2024). One of the reasons why the students' majoring in education should have the ability to integrate technology is because it improves students' ability in the learning process and has a favorable impact on students' learning experiences (Audrin & Audrin, 2022). Along with this discussion, Martin and Betrus (2019, pp. 11–12) highlight the advantages of digital media, such as ease of use, immersive experience, and cost-effectiveness, but also highlight challenges like lack of interactivity and expensive updates.

In line with this phenomenon, teachers or digital learning designers need to overcome these challenges by considering other alternatives by using free and open-source digital tools, such as Canva, Paint.net, Go Animate, Animaker, and others, to design digital learning media (Martin & Betrus, 2019, p. 5). These tools provide media elements such as text, audio, graphics, and animation that encourage designers to create enjoyable and innovative multimedia that can be integrated into lessons in various formats, providing a wide range of learners. Therefore, it is important to teach language learning students how to integrate the technology into the teaching and learning process. Actually, there are several courses that have already been introduced and taught to students integrated with technology. One of the courses is TELL (Technology Enhanced Language Learning), which utilizes technology to facilitate students in teaching language. In this course, various

learning applications were introduced to broaden students' knowledge. The students studied TELL for about one semester, and they received theoretical and practical knowledge using technology in language teaching. One of the practices that is often done is the creation of English learning media using applications such as Animaker, Powtoon, Canva, etc. Additionally, during the course, the TELL lecturer also collaborates with the Grammar in Multimodal Discourse lecturer in evaluating the results of students work, ensuring the learning media created applies a multimodal-based approach and follows Mayer's (2009) multimedia design principles, namely: 1) Coherence, excluding extraneous words, images, and sounds, 2) Signaling, highlighting the important information, 3) Redundancy, using images and narration, 4) Spatial contiguity, presenting corresponding words and texts near to each other, 5) Temporal contiguity, providing texts, narration, and images simultaneously, 6) Segmenting, breaking content into user-paced segments, 7) Pre-training, presenting general information and an overview, 8) Modality, presenting words as audio narration, 9) Multimedia, using words and graphics together, 10) Personalization, using conversational style, 11) Voice, using a human voice rather than machine-like voice, and 12) Image, not necessarily adding the speaker's image on the screen. Moreover, multimedia design principles relate to the principle of a multimodal approach, which needs several modes to interpret the information. As mentioned by Kress and van Leeuwen (2001), multimodal means using multiple semiotic modes in the design and interpretation of communication. These modes include not only linguistic ones (speech and writing) but also visual (images, colors, layouts), aural (sounds, music), and spatial (arrangements of elements) ones. On the

other hand, multimodality is explored as the combination and interaction of multiple modes, including text and image, within a document (Bateman, 2008, p. 9). It is the use of various media, including text, animation, pictures, computer-based interactive games, simulations, or activities that include spoken or printed text to effectively convey information (Ivers & Barron, 2002; Mayer, 2017).

There were several studies revealed that using a multimodal approach integrated into teaching media has positive impacts on learning. Susanti et al. (2021) mentioned that a multimodal approach makes students enjoy learning more, while Al Fajri (2018) also highlights that the multimodal approach improves students' engagement and motivation, encourages students' autonomy and independence in learning, and assists them in be enhanced by improving their editing, internet searching, and photo editing skills (Dahlström, 2022). Similarly, students expressed great excitement about the availability of the e-book that used a multimodal approach, since it can not only improve students' comprehension but also foster and develop their learning independence (Afiyattena & Pravitasari, 2022). In addition, Nouri (2019) mentioned that students are becoming active learners in developing multimodal digital literacy and utilizing contemporary technology affordances to enhance their learning experiences. Similarly, Liu et al. (2024) found that using AI-assisted digital multimodal composing, students' cognitive processes and behaviors improved their linguistic and rhetorical abilities compared to traditional essay writing. In sum, designing digital learning media based on multimodal approaches has a positive contribution to students' teaching and learning process.

Despite the positive response and impacts of using digital learning media-based multimodal approaches from a few studies above, this study addresses that gap by focusing on exploring students' experiences while designing the English digital learning media using a multimodal approach. It is due to there still being a lack of empirical understanding of what it would be like if students were the ones who created digital learning media, as is the case on this campus where the lecturer of Grammar in Multimodal Discourse, ESP, and TELL gave almost the same final assignment to students to create e-books, digital learning media, and other projects using a digital multimodal approach. Several questions may arise: 1) Are student projects in accordance with the principles of creating electronic-based learning media? 2) Are students able to operate the applications they create? Do the students really understand the multimodal approach when they integrate it with digital learning media? 3) Do the students experience difficulties or ease when working on or designing English learning media based on a multimodal approach? All of these questions can be explained by highlighting the purpose of this study, namely to explore students' experiences when designing digital multimodal learning media for teaching English. Regarding pedagogical implications, this study emphasizes the need for methodical teaching preparation and intensive guidance in designing digital learning media based on multimodal approaches, especially for lecturers who assign students to create digital learning media. It is expected to ensure students' basic digitalization skills, backgrounds, and readiness in designing multimodal based English learning media.

2. Method

The study used a qualitative method, and the design was a narrative study of oral history. According to Creswell (2013), oral history involves collecting individuals' personal reflections on events, their causes, and their impacts. Narrative studies themselves might focus on particular contexts, including classroom stories from teachers or students or stories about organizations. This study was conducted at a private university in Banten province. The total number of students who participated in this study was eight students from the fourth and sixth semesters, the participants were recruited using purposive sampling, as they had previously engaged in designing digital multimodal English learning media. Additionally, the instruments used were an interview, a reflective journal, and documentation. The data were analyzed using thematic analysis by Braun and Clarke (2006), which consists of several steps, including becoming intimately familiar with the data, creating starting codes, collecting codes and supporting data, grouping codes and searching for themes, reviewing and honing the topics, and writing the report.

3. Results and Discussion

From the data obtained, the researchers discovered various aspects that highlighted the students' experience in designing digital multimodal learning media. The results emphasized 3 aspects consisting of students' digital media interaction background, what type of digital media used, and how their experience when designing the digital multimodal. Those are described in the following discussion.

3.1 Background of students' digital media interaction

The finding revealed three main themes including students' digital media interaction background, students' ability in operating digital media, and students' digital literacy development by attending seminars or workshops. The first theme focuses on the students' experiences in teaching. Among eight participants of university students, five (S2, S4, S5, S7 and S8) of them have been teaching at various primary and secondary schools. They have been experienced and become a teacher for about 2-3 years, and often used several digital learning media while teaching English and also have already developed a simple English material. As testified by S7:

> *"I have been teaching English for three years, and I often used the digital media and several learning applications to assist me in teaching, especially for junior high school students who are still enthusiastic with visual, audio contained in those learning applications."*

On the other hand, three (S1, S3, and S6) of them have not yet been taught but have already experienced in designing the English material through the projects or the assignments in TELL and Grammar in Multimodal discourse courses for midterm or final exam. As S1 mentioned:

> *"In the TELL course, I learned how to utilize applications for language learning such as PowerPoint, Quizizz, and Word Wall. I also used i-Spring integrated with PowerPoint that consists of the interactive learning material."*

Additionally, in regard to students' ability in operating digital media, the result shows their ability is classified into two categories: average and quite average. Five (S1, S3, S4, S6, S8) students are categorized as average because they realize that they often found an ease of operating digital media to design

materials by simply listening to the lecturer's explanation and following the tutorial via YouTube. As testified by S3:

> *"Due to the experience of teaching using digital media in my class, detailed and easy explanations did by both Grammar in multimodal discourse and TELL lecturers while taught me at college, frequent practices, collaboration among students and feedback given by lecturers when designing projects, made it easy for me to understand how to design multimodal-based English materials."*

However, the remaining three students (S2, S5, S7) are quite average because some of them are not used to operate digital media. Consequently, this makes them confuse and have difficulties when designing, as S5 claimed that:

> *"We are not from the information technology department, why do lecturers' projects or assignments have to design digital learning media which I think is very difficult, maybe some of my friends understand because they are used to it but for me this is very confusing."*

The last students' background in interacting with digital media was by attending digital media seminars or workshops. Among eight students, two students attended the seminars or workshop as their additional knowledge. These experiences equip them with the technical skills and knowledge necessary to create engaging and interactive materials, demonstrating their preparedness to integrate digital tools into instructional practices. As S8 testified:

> *"I have attended several trainings, including workshops on Learning Management Systems (LMS) and digital material design. I learned how to manage the class, create engaging learning, how to make a virtual class, and design a digital material combining with texts, images, videos, and audio".*

Based on the experiences above, it is discovered that eight participants have various backgrounds including already teaching at schools, differing

ability in operating digital media tools, and attending several digital learning seminars or workshops. Such background knowledge can provide insights into the quality of their digital media projects and help lecturers to evaluate their works. At least one of these experiences, such as participating in seminars or workshops, is crucial for students' skill development. As noted by Artacho et al. (2020), training in information and communication technology (ICT) is essential for developing digital competencies, which are fundamental to improving teaching quality at all educational levels. This activity also helps them to improve their digital skills ability since it improves professionalism, experience, and innovation. Furthermore, these professional experiences provide students with the opportunity to gain insights into current trends and best practices in educational technology, enabling them to create more innovative and impactful learning designs.

3.2 Digital media used and created by students

The second finding describes an application used by the students to design a multimodal learning media and which form they created it. In regard to the type of digital media application used by the students, researchers discovered three applications such as Canva, Animaker, and PowerPoint were used to design an E Module, instructional videos, and interactive slides for English digital multimodal learning. It was also found that among eight participants, six students used Canva, one participant used Animaker, and one participant used PowerPoint to construct the learning content. It can be said that Canva is the most used application by students since it is a user-friendly design

tool which is very suitable for beginners like them, makes it easier to distribute to students, and helps with technical requirements (Christiana & Anwar, 2021). Additionally, the students also applied DDD-E model to design the learning media. This model provides a framework for the steps of a multimedia project that consists of four stages: Decide, Design, Develop, and Evaluate. As testified by S1 & S4:

> *"I use Canva to design English digital multimodal learning media, because Canva really support the semiotic modes like linguistic, visual, audio, gestural, and spatial that was very crucial while using multimodal approach. Supporting by using DDD-E model, we are also able to design the material properly."* (S1)

The similar statement also reflected by S4:

> *"I chose to use Canva because it provides many elements that make the design process easier, and our project is often easy to be done because the lecturer made it in a group so we frequently divide the jobs at work."*

Those statements are proven by many previous studies who stated that Canva is a widely-used visual media platform for creating classroom teaching materials, presentation slides, video, and poster editing, and is accessible to all users (Khakim et al., 2024). Canva seeks to boost students' digital design creativity by allowing them to add text, images, and photos. Likewise, Canva is an excellent tool for students to create simple, creative, and unique visual designs. This allows designers to be more creative designing learning media only through simple applications.



Figure 3.1. E-Module Designed Using Canva

Moreover, student mentioned that they use Animaker to design a short instructional video. Animaker is a free animation video creation tool used to create engaging learning that convey subject matter and adapt to different learning styles (Tamba & Simanjuntak, 2023). This tool provides accessible features that can support them designing instructional video. Instructional video is a digital media tool that enhances learning by presenting concepts, procedures, or processes in a dynamic format through visual and auditory (Martin & Betrus, 2019). It aims to provide a clear understanding of a process or event, rather than solely conveying direct emotions to the viewer. As Haerawan et al. (2024) mentioned that integrating interactive elements into video content can enhance the learning experience. It is also supported by Zhu et al. (2022) that short videos can enhance students' engagement and academic performance rather than long videos. In addition, students also mentioned before they design the instructional video, they often select the appropriate topics, sound, and pictures. They ensure to make an effective tool for teaching and learning. As mentioned by S5:

> *"When using Animaker, I felt so enjoyed, it was a very complete tool. Before adding material, I created a framework and content. Then, I made an account, chose video templates, added characters,*

and included text and voice. Finally, I exported the video in MP4 format." (S5)

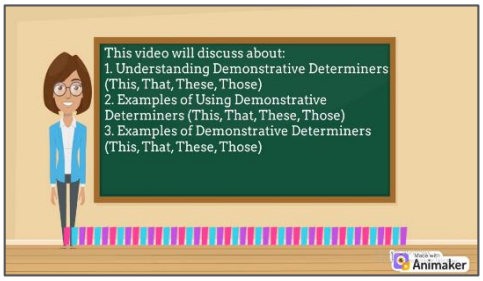


Figure 3.2. Instructional Video Designed Using Animaker

The last application used by the students is PowerPoint. They use PowerPoint to design interactive slides. One of the reasons why they use this is because this application is already familiar to them, very simple, and there are not many new features that make them confused to use it. This allows them to design easily, as shared by S7 in the interview:

"I did not prepare so hard in making material for the slide presentation because I have been familiar with it. I create slides that are attractive and easy to read. I also sometimes use examples, pictures, and animations to make it more interesting. When designing, I use clear fonts, appropriate colors, and smooth transitions. It was very easy just click-click-click".



Figure 3.3. Digital Media Sample Designed Using PowerPoint

The utilization of PowerPoint as an interactive learning media has been conducted by Anggorowati (2023). The result revealed that interactive PowerPoint enhances students' reading comprehension ability in narrative text. Hence, it indicated that using interactive PowerPoint can improve students'

performance in learning. Furthermore, based on the students' experiences described above, it can be concluded that students have diverse preferences in designing multimodal digital learning which can be seen from the utilization of different digital tools such as Canva, Animaker, and PowerPoint. These tools make it easier for them because it has an easy-to-use interface and the ability to incorporate images, texts, supporting elements, or sounds to design multimodal learning media. With this simplicity, students can combine them together to make the design appealing and interesting.

3.3 Multimedia design principles applied by students

In regard to designing the digital multimodal, it was found that students have implemented several digital media principles in their design. Among twelve principles of designing the digital media proposed by Mayer (2009), there were seven principles implemented by the students. Those are the coherence, spatial contiguity, segmenting, pre-training, multimedia, personalization, and modality principle.

a. Coherence principle

The coherence principle indicates that when unnecessary material such as irrelevant graphics, texts, or audio are excluded, it will help people understand and focus on the main topic. In this principle, five students (S2, S4, S6, S7, and S8) focus on clarity and conciseness by emphasizing the main topics and excluding unnecessary design elements or information. As mentioned by S4:

> *"I ensure everything is presented clearly, with text and visuals that are aligned and relevant to the material. I try to avoid adding unnecessary information that could distract from the main message."*

The interview is also supported by S4's reflective journal:

> *"I only put necessary information and focus on key learning points. I want the viewer to understand the main topic I present without putting too much information."*

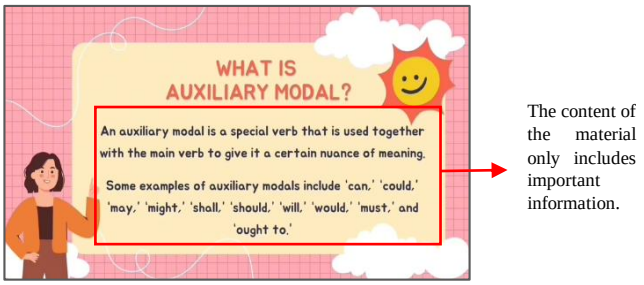


Figure 3.4. Example of Coherence Principle

The results of the interview and reflective journal demonstrated that students implemented the coherence principle in their design. Students exclude unnecessary information and elements that are irrelevant to the topic. In line with this principle, Lawe and Hidayat (2020) analyzed multimedia design principles in an interactive e-book which has applied the coherence principle which only includes necessary and relevant information. They also emphasized that adding too much information can hinder the learning process. Therefore, in applying this coherent principle, digital multimodal learning designers need to be cautious in selecting text and images that are appropriate to the material. They should also eliminate irrelevant information that can distract learners when viewing the design.

b. Multimedia and Spatial contiguity principle

According to Mayer (2009), the multimedia principle combines text and image, or uses a combination of text and imagery which functioned to highlight essential topics and make sure the graphics clarify or improve comprehension. Additionally, the spatial contiguity principle also correlates with multimedia principle which implies corresponding words and visuals are displayed close together on the page or screen. Providing near texts and pictures allows learners to digest information and make connections. In this study eight students have completely implemented these principles into their material design. One of the reasons why the students seemed familiar with these both principles is because they have already learned about a multimodal approach before designing the English digital media, hence they have already known that they need to integrate several media elements such as text and visuals into their designs and display them closely. As testified by S6:

> *"I use text media combined with images, visuals, and audio when designing digital learning. Using this combination really helps to make the material more interesting and easier to understand."*

It is also followed by S6's reflective journal:

> *"I often place visuals and text close together. For example, when teaching vocabulary, I will display the word on the screen and immediately follow it with a relevant image to provide the context."*

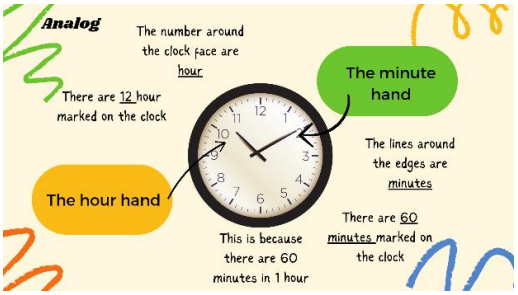


Figure 3.5. Example of Multimedia and Spatial Contiguity Principle

The result of the interview and reflective journal indicated that students have implemented multimedia and spatial contiguity principles into their design. These principles implementations are also supported by Lawe and Hidayat (2020) who analyzed multimedia design in an interactive e-book. The study reveals that the e book has utilized multimedia and spatial contiguity principles, which combined texts and images that displayed closely on the page. In addition, the implementation of these two principles are an important aspect in multimodal learning. With the integration of visuals and texts in a design, it helps learners to engage and improve their enthusiasm in learning. This is because interactive multimedia in English teaching and learning can significantly impact students' achievement (Ampa, 2015; Pravitasari & Yulianto, 2017). Therefore, ensuring the effective implementation of this principle can enhance the overall learning experience by fostering deeper understanding and engagement which can help learners comprehend the material.

c. Segmenting principle

The segmenting principle is breaking down the content in a small complex. This principle aims to reduce overload information and provides a segmented content to assist learners understand the content of the learning.

Seven students (S1, S2, S3, S4, S6, S7, S8) have implemented this into their design, as S4 stated:

> *"I keep material concise and clear by dividing content into smaller sections. For example, instead of presenting a lengthy explanation, I break it down into bullet points or slides, making it easier for students to digest the information."*

As followed by S4's reflective journal:

> *"When designing materials, I break complex topics into steps or short explanations. For example, I divide the procedural text into sections such as **"Steps"** and **"Example"**"*

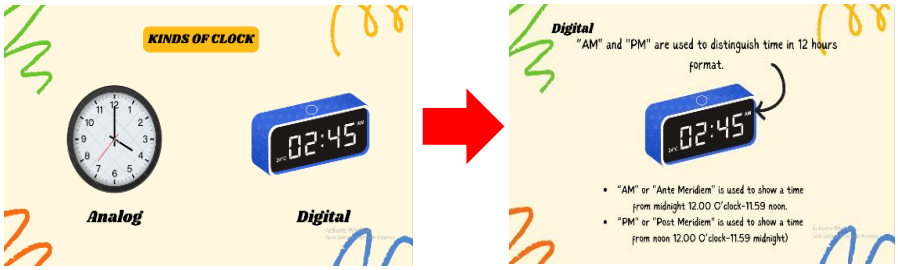


Figure 3.6. Example of Segmenting Principle

Furthermore, Mayer (2009) adds that the segmentation principle implies that learning content design should include portions that learners may control rather than continuous. This suggests that the material design may include a "continue" or "next" button in order learners can control the pace of the segments. In this study, researchers found one student (S8) has designed a learning media that provides a "continue" or "next" button. It was designed for TELL course learning.

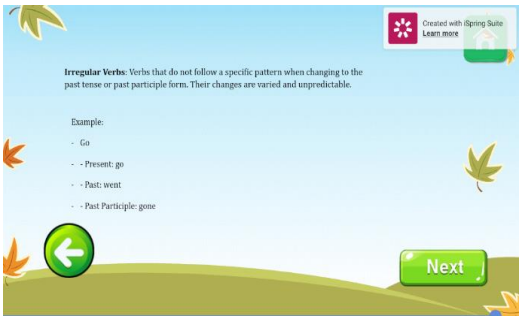


Figure 3.7. Student's Material Design Provides "Next" Button

The incorporation of the segmenting principle in the students' learning media design indicates that they are able to manage and construct the learning content properly. Most students use this idea to help them be more thorough when compiling their materials which can help the learners comprehend the learning content easily. In line with this discussion, Osman et al. (2018) explores the integration of the segmenting principle using textual and video content into an educational app designed to aid children with reading difficulties like dyslexia. The study resulted in knowledge gain and increased self-efficacy among pre-service teachers, as shown in the preliminary testing of the app. Therefore, based on this study, it can be concluded that the implementation of the segmenting principle assists the learning media design to become more structured and well-managed. This principle also facilitates learners' better comprehension and improves learning outcomes.

d. Pre-training principle

Mayer (2009) explained that the pre-training principle provides characteristics or key components of the learning. It aims to help learners understand key topics before getting to the main presentation. As the S4

testified, *"I often provide introductory material before starting the main topic. For example, I give an overview or explain key concepts to build a foundation. This helps students understand the context and prepares them for more detailed discussions."*

This is also emphasized in the reflective journal, *"I provide an introductory and overview of the key concepts of the video."* Additionally, 2 students (S4, S8) have completely implemented this principle in their learning design.



Figure 3.8. Example of Pre-Training Principle

The interview and the student's reflective journal indicate that this principle was implemented in the students' learning design. Moreover, the example of the implementation of the pre-training principle shown in Figure 5 suggests that to implement this principle, a designer must provide an introductory or overview of the material that will be discussed. Regarding this discussion, Meyer et al. (2019) investigated the pre-training principle effect on learning outcomes in virtual reality (VR) compared to video, examining how it affects cognitive load and self-efficacy. Results revealed that pre-training significantly enhanced knowledge, transfer, and self-efficacy in the immersive VR condition but had no effect in the video condition. Additionally, Meyer et al. emphasized the importance of prior

knowledge in the learning to build understanding. Therefore, integrating the pre-training principle can help learners to know the foundational knowledge of the material, allowing them to focus more on the explanation presented.

e. Modality principle

The modality principle suggests an explanation of text or visuals better explained in spoken words rather than only visuals or text in a design. Six students (S1, S2, S3, S5, S6, S7) applied this principle to reduce monotonous learning by adding some engaging visuals or supporting elements combined with an audio explanation to make the material more interesting. As S7 testified:

> *"I use various media such as visual, audio, and text. For example, when teaching pronunciation, I include videos showing mouth movements, audio clips for correcting pronunciations, and text explaining phonetic rules."*

This statement is also supported by S7's reflective journal:

> *"I try to reduce too many texts which may cause an overwhelm for learners or viewers. Instead, I put an embedded video link to YouTube to give further explanation and make the learning more interesting."*

The interview and the students' reflective journal above show that the student integrated the modality principle by explaining the material using video or audio aligned with the material content. For example, the student includes a video that helps learners to pronounce the vocabulary in the class correctly. The students applied this principle to improve effective learning since it was designed with a combination of visual and audio which aligns with the modality principle.

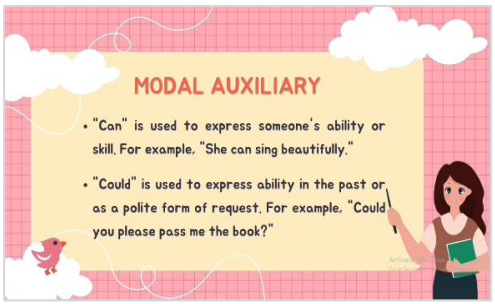


Figure 3.9. Example of Modality Principle

In regard to this modality principle, a study by Nisa et al. (2017) developed a game-based learning called Geoplay which compares two versions of the game; picture with narration (P&N) and picture with on screen text (P&T). The study findings show that P&N group students achieved better outcomes in both low level and high-level thinking skills than those in the P&T group. Thus, this study indicated that the incorporation of visual and auditory, as in accordance with modality principle, has significant impact on learners' learning performance and cognitive development. Moreover, the integration of modality principle aligns with cognitive theory of multimedia learning by Mayer (2017) who argue that material learning is better presented in dual channels (visual and auditory). The integration of these dual channels will make the material more interesting and support learners' learning process. Therefore, it can be concluded that combining visual and auditory channels is important to reduce cognitive overload and enhance learners' comprehension. By presenting information through this modality, learners can process the information more efficiently and make the material more effective.

f. Personalization principle

Mayer (2009) stated that the personalization principle is when the words are better presented in a conversational tone rather than a formal style. Mayer also explained that to implement the personalization principle, digital media designers may use first and second-person constructs (e.g., 'I', 'we', 'you') with either voice or on-screen text. The integration of personalization principle makes the material more personal and provides accessible language so it can help learners to understand the material. Eight students have completely implemented this principle, as testified by S3:

> *"I use a conversational tone in my digital media. It is like when I explain the material in a friendly and simple way, using language that is easy for students to understand, just like in everyday conversation."*

This statement is supported by the students' reflective journal:

> *S3: "I also make the explanation more personal in my auxiliary and modal auxiliary verb material by using pronoun "we": **"So, let's continue our journey in understanding more about this concept!"**"*

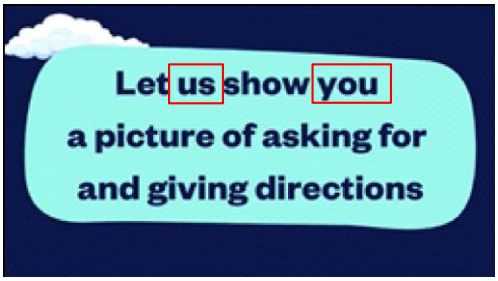


Figure 3.10. Example of Personalization

Based on the interview and reflective journal, it indicated that the students applied the personalization principle in their digital multimodal learning design. Using conversational rather than formal language makes the material easier to understand and encourages learner engagement. As

Schrader et al. (2018) mentioned that the personalization principle in multimedia learning using a conversational language style increases learning performance and motivation. With the use of conversational style, it can build learners' engagement and activeness which can positively impact the learning outcomes. In addition, personalized learning also helps learners to comprehend the material. In contrast, if the content of the learning is presented in a formal style, it will probably cause stiffness and make the learning boring and less interesting. Therefore, digital media designers should consider applying this principle in their design to create an interactive, engaging, and effective learning.

From the description of the findings above, it can be estimated that students have positive experiences in designing English digital learning media based on a multimodal approach. This is due to their prior experience, whether it is from lecturer assignments or from their task as a teacher at their school. Those prior experiences truly facilitated and assisted students in designing the English teaching and learning media. However, the result of this study also revealed a gap between theory and practice where according to Mayer's (2009) theory of multimedia design principles, there were 12 principles that should be implemented while designing the digital multimedia. Nonetheless, the findings revealed that most of the students only implemented 7 principles, they claimed that they had difficulties in implementing the rest of the principles due to a lack of their comprehension, knowledge, and supervision while designing it. Therefore, this gap

highlights the need for curriculum development and teacher training programs to facilitate students' structured activities like digital media workshops, collaborative projects, and reflective practices. By incorporating these elements into curricula, educators and students can become technically proficient, reflective, adaptive, and strategically creative in designing multimodal learning resources that align with 21st-century learners and modern classrooms.

4. Conclusion

This study explores students' experiences in designing digital multimodal learning media, focusing on their creativity, adaptability, and understanding of digital tools. These varied experiences help students broaden their insights and become foundational knowledge to equip them to be digitally literate and skillful future educators. Additionally, this study suggests that lecturers or instructors who assign the students to design digital learning media to give intense supervision and rigorous instruction while developing digital multimodal-based learning media. Not to mention ensuring and keeping attention to the students' digitalization backgrounds, abilities, and readiness to produce digital learning media in order to build the prospective English language education teachers who are integrated with technology. In order to enhance and expand students' comprehension of digitalization, this study also emphasizes how curriculum development and teacher training programs must support students with organized activities such as IT-based innovation in ELT seminars, workshops, and reflective practices. Students majoring in education will develop their technical proficiency, reflectiveness, adaptability,

and creativity by integrating these components. Due to the limited exploration of how students developed and designed their digital English learning prototypes based on multimodal approaches, further research needs to be conducted to determine the extent and the validation of students learning media products.

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APPENDICES

Appendix 1

Acceptance Letter Proceeding in Cirebon International Conference on Education and Economics (CICEE)



Cirebon, 16 June 2024

Dear
Nurul Afiyattena & Nadilla Dwi Hacrani

ACCEPTANCE LETTER

Based on the recommendation of reviewer, we are happy to inform you that your manuscript entitled

"The Use of Animaker Application to Develop a Multimodal English learning Media for Junior High School"

has been refereed and accepted for oral presentation in the 2024 Cirebon International Conference on Education and Economics (2024 CICEE). Selected conference papers will be considered to be published in our International Google Scholar-indexed Proceedings.

The Conference will be held at University of Swadaya Gunung Jati CIrebon, 20 June 2024. For further information, please visit our website https://fps.ugj.ac.id/post/index?id=770-_cicee_2024

Finally, congratulations on your successful research effort, and we look forward to welcoming you to the conference to present your paper.

Best Regards,
Conferrence Chair

Dr. Misdi, S.Pd., M.Pd.

Note:
All presenters have to join our WhatApps Group:
https://chat.whatsapp.com/BxTLalOMJemF8kr7CSuAOb

Appendix 2

Rundown Cirebon International Conference on Education and Economics (CICEE) 2024



Rundown
Cirebon International Conference on Education and Economics (CICEE) 2024
Cirebon, 20 June 2024

Schedule (Jakarta Time)	Duration	Activities	PIC
07.30 - 08.15	60 min	Registration	PR (Dr. Jimat Susilo, M.Pd)
08.15 - 08.30	15 min	Art Performance from FPS & UGJ Profile	Angklung (Pak Faisal & Team)
08.30 - 08.40	10 min	Opening Ceremony	Program Manager (MC: Ratna Andhika M, S.Pd., M.Hum)
08.40 - 08.55	15 min	- Indonesian National Anthem - Mars UGJ - Yel-yel UGJ	Equipment Manager (Dr. Dadan Sundawan, M.Pd) Dirigent: Ibu Siti Nur Hadiati
08.55 - 09.00	5 min	Prayer	Dr. Juwanda, M.Pd
09.00 - 09.05	5 min	Reported Speech from Chair of Committee	Dr. Misdi, M. Pd
09.05 - 09.15	10 min	Welcoming Remark from The Dean of FPS	Dr. Endang Herawan, MM.
09.15 - 09.25	10 min	Opening Remark from UGJ Rector	Prof. Dr. H. Ir. Achmad Faqih, MP
09.25 - 09.35	10 min	Photo Session + Giving Token of Appreciation	PR (Dr. Jimat Susilo, M.Pd)
09.35 - 09.45	10 min	Art Performance from FEB	
09.45 - 10.30	60 min	**Keynote and Invited Speakers Session:** 1. Prof. Dr. H. Mukarto Siswoyo, Drs., M.Si. (Chairperson of Gunung Jati Education Foundation) (09.45-10.00) 2. Dr. Lydne Tan (Western Sydney University) (10.00-10.15) 3. Prof. Muhammad Kamarul Kabilan (University Sains Malaysia) (10.15-10.30)	Moderator: Dr. Jaufillaili, S. Pd. M. Hum
10.30 – 10.40 10.40 – 11.40	60 min	**Plenary Sessions for invited speakers:** 1. Dr. Bahnu Prakash Nuna (RV University India) (**online**)	



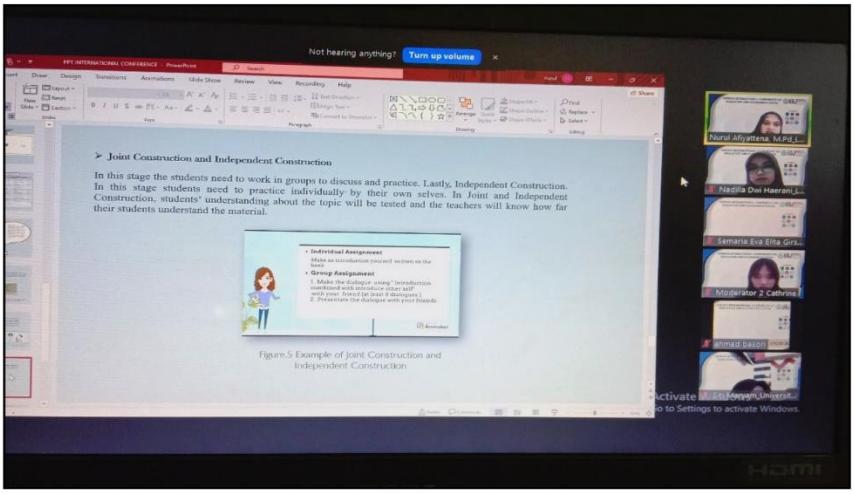
		2. Dr. Ramnita Saini Sharda (Hans Raj Mahila Maha Vidyalaya Julandhar Punjab, India) (**online**) 3. Q & A Session (20 minutes) Break Time (Lunch and Prayer)	
11.40 – 13.00	70 min	**Parallel Presentation Session**	
13.00 - 14.30	90 min	On-site Session 5-7 presenters for each room/ @10 minutes)	Moderator: Committee
	90 min	Online Parallel Session (5-7 presenters for each room/ @10 minutes)	Moderator: Committee
		Closing and award for the best paper and presentation	
14.30 – 15.00	30 min	Closing remark	
		Music Performance FPS	Dr. Drs. H. Acep Komara, SE. M. Si. Ak. CSRS Pak Faisal & Bu Siti

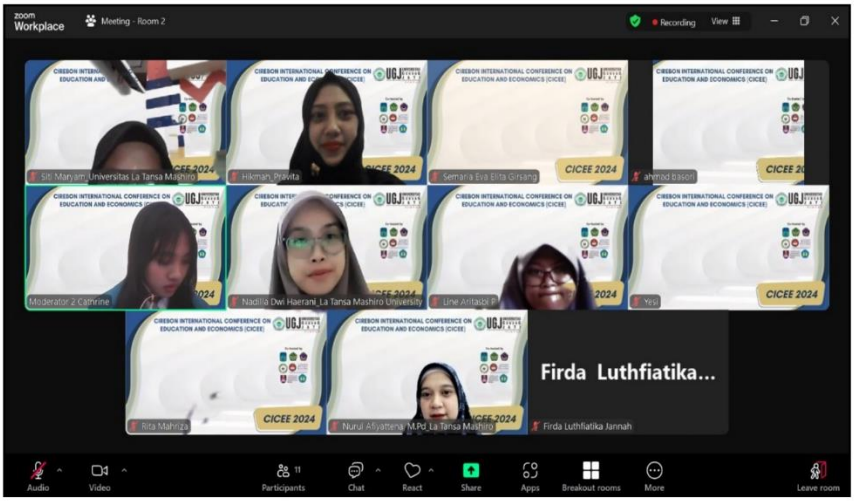


146	Trishe Silinia Arafah	Universitas Swadaya Gunung Jati Cirebon	DEVELOPMENT OF E-MODULE LEARNING MATERIALS BASED ON FLIP PDF CORPORATE EDITION ON TRANSACTION DOCUMENT MANAGEMENT MATERIALS IN CLASS X OF VOCATIONAL HIGH SCHOOL	
147	Yopi Nisa Febianti			
148	Dra. Herlina M. Hum	Universitas Swadaya Gunung Jati Cirebon	What is Influencer, anyway	
149	Ilhamsyah SSn. Mds	Telkom University		
153	Nurul Afiyattena	La Tansa Mashiro University	The Use of Animaker Application to Develop a Multimodal English learning Media for Junior High School	Break Out Room Zoom 2
154	Nadilla Dwi Haerani			
155	Yesi	La Tansa Mashiro University	Exploring the Relationship between Reading and Writing Skills in EFL Students	
156	Jajang miharja	La Tansa Mashiro University	THE RELATIONSHIP OF COPING STRATEGIES AND SELF-ESTEEM WITH ACADEMIC STRESS IN FIRST-YEAR FKIP BIOLOGY STUDENTS, LA TANSA MASHIRO UNIVERSITY	
157	Rukun Maulana			
158	Mahmud	Universitas Swadaya Gunung Jati Cirebon	Investigating Plurilingual and Pluricultural Competence in Foreign Language Teaching at Islamic Boarding school	
159	Agus Wira Bhakti			
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Appendix 3

Documentation of CICEE 2024





Appendix 4

Letter of Acceptance Article in Indonesian Journal of Education and Learning

Indonesian Journal of Education and Learning

Publisher:
Fakultas Keguruan dan Ilmu Pendidikan, Universitas Tidar Magelang, Indonesia

Penerimaan Artikel

Nomor : 003/IJEL/IV/2025

Judul	:	The University Students' Experiences in Designing a Digital Multimodal Learning Media for Teaching English
Penulis	:	Nadilla Dwi Haerani[1], Nurul Afiyattena[2], Siti Hanna Sumedi[3]
Institusi	:	[123]La Tansa Mashiro University

Berdasarkan hasil review dari dewan redaksi **Indonesian Journal of Education and Learning: Jurnal Pendidikan dan Pembelajaran,** kami menyampaikan bahwa artikel tersebut diterima untuk di terbitkan dalam **Indonesian Journal of Education and Learning: Jurnal Pendidikan dan Pembelajaran untuk Volume 8 Nomor 2 bulan April Tahun 2025**.

Penulis diwajibkan menyelesaikan tahapan selanjutnya untuk dapat dilakukan publikasi melalui sistem OJS di alamat web https://journal.untidar.ac.id/index.php/ijel/index. Terima kasih atas partisipasi dalam jurnal kami.

Magelang, 28 April 2025
Hormat Kami
Editor in Chief

Mashud Syahroni, M.Pd.

Appendix 5

Interview Guideline

Theory	Aspect	Indicator	Question
Students' Digital Media Interaction Background			
	Students' digital media information background	1. Teaching experience 2. Students' ability in operating digital media 3. Students' emotional experience 4. Digital media development by attending seminars/training/workshops	1. Can you please introduce yourself? How long have you been teaching? 2. How would you describe your ability in operating the digital media? 3. Have you ever participated in any seminars, training, or workshops to enhance your ability in using digital learning media? 4. Could you share your experiences in designing the English material using digital media tools?
Digital Media Used And Created By Students			
	Digital media tools used and learning media created by students	1. Digital media tools students used 2. Digital learning media students created	5. Do you integrate digital media while teaching English? Which digital media do you use and how do you use it? 6. What kind of learning media do you create? Can you explain?
Multimedia Design Principles Applied By Students			
	1. Coherence principle	➢ Excluding irrelevant words and pictures in multimedia design. ➢ Focus on the necessary information to build comprehension	7. Does the digital media you design have the words and visuals which closely aligned and exclude unnecessary information? How do you implement it?

Multimedia Design Principles by Mayer (2009)	2. Signaling principle	➢ Adding cues to emphasize key points with arrows, callouts, highlights or bold text.	8. Do you highlight important content in your digital media using arrows, callouts, highlights, or bold text? How does it run?
	3. Redundancy principle	➢ Using a combination of graphics and narration in digital media. ➢ Not using graphics, narration, and written text at the same. Better to use graphics and narration only.	9. Does your digital media present the same information or have multi ways in explaining the material? How do you implement it?
	4. Spatial contiguity principle	➢ Providing digital media that keeps text and pictures close to each other in the frame ➢ Using the digital media that ensures directions are presented on the same screen as the activity	10. When giving instructions during lessons, do you usually present directions close to the activities on one screen so that it is easier for students to understand? Can you explain how?
	5. Temporal contiguity principle	➢ Presenting corresponding words and pictures simultaneously ➢ Presenting the audio, narration, words, and pictures at the same time on the screen	11. Do you present visuals and text as on the same screen simultaneously and close together? How do you implement it?
	6. Segmenting principle	➢ Using digital media that organizes content in manageable, coherent bite-sized chunks. ➢ Ensuring no one lesson, module, or	12. Do you tend to use content in small, easy-to-understand, and coherent parts when designing English digital media? How do you create materials that are easy to understand?

		slide has too much information packed in one screen ➢ Providing digital media that allows users to control the pace of instruction with next buttons or speed controls.	13. Do you tend to be concise and clear when presenting learning materials? How do you simplify the content to make it easier for students to understand?
	7. Pre-training principle	➢ Providing introductory material to explain key concepts before starting the main program ➢ Explaining the name or characteristics of the main concept or preparing a cheat sheet of terms and definitions to accompany the course	14. Before going to the main lesson, do you often use introductory when teaching English? If so, what kind? 15. Do you provide guidance to students to know how to use the tools needed to support the completion of English learning tasks?
	8. Modality principle	➢ Using a combination of visuals and spoken words in the digital media design ➢ Avoid using only printed words and visuals on the screen. Instead, use a spoken word (narration) and visuals together.	16. Does your digital media use several media (visual, audio narration, linguistics etc.) to support material understanding? How do you implement it?
	9. Multimedia principle	➢ Using a combination of visuals and text in the digital media ➢ Avoid using only words or pictures on the screen	17. Do you present your digital media combined with pictures/texts/audio when designing digital learning? If so, could you describe how you use it?
	10. Personali-zation principle	➢ Using accessible or everyday language in the content	18. What kind of tone language style does your digital media use in explaining the material?

		➢ Using a conversational style rather than formal style language in the content	Do you use formal or your own conversational tone?
	11. Voice principle	➢ Presenting the content with human voice rather than AI-generated voice.	19. Do you use your own voice rather than others such as using AI-generated audio in your design? Why?
	12. Image principle	➢ Not necessarily adding speaker's image on the screen.	20. Do you usually give instructions for students to do by using meaningful pictures to help students understand the tasks given?

Appendix 6

Students' Reflective Journal Guideline

Theory	Aspect	Indicator	Question
Students' Digital Media Interaction Background			
	Students' digital media information background	1. Teaching experience 2. Students' ability in operating digital media 3. Students' emotional experience **4.** Digital media development by attending seminars/training/workshops	1. Tell your experiences regarding your teaching experience, how far you able to operate digital media and your emotions while operating it!
Digital Media Used And Created By Students			
	Digital media tools used and learning media created by students	1. Digital media tools students used **2.** Digital learning media students created	1. Have you ever created your own digital learning media? If so, what kind of media did you create and what was your experience like during the creation process?
Multimedia Design Principles Applied By Students			
	Coherence principle	➢ Excluding irrelevant words and pictures in multimedia design. ➢ Focus on the necessary information to build comprehension	1. When designing digital media, how do you ensure that you only include relevant information and remove unnecessary elements to aid comprehension?
	Signaling principle	➢ Adding cues to emphasize key points with arrows, callouts, highlights or bold text.	2. How do you use visual cues (such as arrows, highlights, or bold text) in the digital media you create to emphasize important points?
	Redundancy principle	➢ Using a combination of graphics and narration in digital media.	3. When designing digital media, how do you avoid using graphics,

Multimedia Design Principles by Mayer (2009)		➢ Not using graphics, narration, and written text at the same. Better to use graphics and narration only.	narration, and written text simultaneously?
	Spatial contiguity principle	➢ Providing digital media that keeps text and pictures close to each other in the frame ➢ Using the digital media that ensures directions are presented on the same screen as the activity	4. How do you ensure that related text and images are placed close together in your digital media designs to facilitate understanding?
	Temporal contiguity principle	➢ Presenting corresponding words and pictures simultaneously ➢ Presenting the audio, narration, words, and pictures at the same time on the screen	5. Tell your experience how do you ensure that the appropriate words and images are presented simultaneously in the digital media you design?
	Segmenting principle	➢ Using digital media that organizes content in manageable, coherent bite-sized chunks. ➢ Ensuring no one lesson, module, or slide has too much information packed in one screen ➢ Providing digital media that allows users to control the pace of instruction with next buttons or speed controls.	6. How do you divide the digital media content you create into small, manageable pieces?
	Pre-training principle	➢ Providing introductory material to explain key concepts before starting the main program ➢ Explaining the name or characteristics of the main concept or preparing a cheat sheet of terms and definitions to accompany the course	7. How do you provide introductory material to explain key concepts before moving on to the main material?

	Modality principle	➢ Using a combination of visuals and spoken words in the digital media design ➢ Avoid using only printed words and visuals on the screen. Instead, use a spoken word (narration) and visuals together.	8. How do you combine visuals and spoken words (narration) in your digital media designs?
	Multimedia principle	➢ Using a combination of visuals and text in the digital media ➢ Avoid using only words or pictures on the screen	9. How do you ensure that you combine visuals and text in the digital media you create, and avoid using only words or only images?
	Personali-zation principle	➢ Using accessible or everyday language in the content ➢ Using a conversational style rather than formal style language in the content	10. How do you use accessible language or conversational style in the digital media content you create?
	Voice principle	➢ Presenting the content with human voice rather than AI-generated voice.	11. If you use voice in digital media, do you choose to use human voice rather than AI-generated voice? Why?
	Image principle	➢ Not necessarily adding speaker's image on the screen.	12. Do you feel the need to add images of speakers on the screen in the digital media you create? Why yes or why not?

Appendix 7

Students' Thematizing and Coding Result
Braun & Clark (2006)

NO	Aspect	Theme/Indicator	Code	Total
1	Students' digital media interaction background		SB	
		1. Teaching experience	TE	
		• Teaching	SB1-TET	5
		• Not Teaching	SB1-TENT	3
		2. Students' ability in operating digital media	SA	
		• Average	SB2-SAA	5
		• Quite average	SB2-SAQA	3
		3. Students' emotional experience	EX	
		• Easy	SB3-EXE	5
		• Difficult	SB3-EXD	3
		4. Digital media development by attending seminars/training/workshops	DD	
		• Attend	SB4-DDA	2
		• Not attend	SB4-DDNA	6
2	Digital media used and created by students		DM	
		1. Digital media tools used	DU	
		• Canva	DM1-DUC	6
		• Animaker	DM1-DUA	1
		• PowerPoint	DM1-DUP	1
		2. Digital learning media created	DC	
		• E-module	DM2-DCE	2
		• Instructional video	DM2-DCI	4
		• Interactive slide	DM2-DCS	2
3	Multimedia design principles applied by students		MDP	
		1. Coherence principle	MDP-C	5
		2. Signaling principle	MDP-SG	1
		3. Redundancy principle	MDP-R	-
		4. Spatial contiguity principle	MDP-SC	8
		5. Temporal contiguity principle	MDP-TC	3
		6. Segmenting principle	MDP-S	7
		7. Pre-training principle	MDP-PT	7
		8. Modality principle	MDP-M	2
		9. Multimedia principle	MDP-MM	6
		10. Personalization principle	MDP-P	8
		11. Voice principle	MDP-V	8
		12. Image principle	MDP-I	-

Appendix 8

Students' Interview Transcript

Interviewer: Researcher
Interviewee: Student 1

Student & Researcher Code	Statements (Raw Data)	Preliminary Code	Final Code
R	1. How long have you been teaching? Can you tell me about yourself?		
S-1	*I have been teaching for 1 year at boarding school, after that **I decided to stop teaching** because I was very exhausted from balancing teaching with my university studies.*	**Not teaching**	**SB1-TENT**
R	2. How far is your ability in operating the digital media?		
S-1	*My ability to operate digital media is **good**. I can use PowerPoint and Canva, but I'm not highly skilled at them.*	**Average**	**SB2-SAA**
R	3. Do you use the digital media while teaching English, which digital media do you use and how do you use it?		
S-1	*Since I am not teaching, I only have experiences in classroom assignment such as in the TELL and Grammar in Multimodal discourse. In an assignment, I was asked to create a learning video. I chose to use **Canva** because it provides many elements that make the design process easier. The steps were not much different from when I designed an interactive quiz in PowerPoint. I use **Canva** to design English digital multimodal learning media because **Canva** really support the semiotic modes like linguistic, visual, audio, gestural, and spatial that was very crucial while using multimodal approach. Not only that, supporting by using DDD-E model, we are also able to design the material properly. Usually, the steps when I design in **Canva** is like:* *First, I searched for material that would be used as learning content. After that, I*	**Canva**	**DM1-DUC**

	*opened **Canva** and started by selecting a suitable background, adding supporting elements, such as illustrations, icons or images relevant to the material, to make the video look interesting and informative.* *I also make sure to choose the right fonts and colors, so that the design looks harmonious and easy to read. After compiling the visual elements, I added a voice-over to explain the content in detail. Not to forget, I included a backsound that was not too distracting so that the main audio could still be clearly heard.* *The last step, I crosschecked to make sure everything was in order. I check the text to make sure there are no typos, make sure the elements are in the right position, and evaluate the overall appearance so that the learning video can be well received by the audience.*		
R	4. What kind of learning media do you create? Can you explain?		
S-1	*I ever have an assignment in the class, then I chose to create a video using Canva. It was a final project for Grammar in Multimodal Discourse.*	**Instructional video**	**DM2-DCI**
R	5. Have you ever got the digital learning media seminar/training/workshop to enhance your ability in using digital learning media?		
S-1	*No. I only have attended digital learning media training during a class on Technology-Enhanced Language Learning.*	**Not attend**	**SB3-DDNA**
R	6. Could you tell about your experiences in designing the English material using digital media?		
S-1	*I once used Canva to create materials about directions in English. At that time, it was my first experience using Canva, so **I had some difficulty** finding the tools I needed. **I was quite confused** at first when designing with Canva, especially deciding how to create a project that looked interesting. But, after trying and exploring all the elements, it **became easier** and more helpful. In fact, I also enjoyed the process of creating it.*	**Difficult and confused at first but becomes easy afterwards.**	**SB3-EXD**

R	7. Does the digital media you design have the words and visuals which closely aligned and exclude unnecessary information? How do you implement it?		
S-1	*Yes, that's right. I ensure everything is presented clearly, with text and visuals that are aligned and relevant to the material. I try to* ***avoid adding unnecessary information*** *that could distract from the main message.*	**Exclude unnecessary information**	**MDP-C**
R	*8.* Do you highlight important content in your digital media using arrows, callouts, highlights, or bold text? How does it run?		
S-1	*No, I don't use any features or elements to highlight the important point.*	-	-
R	9. Does your digital media present the same information or have multi ways in explaining the material? How do you implement it?		
S-1	*Yes, my digital media presents the same information* ***using text, images, and audio narration*** *to aid understanding and reinforce the material.*	**Using visuals and audio narration**	**MDP-M**
R	10. When giving instructions during lessons, do you usually present directions close to the activities on one screen so that it is easier for students to understand? Can you explain how?		
S-1	*Because I am not teaching, I don't have such experience to share. But since I design my own project, yes* ***I provide the visuals and other elements close to each other***	**Presenting the visuals, texts, and other elements near each other**	**MDP-SC**
R	11. Do you present visuals and text as on the same screen simultaneously and close together? How do you implement it?		
S-1	*Yes, I present visuals and text as learning supports on the same screen and close together, where text and visuals are* ***placed on the same screen and close together*** *to reinforce the material and make it easier for students to understand.*	**Presenting the visuals, texts, and other elements at the same time**	**MDP-TC**

R	12. Do you tend to use content in small, easy-to-understand, and coherent parts when designing English digital media? How do you create materials that are easy to understand?		
S-1	*Yes, I tend to use content in **small easy-to-understand and coherent parts** when designing English digital media. I focus on presenting key points in simple language and using examples to make the material easier to understand.*	**Presenting easy-to-understand material**	**MDP-S**
R	13. Do you tend to be concise and clear when presenting learning materials? How do you simplify the content to make it easier for students to understand?		
S-1	*Yes, I tend to be **concise and clear** when presenting learning materials. I **simplify the content by focusing on the most important points, using simple language, and providing examples** to make the material easier for students to understand.*	**Focusing on the concise and clear content**	**MDP-S**
R	14. Before going to the main lesson, do you often use introductory when teaching English? If so, what kind?		
S-1	*I never give an **introductory material** since I am not teaching, but I always put it on my digital media design.*	**Providing introductory material**	**MDP-PT**
R	15. Do you provide guidance to students to know how to use the tools needed to support the completion of English learning tasks?		
S-1	*Because I am not teaching, I don't have such experience to share.*	-	-
R	16. Does your digital media use several media (visual, audio narration, linguistics etc.) to support material understanding? How do you implement it?		
S-1	*Yes, my digital media uses various types of media such as visuals, audio, and text to support material comprehension. I implement it by **combining images, text, and audio explanations** that explain the material in more detail and depth.*	**Presenting digital media in various ways**	**MDP-M**
R	17. Do you present your digital media combined with pictures/texts/audio when designing digital learning? If		

	so, could you describe how you use it?		
S-1	*Yes, I have used **text combined with images/visuals/audio** when designing digital learning. At that time, I used Canva and felt very challenged to learn more about how to use Canva and its tools.*	**Combining text and visual**	**MDP-MM**
R	18. What kind of tone language style does your digital media use in explaining the material? Do you use formal or your own conversational tone?		
S-1	*I use **my own conversational tone** in digital media, but sometimes I also use more formal language to explain the material. I try to make the material easier to understand with a relaxed yet professional tone.*	**Using easy to understand language**	**MDP-P**
R	19. Do you use your own voice rather than others such as using AI-generated audio in your design? Why?		
S-1	*Yes, **I use my own voice** for designing the materials. Because, in my opinion, using AI makes it less interesting and effortless.*	**Using human voice**	**MDP-V**
R	20. Do you put your animation agent in your learning media design? or do you use talking head videos? Can you explain?		
S-1	*Yes, I only put the animation that present the content of my video.*	-	

Interviewer: Researcher

Interviewee: Student 2

Student & Researcher Code	Statements (Raw Data)	Preliminary Code	Final Code
R	1. How long have you been teaching? Can you tell me about yourself?		
S-2	***I have been teaching for more or less two years***, *I am a person who is quite persistent in my work, with a high sense of empathy for people who are quite close to me, a person who is quite patient, and a high sense of curiosity. During my teaching I learned that it is not easy to maintain my students' interest in learning, every day I have to use different and varied learning media.*	**Teaching**	**SB1-TET**
R	2. How far is your ability in operating the digital media?		
S-2	*I'm* ***quite unconfident and haven't mastered it completely****, because I'm still learning so I can operate it well and will continue to hone the skills I've mastered*	**Quite average**	**SB2-SAQA**
R	3. Do you use the digital media while teaching English, which digital media do you use and how do you use it?		
S-2	*I have used digital media such as* ***Canva*** *and* ***Animaker*** *in creating learning media.* *I have made teaching modules for 7th grade English lessons in* ***Canva****. In the canva application, various templates are available, ranging from power points, posters, teaching modules, and many more. My way to design a teaching module is to choose a template that is suitable for the material to be written, which is for 7th grade high school students. I chose a simple template and not many pictures on the front cover. Then I adjusted the color selection that looks more highlighted to give the impression of freshness and enthusiasm when looking at the module. After that I chose a font that is clearly visible when people read it. Then I chose some decorations so that the book does not look empty, I chose the*	**Canva**	**DM1-DUC**

	image that is already available in the element section. In this section, we are free to choose the image we want. By typing the image we want in the search section then select and adjust the location on the sheet we want.		
R	4. What kind of learning media do you create? Can you explain?		
S-2	*I have experience designing an **e-module.** This is from final exam project at the college.*	**e-module**	**DM2-DCE**
R	**5.** Have you ever got the digital learning media seminar/training/workshop to enhance your ability in using digital learning media?		
S-2	*Once, I attended a seminar that discussed how to use digital learning.*	**Attend**	**SB3-DDA**
R	6. Could you tell about your experiences in designing the English material using digital media?		
S-2	*My experience when making this teaching module is that I really **enjoyed** it but in some parts I had **doubts** because I was **afraid** that the design made was not in accordance with the children's need. The **difficulty** I experienced was when I had to adjust the color between the teaching module sheets, some decorations, the shape of the letters, and the color of the letters.*	**Difficult and confused**	**SB3-EXD**
R	7. Does the digital media you design have the words and visuals which closely aligned and exclude unnecessary information? How do you implement it?		
S-2	*Yes my digital media have words that align and can be used the way I want*	**Exclude unnecessary information**	**MDP-C**
R	8. Do you highlight important content in your digital media using arrows, callouts, highlights, or bold text? How does it run?		
S-2	*No, the digital media I design does not provides signs and arrows to indicate the position of the image so that it can be moved left, right, up and down and many other signs. I never think of that before.*	-	-

R	9. Does your digital media present the same information or have multi ways in explaining the material? How do you implement it?		
S-2	*Yes, I design an e-module and put some video explanation to support my digital media.*	**Using visuals and audio narration**	**MDP-M**
R	10. When giving instructions during lessons, do you usually present directions close to the activities on one screen so that it is easier for students to understand? Can you explain how?		
S-2	*Yes, sometimes I present animated videos that **close to each other**. Sometimes I also often provide material around us in everyday life so that students can easily understand the material presented*	**Presenting the visuals, texts, and other elements near each other**	**MDP-SC**
R	11. Do you present visuals and text as on the same screen simultaneously and close together? How do you implement it?		
S-2	*Yes, I present visuals and text to support learning on one screen, such as making animated videos using Canva*	**Presenting the visuals, texts, and other elements at the same time**	**MDP-TC**
R	12. Do you tend to use content in small, easy-to-understand, and coherent parts when designing English digital media? How do you create materials that are easy to understand?		
S-2	*Yes. I make material that is easy to understand by breaking down it and sometimes relating it to everyday life which will definitely be easier for students to understand.*	**Presenting easy-to-understand material**	**MDP-S**
R	13. Do you tend to be concise and clear when presenting learning materials? How do you simplify the content to make it easier for students to understand?		

S-2	*Yes, I explain it quite clear and concise, by linking examples of media around so that students can easily understand it.*	**Focusing on the concise and clear content**	**MDP-S**
R	14. Before going to the main lesson, do you often use introductory when teaching English? If so, what kind?		
S-2	*Yes, I often use introductory material such as giving guesses and give brief material first before going into the main material.*	**Providing introductory material**	**MDP-PT**
R	15. Do you provide guidance to students to know how to use the tools needed to support the completion of English learning tasks?		
S-2	*Yes, I provide guidance and motivate students during the learning process.*	**Adding guidance**	**MDP-PT**
R	16. Does your digital media use several media (visual, audio narration, linguistics etc.) to support material understanding? How do you implement it?		
S-2	***I use several supporting media**, one example is using audio media, the implementation is by making an animated video of a conversation between two people*	**Presenting digital media in various ways**	**MDP-M**
R	17. Do you present your digital media combined with pictures/texts/audio when designing digital learning? If so, could you describe how you use it?		
S-2	*Yes, **I combine images, visuals and audio** when designing lessons. As for how to use it, first I will look for images or visuals that match the learning topic, then create a writing script that can support the selection of images and use my own voice as audio.*	**Combining text and visual**	**MDP-MM**
R	18. What kind of tone language style does your digital media use in explaining the material? Do you use formal or your own conversational tone?		
S-2	*I use **conversational language** style to explain the material but sometimes with the help of video/audio to explain the material studied.*	**Using easy to understand language**	**MDP-P**

R	19. Do you use your own voice rather than others such as using AI-generated audio in your design? Why?		
S-2	*Since my learning media design is not a video, I do not use any voices to complete my media design.*	-	-
R	20. Do you put your animation agent in your learning media design? Or do you use talking head videos? Can you explain?		
S-2	*No, I do not use it.*	-	-

Interviewer: Researcher

Interviewee: Student 3

Student & Researcher Code	Statements (Raw Data)	Preliminary Code	Final Code
R	1. How long have you been teaching? Can you tell me about yourself?		
S-3	*I am not teaching and I am a student majoring in English education.*	**Not teaching**	**SB1-TENT**
N	2. How far is your ability in operating the digital media?		
S-3	*I am **quite proficient** in operating digital media. I think it is due to the experience of teaching using digital media in my class, detailed and easy explanations did by both Grammar in Multimodal discourse and TELL lecturers while taught me at college, frequent practices, collaboration among students and feedback given by lecturers when designing projects, made it easy for me to understand how to design multimodal-based English materials.*	**Average**	**SB2-SAA**
R	3. Do you use the digital media while teaching English, which digital media do you use and how do you use it?		
S-3	*I use digital media not for teaching but for presentation coursework, the media I often use is **Canva**, I use Canva by choosing an interesting template then designing the content with interesting content and relevant to the material discussion. The steps to design in Canva first usually I begin to determine the purpose of the material created and who the audience is. This will help me to choose an appropriate design. After that I search for a template, choose a template that is attractive, insert visual elements such as images, icons, or illustrations to support the content. I also use the drag and drop feature to easily organize elements.* *Next, I use text with clear and attractive fonts. I make sure the use of text color and size makes it easy for readers to understand the information.*	**Canva**	**DM1-DUC**

	Then I add video, animation, or audio, choose a harmonious color palette and a neat layout to make the design look professional and not confusing. *After that, I review the design to ensure all elements are well integrated. Then, correct it if anything is not quite right. When finished, I save the design in the desired format (PDF, MP4, PNG, etc.).*		
R	4. What kind of learning media do you create? Can you explain?		
S-3	*I create several kinds of digital media such as video, e-module, and slide presentation. But one of my recent media design is a* ***video.*** *It is about auxiliary and modal auxiliary verb. I made it for my tasks in the class.*	**Instructional video**	**DM2-DCI**
R	**5.** Have you ever got the digital learning media seminar/training/workshop to enhance your ability in using digital learning media?		
S-3	*I have never attended any seminars or training, I only explore one by one the tools in Canva or other digital media by myself.*	**Not Attend**	**SB3-DDNA**
R	6. Could you tell about your experiences in designing the English material using digital media?		
S-3	*While designing, the experience is usually* ***very enjoyable and satisfying****. With Canva's user-friendly features, such as its intuitive interface and comprehensive collection of design elements, the process feels easy and fast. There is a sense of creativity when experimenting with colors, fonts, and visual elements. Also, the moment when I see the design taking shape according to my vision gives me a sense of pride and happiness. Designing on Canva also gives me the opportunity to play with ideas and aesthetics, so it feels like a mix of work and play.*	**Enjoy and satisfying**	**SB3-EXE**
R	7. Does the digital media you design have the words and visuals which closely aligned and exclude unnecessary information? How do you implement it?		

S-3	*I try to design as attractive as possible while remaining professional and **avoid adding irrelevant or redundant elements** to keep the message clear and easy to understand. Before finalizing the design, I review the result to make sure everything is appropriate and there are no errors such as typos etc.*	**Exclude unnecessary information**	**MDP-C**
R	8. Do you highlight important content in your digital media using arrows, callouts, highlights, or bold text? How does it run?		
S-3	*No, I guess. It is because I don't realize that I also have to highlight some important point in my media design.*	-	-
R	9. Does your digital media present the same information or have multi ways in explaining the material? How do you implement it?		
S-3	*Yes, I present my digital media design in multi ways. I use **text, audio, and narration** in explaining the material.*	**Using visuals and audio narration**	**MDP-M**
R	10. When giving instructions during lessons, do you usually present directions close to the activities on one screen so that it is easier for students to understand? Can you explain how?		
S-3	*Since I am not a teacher then I will answer it as my experience when designing learning media. Yes, I **present directions close to the activities on one screen**. I use tools like Canva to design clear layouts where instructions are placed right above or next to the activity. This way, students don't have to switch screens or scroll too much, making it easier to follow the lesson.*	**Presenting the visuals, texts, and other elements near each other**	**MDP-SC**
R	11. Do you present visuals and text as on the same screen simultaneously and close together? How do you implement it?		
S-3	*Mostly, I combine visuals and text on the same screen. For example, when introducing vocabulary, I place an image next to the word or phrase. I also put them*	**Presenting the visuals, texts, and other elements at**	**MDP-TC**

	together at the same time on the screen create for easy information processing.	**the same time**	
R	12. Do you tend to use content in small, easy-to-understand, and coherent parts when designing English digital media? How do you create materials that are easy to understand?		
S-3	*I prefer to use content that is small and easy to understand. When designing materials, I break complex topics into steps or short explanations. For example, I divide procedural text into sections such as "Steps" and "Example", using simple language and supporting visuals*	**Presenting easy-to-understand material**	**MDP-S**
R	13. Do you tend to be concise and clear when presenting learning materials? How do you simplify the content to make it easier for students to understand?		
S-3	*I try to be concise and clear by eliminating unnecessary details and using simple words. For example, instead of giving lengthy instructions, I use bullet points or numbered lists to explain the task step by step.*	**Focusing on the concise and clear content**	**MDP-S**
R	14. Before going to the main lesson, do you often use introductory when teaching English? If so, what kind?		
S-3	*If I were a teacher, I would use introductory materials. But my media design also has an introductory material. I provide some preview and warm-up activity such as a short video or a simple question to engage students and prepare them for the main material.*	**Providing introductory material**	**MDP-PT**
R	15. Do you provide guidance to students to know how to use the tools needed to support the completion of English learning tasks?		
S-3	*Yes, I provide guidance on how to use the tools. I might create a short tutorial video or a step-by-step guide that explains how to use Canva or another platform to do an assignment.*	**Adding guidance**	**MDP-PT**

R	16. Does your digital media use several media (visual, audio narration, linguistics etc.) to support material understanding? How do you implement it?		
S-3	*Yes, I use a variety of media. I combine visuals, text and sometimes audio to make the material engaging. I may use infographics with voiceovers to explain grammar rules, for example, so that students can learn in different ways.*	**Presenting digital media in various ways**	**MDP-M**
R	17. Do you present your digital media combined with pictures/texts/audio when designing digital learning? If so, could you describe how you use it?		
S-3	*Yes, I use both when designing digital learning in order to provide visuals that will make it easier to understand the text and easier to imagine the meaning of the explanation if using images/visuals/audio.*	**Combining text and visual**	**MDP-MM**
R	18. What kind of tone language style does your digital media use in explaining the material? Do you use formal or your own conversational tone?		
S-3	*I use **conversational language** style to explain the material but sometimes with the help of video/audio to explain the material studied.*	**Using easy to understand language**	**MDP-P**
R	19. Do you use your own voice rather than others such as using AI-generated audio in your design? Why?		
S-3	*I use my own voice for audio because it feels more personalized and easy for students to understand. And I think using my voice helps create a connection and makes the instructions sound more natural.*	**Using human voice**	**MDP-V**
R	20. Do you put your animation agent in your learning media design? Or do you use talking head videos? Can you explain?		
S-3	*Yes, I put it to make my design more interesting. I use it because it roles as a presenter in my video.*	-	-

Interviewer: Researcher

Interviewee: Student 4

Student & Researcher Code	Statements (Raw Data)	Preliminary Code	Final Code
R	1. How long have you been teaching? Can you tell me about yourself?		
S-4	***I have been teaching*** *for one and a half years, I am a student of La Tansa Mashiro University who is pursuing a bachelor's degree in the faculty of English Education and is now in the 5th semester. I also teach because of my dedication to the boarding school.*	**Teaching**	**SB1-TET**
N	2. How far is your ability in operating the digital media?		
S-4	*I am quite good in operating digital media.*	**Average**	**SB2-SAA**
R	3. Do you use the digital media while teaching English, which digital media do you use and how do you use it?		
S-4	*Yes, I use some digital media in my learning, such as Canva to make the design of learning materials more interactive, Kahoot and Quiziziz to make quizzes more interactive and fun. I try to find a template presentation that fits the context of the material, after that, edit the per-slide presentation according to the material that has been prepared. Each slide uses the icon in the canva element search and is adjusted to the telling time material. I chose to use Canva because it provides many elements that make the design process easier and our project is often easy to be done because the lecturer made it in a group so we frequently divide the jobs at work when doing a project in the classroom.* *During the lesson, I displayed the design from Canva through a projector. The material is delivered in the form of an attractive presentation, with visuals that facilitate understanding. Each slide or part of the design in Canva is explained in detail, while inviting students to observe important elements such as the position of*	**Canva**	**DM1-DUC**

	the hands, the difference between morning and evening hours, and the 12-hour and 24-hour formats. After that, students are invited to answer questions on the slide after the explanation in the form of a digital clock to see students' understanding. *After the explanation, students are given a quiz made on the Wordwall, to find out how far the understanding of the material that has been delivered. After doing the quiz, students work on assignments in the form of sheets that explain daily activities.*		
R	4. What kind of learning media do you create? Can you explain?		
S-4	*I create a slide presentation using Canva. The material is about time, I also provide some examples and kind of time in british and American style.*	**Slide presentation**	**DM2-DCS**
R	**5.** Have you ever got the digital learning media seminar/training/workshop to enhance your ability in using digital learning media?		
S-4	*No, I haven't received formal training in digital learning media yet.*	**Not Attend**	**SB3-DDNA**
R	6. Could you tell about your experiences in designing the English material using digital media?		
S-4	*During the design process, the feelings experienced can be very diverse. There are challenging moments, especially when it comes to making sure that the design really fits the needs of the user or learning target. There are feelings of frustration when ideas don't go according to plan, but there is also happiness and satisfaction when finally finding the right solution and the design begins to take shape as expected*	**Enjoy and satisfying**	**SB3-EXE**
R	7. Does the digital media you design have the words and visuals which closely aligned and exclude unnecessary information? How do you implement it?		
S-4	*Yes, I ensure that **words and visuals align and avoid unnecessary details**. This keeps the focus on key learning points and prevents distractions, helping students*	**Exclude unnecessary information**	**MDP-C**

	stay engaged and understand the content better.		
R	8. Do you highlight important content in your digital media using arrows, callouts, highlights, or bold text? How does it run?		
S-4	*Yes, I **highlight key points by using bold text and sometimes adding arrows or boxes** in Canva designs. This method draws students' attention to important details, making it easier for them to identify critical concepts.*	-	-
R	9. Does your digital media present the same information or have multi ways in explaining the material? How do you implement it?		
S-4	*No, I usually use a single approach in my designs. I rely on a combination of visuals and text to complement each other. This ensures clarity without overwhelming students with repetitive explanations.*	-	-
R	10. When giving instructions during lessons, do you usually present directions close to the activities on one screen so that it is easier for students to understand? Can you explain how?		
S-4	*Yes, I present directions on the same screen as related tasks to ensure clarity. For example, when using Quizizz, I provide clear instructions for each activity so students can proceed without confusion. This makes the process smoother and more efficient.*	**Presenting the visuals, texts, and other elements near each other**	**MDP-SC**
R	11. Do you present visuals and text as on the same screen simultaneously and close together? How do you implement it?		
S-4	*Yes, I place visuals and text close to each other and simultaneously in my designs. I try to put the elements to be presented at the same time.*	**Presenting the visuals, texts, and other elements at the same time**	**MDP-TC**
R	12. Do you tend to use content in small, easy-to-understand, and coherent		

	parts when designing English digital media? How do you create materials that are easy to understand?		
S-4	*Yes, I place visuals and text close to each other in my designs. I think this ensures that students can easily correlate the instructions with the accompanying images and making the learning process seamless.*	**Presenting easy-to-understand material**	**MDP-S**
R	13. Do you tend to be concise and clear when presenting learning materials? How do you simplify the content to make it easier for students to understand?		
S-4	*I keep materials concise and clear by dividing content into smaller sections. For example, instead of presenting a lengthy explanation, I break it down into bullet points or slides, making it easier for students to digest the information.*	**Focusing on the concise and clear content**	**MDP-S**
R	14. Before going to the main lesson, do you often use introductory when teaching English? If so, what kind?		
S-4	*Yes, I often provide introductory material before starting the main topic. For example, I give an overview or explain key concepts to build a foundation. This helps students understand the context and prepares them for more detailed discussions.*	**Providing introductory material**	**MDP-PT**
R	15. Do you provide guidance to students to know how to use the tools needed to support the completion of English learning tasks?		
S-4	*Yes, I guide students on how to use digital tools like Quizizz. For instance, before a quiz, I explain how to navigate the platform, ensuring everyone can participate without technical difficulties.*	**Adding guidance**	**MDP-PT**
R	16. Does your digital media use several media (visual, audio narration, linguistics etc.) to support material understanding? How do you implement it?		

S-4	*Yes, I use a mix of text, visuals, and sometimes voiceovers in my materials. For instance, I use animations to demonstrate concepts. This variety caters to different learning styles and keeps students engaged.*	**Presenting digital media in various ways**	**MDP-M**
R	17. Do you present your digital media combined with pictures/texts/audio when designing digital learning? If so, could you describe how you use it?		
S-4	*Yes, for example when designing the quiz I used some pictures to attract students' interest so that students would not get bored with the very long text.*	**Combining text and visual**	**MDP-MM**
R	18. What kind of tone language style does your digital media use in explaining the material? Do you use formal or your own conversational tone?		
S-4	*I use a conversational tone that is accessible and matches the students' proficiency level. This approach makes the content less intimidating and easier to understand, encouraging participation.*	**Using easy to understand language**	**MDP-P**
R	19. Do you use your own voice rather than others such as using AI-generated audio in your design? Why?		
S-4	*No, because using AI-generated audio can save my energy for talking so longer.*	**Using human voice**	**MDP-V**
R	20. Do you put your animation agent in your learning media design? Or do you use talking head videos? Can you explain?		
S-4	*Yes, I put it to make my design more interesting. I use it because it roles as a presenter in my video.*	-	-

Interviewer: Researcher

Interviewee: Student 5

Student & Researcher Code	Statements (Raw Data)	Preliminary Code	Final Code
R	1. How long have you been teaching? Can you tell me about yourself?		
S-5	*My name is NA, you can call me N. My **teaching experience** is not very long, more or less 3 years.*	**Teaching**	**SB1-TET**
N	2. How far is your ability in operating the digital media?		
S-5	*I often use digital media because it increases student interest and student motivation in learning. But my ability is **not very good** to operate it.*	**Quite average**	**SB2-SAQA**
R	3. Do you use the digital media while teaching English, which digital media do you use and how do you use it?		
S-5	*I often use digital media such as YouTube and others in learning, when learning about speaking, writing, reading and listening about certain material. I also design the material using Animaker. When using Animaker, I felt so enjoyed, it was very a complete tool. Before adding material, I created a framework and content. Then I made an account, choose video templates, added characters, and included text and voices. Finally, I exported the video in MP4 format.*	**Canva**	**DM1-DUC**
R	4. What kind of learning media do you create? Can you explain?		
S-5	*I create a video using Animaker. I create it for my project assignment in final exam from the lecturer.*	**Instructional video**	**DM2-DCI**
R	**5.** Have you ever got the digital learning media seminar/training/workshop to enhance your ability in using digital learning media?		
S-5	*Yes, I ever did that. But still I am not expert.*	**Attend**	**SB3-DDA**
R	6. Could you tell about your experiences in designing the English material using digital media?		

S-5	*Actually I feel different emotions when designing. For example, **I feel frustrated** if I had some technical issues like lagging or unsynchronized audio. Additionally, I think we are not from the information technology department, why do lecturers' projects or assignments have to design digital learning media which I think is very difficult. Maybe some of my friends understand because they are used to it, but for me this is very confusing.*	**frustrated**	**SB3-EXD**
R	7. Does the digital media you design have the words and visuals which closely aligned and exclude unnecessary information? How do you implement it?		
S-5	*The digital media that I use has words and visuals that are in harmony and **exclude unnecessary information**. I implement it by showing the video to my students. And when I want to make learning media, I also make the steps for the material that I will make in the video first.*	**Exclude unnecessary information**	**MDP-C**
R	8. Do you highlight important content in your digital media using arrows, callouts, highlights, or bold text? How does it run?		
S-5	*No, I don't use it since I don't too pay attention to the detail.*	-	-
R	9. Does your digital media present the same information or have multi ways in explaining the material? How do you implement it?		
S-5	*Yes, I use multiple ways, like videos, infographics, and text, to explain material, ensuring diverse understanding.*	-	-
R	10. When giving instructions during lessons, do you usually present directions close to the activities on one screen so that it is easier for students to understand? Can you explain how?		
S-5	*Yes, I present directions near activities on one screen for clarity, using clear layouts.*	**Presenting the visuals, texts, and other elements**	**MDP-SC**

		near each other	
R	11. Do you present visuals and text as on the same screen simultaneously and close together? How do you implement it?		
S-5	*Yes, visuals and text are placed close together simultaneously, I implemented through tools like Canva or PowerPoint.*	**Presenting the visuals, texts, and other elements at the same time**	**MDP-TC**
R	12. Do you tend to use content in small, easy-to-understand, and coherent parts when designing English digital media? How do you create materials that are easy to understand?		
S-5	*Yes, I break content into small parts using outlines or step-by-step guides for easier comprehension.*	**Presenting easy-to-understand material**	**MDP-S**
R	13. Do you tend to be concise and clear when presenting learning materials? How do you simplify the content to make it easier for students to understand?		
S-5	*Yes, I simplify content by using visuals or examples. I present it in a clear and to-the-point explanation.*	**Focusing on the concise and clear content**	**MDP-S**
R	14. Before going to the main lesson, do you often use introductory when teaching English? If so, what kind?		
S-5	*Yes, I use questions or brief overviews as introductory material.*	**Providing introductory material**	**MDP-PT**
R	15. Do you provide guidance to students to know how to use the tools needed to support the completion of English learning tasks?		
S-5	*Yes, I provide step-by-step guidance and tutorials on tools needed.*	**Adding guidance**	**MDP-PT**
R	16. Does your digital media use several media (visual, audio narration, linguistics etc.) to support material		

	understanding? How do you implement it?		
S-5	*Yes, I combine visuals, audio, and text for better understanding, using multimedia software*	**Presenting digital media in various ways**	**MDP-M**
R	17. Do you present your digital media combined with pictures/texts/audio when designing digital learning? If so, could you describe how you use it?		
S-5	*Yes, I made it in the Animaker application and include text, audio and visuals.*	**Combining text and visual**	**MDP-MM**
R	18. What kind of tone language style does your digital media use in explaining the material? Do you use formal or your own conversational tone?		
S-5	*My digital media uses a conversational tone in English, tailored to students' proficiency.*	**Using easy to understand language**	**MDP-P**
R	19. Do you use your own voice rather than others such as using AI-generated audio in your design? Why?		
S-5	*I think I prefer use my own voice for authenticity and connection with students.*	**Using human voice**	**MDP-V**
R	20. Do you put your animation agent in your learning media design? Or do you use talking head videos? Can you explain?		
S-5	*Yes, I use it. I only put the animation like human to present the material in the video.*	-	-

Interviewer: Researcher

Interviewee: Student 6

Student & Researcher Code	Statements (Raw Data)	Preliminary Code	Final Code
R	1. How long have you been teaching? Can you tell me about yourself?		
S-6	*I do not teach, so I cannot answer about my personal teaching experience. However, I am quite familiar with various teaching techniques and approaches used in education.*	**Not Teaching**	**SB1-TENT**
N	2. How far is your ability in operating the digital media?		
S-6	*I am **quite proficient** in operating digital media, both for communication, information search, and using applications to support various digital activities such as presentations or text editing.*	**Quite average**	**SB2-SAQA**
R	3. Do you use the digital media while teaching English, which digital media do you use and how do you use it?		
S-6	*I do often use digital media for communication or presentation purposes. For English, some of the digital media that are often used include applications such as **Canva**, Zoom, or other online learning platforms that provide interactive materials and exercises.* *The steps when I design use Canva: First, I set the goal and the size of my design. Before I started to design, I set the purpose of my design such as for event posters or presentation templates. In Canva, I choose the appropriate size with the available templates and customize it based on my needs. Second, I start to choose the templates. Third, I put texts and visual elements that are suitable for my design. I also add some pictures and graphics, icons, and stickers to enrich my design. After that, I make sure the elements, texts, and graphics are placed asymmetrically. I use the grid feature and automatic guidance in canva to set the layout. Then, I choose the color palettes*	**Canva**	**DM1-DUC**

	in my design. After finishing, I always thoroughly check my design to make sure there are no elements missed in my design. Lastly, I download the design in PNG, JPG, or PDF format		
R	4. What kind of learning media do you create? Can you explain?		
S-6	*I ever design an **e-module**. It was a group project for the final exam of Grammar in multimodal discourse.*	**e-module**	**DM2-DCE**
R	**5.** Have you ever got the digital learning media seminar/training/workshop to enhance your ability in using digital learning media?		
S-6	*No, I **never attended** any seminars or digital training.*	**Attend**	**SB3-DDA**
R	6. Could you tell about your experiences in designing the English material using digital media?		
S-6	*I **feel happy** because I can learn to use the features contained in Canva and when I see the completed design. In designing, of course, there must always be challenges and difficulties, the challenge is to find images that are relevant and in accordance with the material to be presented and the difficulty is to organize an effective layout because it requires a lot of time and patience.*	**Happy**	**SB3-EXE**
R	7. Does the digital media you design have the words and visuals which closely aligned and exclude unnecessary information? How do you implement it?		
S-6	*Yes, the digital media I use strives to have the words and visuals aligned with the goal of **conveying a clear message**. I make sure to use images or graphics that are relevant to the text, and **avoid visual elements that don't support the content**. For example, if I'm explaining the steps of a process, I'll use a diagram or illustration that makes it easier to understand, while including a brief description to provide context.*	**Exclude unnecessary information**	**MDP-C**
R	8. Do you highlight important content in your digital media using arrows,		

	callouts, highlights, or bold text? How does it run?		
S-6	*My digital media often uses elements like **arrows, captions, and highlights to emphasize key points**. Arrows can show direction or order, while captions provide brief explanations to clarify more technical or difficult-to-understand information. I use highlights or bold text to draw attention to particularly important sections, such as key steps in instructions or key facts.*	-	-
R	9. Does your digital media present the same information or have multi ways in explaining the material? How do you implement it?		
S-6	*Yes, I present it using texts and voice explanation.*	-	-
R	10. When giving instructions during lessons, do you usually present directions close to the activities on one screen so that it is easier for students to understand? Can you explain how?		
S-6	*When designing English learning media, I prefer that instructions or **directions are presented close to the activity**. For example, if there's an assignment or exercise, the instructions explaining what to do are usually placed above or next to the example activity in question. That way, I can immediately see the steps I need to follow without having to search or get confused. This helps me understand what's expected more quickly and reduces confusion.*	**Presenting the elements near each other**	**MDP-SC**
R	11. Do you present visuals and text as on the same screen simultaneously and close together? How do you implement it?		
S-6	*I usually **present visuals and text side by side on the screen** to aid comprehension simultaneously. For example, if I am learning a new vocabulary word, I will see a picture of the word next to a definition or example sentence that uses the word. This way, I can **immediately connect the visual to the text**, making it easier to remember and understand. This*	**Presenting the visuals, texts, and other elements at the same time**	**MDP-TC**

	approach helps me, who is more likely to learn by looking at images than just reading text.		
R	12. Do you tend to use content in small, easy-to-understand, and coherent parts when designing English digital media? How do you create materials that are easy to understand?		
S-6	*Yes, I tend to prefer design the content that is divided into **small, easy-to-understand chunks**. When learning English through digital media, I find it easier to follow material that is clearly structured, such as divided into points or steps. I also like material that uses simple, straight-to-the-point language, and is complemented by concrete examples or relevant exercises. This way, I can understand and remember the information better because I don't feel overwhelmed by too much information at once.*	**Presenting easy-to-understand material**	**MDP-S**
R	13. Do you tend to be concise and clear when presenting learning materials? How do you simplify the content to make it easier for students to understand?		
S-6	*Yes, I tend to prefer **concise and clear materials**. When designing, I find it easier to understand content that is presented in a structured and not too long-winded manner. When discussing content, I prefer it if the material is divided into main points and uses sentences that are straight to the point, without a lot of confusing explanations. Visuals such as pictures or diagrams are also very helpful in clarifying difficult concepts.*	**Focusing on the concise and clear content**	**MDP-S**
R	14. Before going to the main lesson, do you often use introductory when teaching English? If so, what kind?		
S-6	*Since I am not teaching, I don't provide any introductory material before teaching. However, I often **provide introductory materials** before starting the main learning in my design, especially for new topics.*	**Providing introductory material**	**MDP-PT**

R	15. Do you provide guidance to students to know how to use the tools needed to support the completion of English learning tasks?		
S-6	*As a non-teacher, I do not usually provide direct guidance to students on how to use devices for English learning tasks. However, I can help by providing suggestions or information about devices that can be used. If I know of a device or app that can help with English learning, I will share that information and perhaps give some pointers on how to use it, but I do not actively provide detailed training or guidance*	-	-
R	16. Does your digital media use several media (visual, audio narration, linguistics etc.) to support material understanding? How do you implement it?		
S-6	*I use videos that combine visual and audio elements to clarify certain concepts. I also use learning apps or platforms that provide text, images, and sound to explain material in a more interactive and engaging way. By combining these media, I find it easier to understand the topic being studied, as each type of media supports different learning styles.*	**Presenting digital media in various ways**	**MDP-M**
R	17. Do you present your digital media combined with pictures/texts/audio when designing digital learning? If so, could you describe how you use it?		
S-6	*Yes, I use text media **combined with images, visuals, and audio** when designing digital learning. Using this combination really helps to make the material more interesting and easy to understand. For example, I often include images or infographics to illustrate difficult concepts, which can make it easier to understand. Audio is also used to explain the material in more depth, while text provides more detailed information. This combination provides a richer learning experience and allows different types of learners, such as visual,*	**Combining text and visual**	**MDP-MM**

	auditory, or kinesthetic, to absorb information more easily.		
R	18. What kind of tone language style does your digital media use in explaining the material? Do you use formal or your own conversational tone?		
S-6	*I tend to **use simple, informal, conversational language** in my digital media. I prefer to use my own conversational tone because it feels more natural and easy to understand. I find this approach more effective in communicating, because people tend to be more open and easy to follow material that is presented in a relaxed and less formal way.*	**Using easy to understand language**	**MDP-P**
R	19. Do you use your own voice rather than others such as using AI-generated audio in your design? Why?		
S-6	*I prefer to **use my own voice** rather than someone else's voice or AI-generated audio in my designs, mainly because I feel that my voice adds a personal and authentic touch. Using my own voice allows me to adjust my intonation and expression to suit the context I want, and makes the material feel more relatable and understandable.*	**Using human voice**	**MDP-V**
R	20. Do you put your animation agent in your learning media design? Or do you use talking head videos? Can you explain?		
S-6	*Since I don't design an animated video, I don't put any animation into my design.*	**Not putting speaker's image on the screen**	**MDP-I**

Interviewer: Researcher

Interviewee: Student 7

Student & Researcher Code	Statements (Raw Data)	Preliminary Code	Final Code
R	1. How long have you been teaching? Can you tell me about yourself?		
S-7	*I've been **teaching** for three years, and I often used the digital media and several learning applications to assist me in teaching, especially for junior high school students who are still enthusiastic with visual, audio contained in those learning applications. And over time I started taking on more responsibilities, including designing lesson plans and managing the classroom. I am currently in my seventh semester as an English major and I am very interested in integrating digital media in learning.*	**Teaching**	**SB1-TET**
N	2. How far is your ability in operating the digital media?		
S-7	*I am quite **less proficient** using digital media. Actually I am familiar with a variety of teaching tools, from basic presentation software to other interactive tools. Apart from that, I also have experience in creating digital learning content such as videos, interactive quizzes, and others.*	**Quite average**	**SB2-SAQA**
R	3. Do you use the digital media while teaching English, which digital media do you use and how do you use it?		
S-7	*Yes, I often use digital media in teaching. I use **PowerPoint** for presentations, YouTube for learning videos, and platforms like Kahoot! or Quizlet for interactive quizzes. I also use Google Classroom to manage assignments and provide feedback. My goal is to make learning more interesting and make it easier for students to access the material. When teaching with PowerPoint, I have to prepare the material well first. I create slides that are attractive and easy to read. Make sure all links, images and audio work properly.*	**PowerPoint**	**DM1-DUP**

	When class starts, I start with an introduction and explain the learning objectives. Then it is shown slide by slide while explaining the material. I also sometimes use examples, pictures and animations to make it more interesting. Also, I did not prepare so hard in making material for slide presentation because I have been familiar with it. I also create slides that are attractive and easy to read. And then I also sometimes use examples, pictures, and animations to make it more interesting. When designing, I use clear fonts, appropriate colors, and smooth transitioms. I this it is very easy, just click-click-click.		
R	4. What kind of learning media do you create? Can you explain?		
S-7	*I create a **slide presentation**. I give students the opportunity to ask questions and discuss. I can also provide assignments or activities to deepen their understanding. Once completed, I evaluate student learning outcomes and ask for input to improve my teaching strategies.*	**Interactive slide**	**DM2-DCS**
R	**5.** Have you ever got the digital learning media seminar/training/workshop to enhance your ability in using digital learning media?		
S-7	*Yes, **I attended** a digital learning media seminar several years ago which focused on the use of interactive platforms and digital tools in education. This training helped me understand more deeply how to integrate multimedia content into learning, and I am already applying that knowledge to increase student engagement.*	**Attend**	**SB3-DDA**
R	6. Could you tell about your experiences in designing the English material using digital media?		
S-7	*In fact, I like designing my material with PowerPoint**, I feel happy and excited!** I love setting up layouts, choosing colors, and adding interesting animations. However, sometimes I have trouble finding the right images or organizing an effective layout. But, I didn't give up! I*	**Happy**	**SB3-EXE**

	look for inspiration on the internet, use templates, and discuss with colleagues. With good preparation and creativity, designing PowerPoint can be a fun experience!		
R	7. Does the digital media you design have the words and visuals which closely aligned and exclude unnecessary information? How do you implement it?		
S-7	*Yes, I make sure that the **text and visuals support each other and there is no information overload**. For example, when teaching grammar rules, I only display clear text and images that are relevant to the material, so that students don't feel confused or overwhelmed by too much information.*	**Exclude unnecessary information**	**MDP-C**
R	8. Do you highlight important content in your digital media using arrows, callouts, highlights, or bold text? How does it run?		
S-7	*No, I don't use it.*	-	-
R	9. Does your digital media present the same information or have multi ways in explaining the material? How do you implement it?		
S-7	*Yes, I try to present information in various ways. For example, I can explain a concept with a video, then follow it with a text explanation, and end with a quiz to strengthen understanding. This multi-modal approach ensures that students with various learning styles can understand the material better.*	-	-
R	10. When giving instructions during lessons, do you usually present directions close to the activities on one screen so that it is easier for students to understand? Can you explain how?		
S-7	*Yes, of course. I always make sure **the instructions are close to the activities** on the screen. For example, in reading exercises, I will display direct instructions next to the activity, so students can follow along easily without any confusion. I also*	**Presenting the visuals, texts, and other elements near each other**	**MDP-SC**

	use visuals or icons to make instructions clearer.		
R	11. Do you present visuals and text as on the same screen simultaneously and close together? How do you implement it?		
S-7	*Yes, I often place visuals and text close together and **present it at the same time.** For example, when teaching vocabulary, I will display the word on the screen and immediately follow it with a relevant image to provide context. This helps students to make connections between text and visuals more easily.*	**Presenting the visuals, texts, and other elements at the same time**	**MDP-TC**
R	12. Do you tend to use content in small, easy-to-understand, and coherent parts when designing English digital media? How do you create materials that are easy to understand?		
S-7	*Yes, **I tend to break down material into small, easy-to-understand parts**. I avoid giving too much information at once and prefer to structure lessons in clear sections. I use bullet points, headings, and images to guide students through the material in a coherent, easy-to-digest way.*	**Presenting easy-to-understand material**	**MDP-S**
R	13. Do you tend to be concise and clear when presenting learning materials? How do you simplify the content to make it easier for students to understand?		
S-7	*Yes, I always try to **keep my material concise and clear**. I simplify complex concepts by using simpler language, clear examples, and supportive visuals. I also avoid unnecessary jargon and ensure that the material presented gets straight to the point that students need to learn.*	**Focusing on the concise and clear content**	**MDP-S**
R	14. Before going to the main lesson, do you often use introductory when teaching English? If so, what kind?		
S-7	*Usually yes. I provide some questions or the simple overview of the material. With this approach, students become more focus to the material that will be explained.*	**Providing introductory material**	**MDP-PT**

R	15. Do you provide guidance to students to know how to use the tools needed to support the completion of English learning tasks?		
S-7	*Yes, I always **provide clear guidance** on how to use the necessary tools to complete the task. I make sure students understand how to access platforms like Google Classroom, and provide step-by-step instructions when using certain tools, like online quizzes or video editing software.*	**Adding guidance**	**MDP-PT**
R	16. Does your digital media use several media (visual, audio narration, linguistics etc.) to support material understanding? How do you implement it?		
S-7	*Yes, **I use various media such as visual, audio, and text**. For example, when teaching pronunciation, I include videos showing mouth movements, audio clips for correct pronunciation, and text explaining phonetic rules. This multi-sensory approach helps strengthen students' understanding.*	**Presenting digital media in various ways**	**MDP-M**
R	17. Do you present your digital media combined with pictures/texts/audio when designing digital learning? If so, could you describe how you use it?		
S-7	*Yes, I **often combine text, images and audio**. For example, when explaining vocabulary or grammar, I include images that represent the concept and use audio clips for the pronunciation of the word or phrase. This multimedia approach helps students with different learning styles to more easily understand and remember the material.*	**Combining text and visual**	**MDP-MM**
R	18. What kind of tone language style does your digital media use in explaining the material? Do you use formal or your own conversational tone?		
S-7	***I use a conversational tone that is casual and easy to understand**. I want students to feel comfortable and not be burdened by language that is too formal. By using a tone that is closer to everyday speaking, I*	**Using easy to understand language**	**MDP-P**

	hope it will be easier for them to follow the material.		
R	19. Do you use your own voice rather than others such as using AI-generated audio in your design? Why?		
S-7	*I prefer **using my own voice** over an AI-generated voice because I find it more personal. My voice is known to students, which increases their engagement. Additionally, using my voice allows me to adjust intonation or correct mistakes if necessary.*	**Using human voice**	**MDP-V**
R	20. Do you put your animation agent in your learning media design? Or do you use talking head videos? Can you explain?		
S-7	*I think because I don't design an animated video, **I don't provide** any animation agents in my design.*	**Not putting speaker's image on the screen**	**MDP-I**

Interviewer: Researcher

Interviewee: Student 8

Student & Researcher Code	Statements (Raw Data)	Preliminary Code	Final Code
R	1. How long have you been teaching? Can you tell me about yourself?		
S-8	*I **have been teaching** SMPN 1 Bayah, and I have been teaching for 4 months as part of the Teaching Campus program. In this program, I was placed in an elementary school at SDN 2 Aweh, where I was tasked with helping improve student literacy and numeracy and supporting teachers in teaching. During those 4 months, I not only taught English, but also helped design more interesting learning materials using simple digital media such as interactive presentations and learning videos.*	**Teaching**	**SB1-TET**
N	2. How far is your ability in operating the digital media?		
S-8	*I am **quite proficient** in operating digital media, such as online learning platforms, presentation applications, and multimedia design tools.*	**Quite average**	**SB2-SAQA**
R	3. Do you use the digital media while teaching English, which digital media do you use and how do you use it?		
S-8	*Yes, I use platforms like Google Classroom, **Canva**, and **PowerPoint**. I utilize them to create interactive materials and assign online tasks.* *Before starting designing, I consider planning the material first. After that, I choose templates in Canva based on my needs such as presentations, infographics, or videos. To enhance my design, I add some pictures and elements and select appropriate colors. When finished, I save it in PNG or PDF format.*	**Canva PowerPoint**	**DM1-DUC DM1-DUP**
R	4. What kind of learning media do you create? Can you explain?		
S-8	*There are several kinds of learning media I created. One of which is **presentation**. I*	**Interactive slide**	**DM2-DCS**

	also use it for my Kampus Mengajar program.		
R	**5.** Have you ever got the digital learning media seminar/training/workshop to enhance your ability in using digital learning media?		
S-8	*Yes, I **have attended several trainings**, including workshops on Learning Management Systems (LMS) and digital material design. I learned how to manage the class, create engaging learning, how to make a virtual class, and design a digital material combining with texts, images, videos, and audio.*	**Attend**	**SB3-DDA**
R	6. Could you tell about your experiences in designing the English material using digital media?		
S-8	*I have designed interactive modules combining text, images, and videos to facilitate learning English, such as grammar or vocabulary lessons. During the design process, I **feel excited and satisfied** when I find a perfect color combination or layouts that suit me. However, I also feel frustrated if I don't find suitable elements for my design.*	**Happy and Satisfied**	**SB3-EXE**
R	7. Does the digital media you design have the words and visuals which closely aligned and exclude unnecessary information? How do you implement it?		
S-8	*Yes, I ensure that all visual and textual elements complement each other. I **avoid including excessive information** to maintain students' focus.*	**Exclude unnecessary information**	**MDP-C**
R	8. Do you highlight important content in your digital media using arrows, callouts, highlights, or bold text? How does it run?		
S-8	*Yes, I **use these features to highlight key points,** such as bold text for definitions or arrows to indicate steps.*	**Highlighting key points**	**MDP-SG**
R	9. Does your digital media present the same information or have multi ways in explaining the material? How do you implement it?		

S-8	*Yes, I often present material visually, audibly, and textually to ensure comprehension for all students.*	-	-
R	10. When giving instructions during lessons, do you usually present directions close to the activities on one screen so that it is easier for students to understand? Can you explain how?		
S-8	*Yes, I always display instructions **on the same screen closely** as the task to make it easier for students to follow.*	**Presenting elements near each other**	**MDP-SC**
R	11. Do you present visuals and text as on the same screen simultaneously and close together? How do you implement it?		
S-8	*Yes, I arrange visual and textual elements **strategically and simultaneously** on the screen so they complement each other and are easy to understand*	**Presenting elements at the same time**	**MDP-TC**
R	12. Do you tend to use content in small, easy-to-understand, and coherent parts when designing English digital media? How do you create materials that are easy to understand?		
S-8	*Yes, I **break down the material into structured, manageable parts**, using simple language and relevant illustrations*	**Presenting easy-to-understand material**	**MDP-S**
R	13. Do you tend to be concise and clear when presenting learning materials? How do you simplify the content to make it easier for students to understand?		
S-8	*Yes, **I simplify the content, focus on key points and avoid adding irrelevant information**. I try to present my media clearly for the students.*	**Focusing on the concise and clear content**	**MDP-S**
R	14. Before going to the main lesson, do you often use introductory when teaching English? If so, what kind?		
S-8	*Yes, I use icebreakers, such as vocabulary quizzes or short discussions, to prepare students. I also **explain some terms before going to the main topic.***	**Providing introductory material**	**MDP-PT**

R	15. Do you provide guidance to students to know how to use the tools needed to support the completion of English learning tasks?		
S-8	*Yes, I **provide guidance** in the form of video tutorials or written steps.*	**Adding guidance**	**MDP-PT**
R	16. Does your digital media use several media (visual, audio narration, linguistics etc.) to support material understanding? How do you implement it?		
S-8	*Yes, I **combine media such as animated videos, audio narration, and interactive text** to create comprehensive learning experiences.*	**Presenting digital media in various ways**	**MDP-M**
R	17. Do you present your digital media combined with pictures/texts/audio when designing digital learning? If so, could you describe how you use it?		
S-8	*Yes, I often **combine text with visuals** and audio to grab students' attention and aid comprehension. For example, I create infographics with accompanying audio explanations*	**Combining text and visual**	**MDP-MM**
R	18. What kind of tone language style does your digital media use in explaining the material? Do you use formal or your own conversational tone?		
S-8	*I use a friendly and **easily understandable tone,** adapting my language style to the students' level*	**Using easy to understand language**	**MDP-P**
R	19. Do you use your own voice rather than others such as using AI-generated audio in your design? Why?		
S-8	*Yes, I prefer **using my own voice** to provide a personal touch and familiarity for the students.*	**Using human voice**	**MDP-V**
R	20. Do you put your animation agent in your learning media design? Or do you use talking head videos? Can you explain?		
S-8	*No. because I design a presentation, **I don't use or create** any animation.*	**Not putting speaker's image on the screen**	**MDP-I**