

# **Exploring Project-Based Learning in Promoting EFL Students' Multimodal Communication Skills: A Qualitative Case Study**

## **THESIS**

Submitted to Islamic State University of Kiai Haji Achmad Siddiq Jember  
To fulfill the requirement of a Bachelor's Degree (S. Pd)  
Faculty of Tarbiyah and Teacher Training  
Department of Islamic Studies and Language Education  
Study Program of English Education



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FACULTY OF EDUCATION AND TEACHER TRAINING  
2025**

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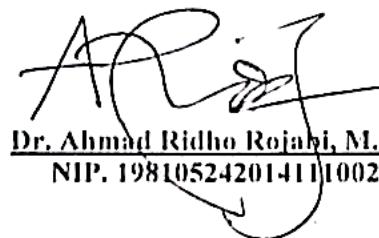
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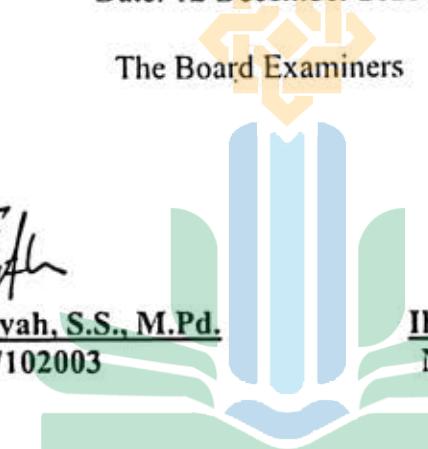
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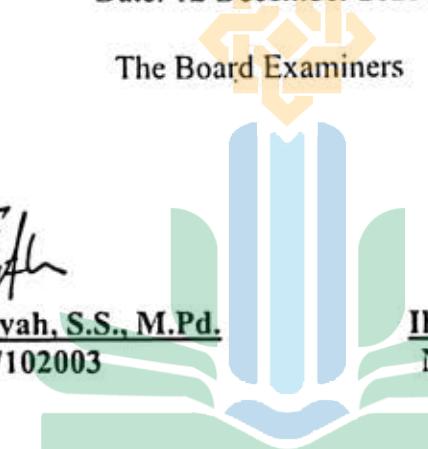
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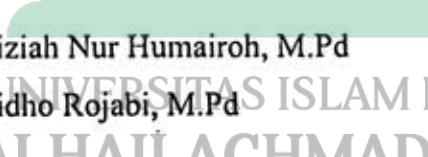
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## MOTTO

**“No matter what anybody tells you, words and ideas can change the world.”**

(Dead Poets Society, 1989)<sup>1</sup>



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<sup>1</sup> *Dead Poets Society*, directed by Peter Weir (United States: Touchstone Pictures, 1989).

## DEDICATION

With respect and pleasure, I dedicated this thesis to:

1. To my parents, Aminudin and Mas'ulah, thank you for the both of you and I'm sorry, glad to be your son
2. And to myself, Moch Yusril Ardiansyah, life's been tough lately but you keep standing



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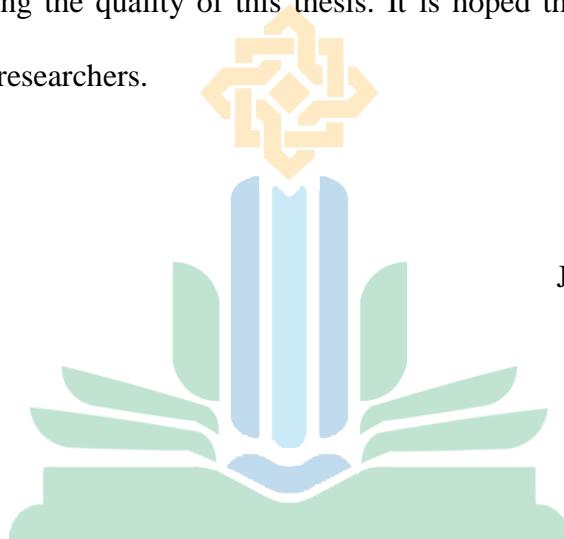
## ACKNOWLEDGEMENT

I would like to begin by thanking Allah SWT for his mercy, blessings, and great wellness, which have allowed me to finish my undergraduate thesis. Furthermore, I realize that without the support and guidance provided by additional individuals, this thesis could not have been finished. I want to express my sincere gratitude to the following individuals:

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8. Participants especially the 8th-grade students of SMPN 2 Rogojampi in this study who are willing to be involved in a series of learning activities and interview sessions.

I recognize that there is still potential for improvement in the writing and language of this thesis. For this reason, I'm open to critiques and suggestions that could assist in improving the quality of this thesis. It is hoped that this thesis will be useful for future researchers.



Jember, 29 July 2024

Researcher

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## ABSTRACT

**Moch Yusril Ardiansyah, 2025:** Exploring Project-Based Learning in Promoting EFL Student's Multimodal Communication Skills: A Qualitative Case Study

**Keywords:** Project-Based Learning, Multimodal Communication Skill, English as Foreign Language, Case Study

Project-Based Learning (PBL) has been widely implemented in English as a Foreign Language (EFL) classrooms to promote student-centered learning and authentic language use. However, previous studies have largely examined PBL in relation to general language skill development, while limited attention has been given to its role in fostering students' multimodal communication skills, particularly within the Indonesian EFL context. Multimodal communication, which involves the integration of linguistic, visual, auditory, and gestural modes, has become increasingly relevant in the digital era. Nevertheless, empirical evidence on how these skills are developed through classroom-based projects remains underexplored. Therefore, this study addresses this gap by investigating the implementation of Project-Based Learning in developing students' multimodal communication skills in an EFL classroom.

This study aimed to explore how Project-Based Learning was implemented to develop students' multimodal communication skills and to examine the challenges and opportunities perceived by students during the implementation. Accordingly, this research was guided by the following research questions: (1) How is Project-Based Learning implemented to develop students' multimodal communication skills in the EFL classroom? (2) What challenges do students perceive in integrating multimodal communication into Project-Based Learning in the EFL context? and (3) What opportunities do students perceive in integrating multimodal communication into Project-Based Learning in the EFL context?

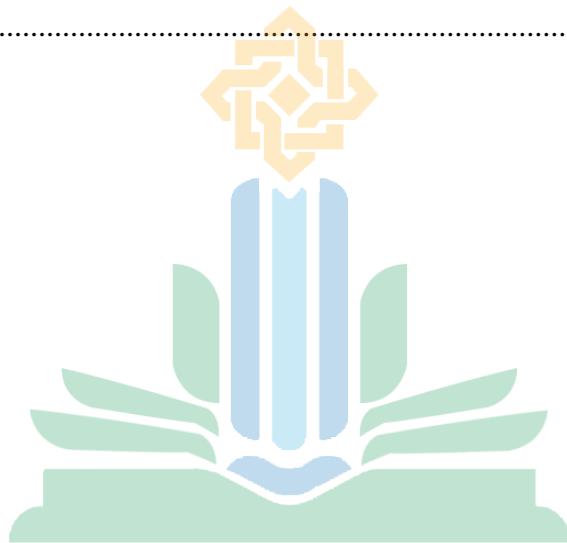
This research employed a qualitative approach with a case study design. The participants consisted of forty students at one public junior high school in East Java, Indonesia. Data were collected through classroom observations, semi-structured interviews, focus group discussions, and document reviews. The data were analyzed using thematic analysis, and the trustworthiness of the data was ensured through data triangulation and member checking.

The findings indicated that Project-Based Learning facilitated the development of students' multimodal communication skills through several instructional practices, including setting multimodal project goals, designing learning tasks that required the integration of multiple modes, providing scaffolding for multimodal production, encouraging collaboration, and promoting reflection. In addition, students perceived both challenges and opportunities during the implementation, particularly related to time constraints, varying levels of digital literacy, and limited access to technological resources. Pedagogically, this study provides practical implications for EFL teachers by offering insights into designing Project-Based Learning activities that support students in communicating effectively through multiple modes.

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# CHAPTER I

## INTRODUCTION

### A. Research Background

English has become a global language that functions as a primary medium of communication in international domains such as education, business, technology, and diplomacy. Its widespread use has positioned English as the dominant language for accessing global knowledge and participating in cross-cultural interaction.<sup>23</sup> In Indonesia, English is officially categorized as a foreign language and is taught as a compulsory subject at the secondary school level. Despite not being used as a language of daily communication, English plays a significant role in equipping Indonesian students with the linguistic competence necessary to engage in global academic and professional environments.<sup>4</sup> Consequently, the ability to communicate effectively in English is no longer viewed merely as an academic requirement, but as a crucial life skill in the era of globalization.

Despite the growing importance of English, English language teaching in Indonesia still faces various challenges, particularly in terms of limited communicative practice, teacher-centered instruction, and students' low motivation to use English actively in classrooms. Many EFL classrooms remain focused on grammar instruction and textbook-based learning, which

<sup>2</sup> Crystal, D. (2003). English as a global language. Cambridge university press.

<sup>3</sup> Kirkpatrick, A. (2012). English as an international language in Asia: Implications for language education. In English as an international language in Asia: Implications for language education (pp. 29-44). Dordrecht: Springer Netherlands.

<sup>4</sup> Alwasilah, A. C. (2002). Pokoknya kualitatif: Dasar-dasar merancang dan melakukan penelitian kualitatif. Pustaka jaya.

often results in students having limited opportunities to develop meaningful communication skills.<sup>5</sup> In response to these challenges, educational paradigms have gradually shifted toward student-centered learning, which emphasizes learner autonomy, active participation, and meaningful learning experiences.<sup>6</sup> One of the instructional approaches that aligns with this paradigm is Project-Based Learning (PBL), as it encourages students to engage in authentic tasks, collaborate with peers, and apply language meaningfully in real-world contexts, thereby addressing the limitations of traditional teacher-centered instruction.<sup>7</sup>

Project-Based Learning (PBL) is an instructional approach in which students learn by actively engaging in meaningful projects that are connected to real-world contexts and problems. Rather than focusing on isolated language exercises, PBL requires learners to investigate questions, design solutions, and produce tangible products that demonstrate their understanding.<sup>89</sup> Several key indicators characterize effective implementation of PBL. First, projects are grounded in authentic and real-world tasks that reflect how language is used beyond the classroom. Second, collaboration becomes a central feature, as students work in groups to share ideas and negotiate meaning. Third, inquiry-based learning is emphasized, where

<sup>5</sup> Lie, A. (2007). Education policy and EFL curriculum in Indonesia: Between the commitment to competence and the quest for higher test scores. *Teflin*, 18(1), 1-14.

<sup>6</sup> Creswell, J. W. (2002). Educational research: Planning, conducting, and evaluating quantitative (Vol. 7). Prentice Hall Upper Saddle River, NJ.

<sup>7</sup> Beckett, G. H., & Slater, T. (2005). The project framework: A tool for language, content, and skills integration. *ELT journal*, 59(2), 108-116.

<sup>8</sup> Thomas, J. W. (2000). A review of research on project-based learning. *The Autodesk Foundation*

<sup>9</sup> Bell, Stephanie. (2010). Project-based learning for the 21st century: Skills for the future. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 83(2), 39-43.

learners are encouraged to explore issues, ask questions, and seek information independently. Finally, PBL promotes learner autonomy by allowing students to make decisions regarding project topics, materials, and presentation formats. Through these indicators, PBL creates a learning environment that supports meaningful communication and active language use in EFL classrooms.

Multimodal communication refers to the use of multiple semiotic modes such as linguistic, visual, auditory, and gestural resources to construct and convey meaning. In contemporary communication, meaning is no longer produced solely through written or spoken language, but is frequently shaped by images, sounds, layout, movement, and digital media.<sup>1011</sup> The rapid development of technology and social media platforms has further intensified the use of multimodality in everyday communication, particularly among young learners who regularly engage with videos, infographics, digital posters, and online presentations. As a result, the ability to interpret and produce multimodal texts has become an essential competence in modern education. In the context of English as a Foreign Language (EFL), multimodal communication supports learners in expressing ideas more comprehensively while also enhancing comprehension through visual and interactive elements. Therefore, developing students' multimodal communication skills is not only

<sup>10</sup> Kress, Gunther. (2010). *Multimodality: A social semiotic approach to contemporary communication*. Routledge.

<sup>11</sup> Jewitt, C. (2013). Multimodal methods for researching digital technologies. *The SAGE handbook of digital technology research*, 250-265.

relevant to literacy development but also crucial for preparing learners to participate effectively in global communication practices.

Project-Based Learning (PBL) provides an instructional framework that naturally facilitates the development of multimodal communication skills. Through project activities, learners are required not only to use language, but also to integrate visual design, oral presentation, movement, and digital tools to communicate meaning effectively. When students create products such as posters, videos, and presentations, they engage in multimodal meaning-making by selecting and combining different semiotic resources to convey ideas clearly.<sup>12</sup><sup>13</sup> Furthermore, the collaborative nature of PBL allows learners to negotiate meaning, refine multimodal representations, and provide peer feedback, which contributes to deeper communicative competence.<sup>14</sup><sup>15</sup>

Therefore, PBL establishes an authentic learning environment in which multimodal communication is not taught as an isolated skill, but is embedded within meaningful and purposeful language use.

A growing body of research has demonstrated the positive impact of Project-Based Learning and multimodal approaches in EFL contexts. Studies have shown that PBL enhances students' communicative competence, learner

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<sup>12</sup> Jewitt, C. (2013). Multimodal methods for researching digital technologies. *The SAGE handbook of digital technology research*, 250-265.

<sup>13</sup> Kress, Gunther. (2010). Multimodality: A social semiotic approach to contemporary communication. Routledge

<sup>14</sup> Beckett, G. H., & Slater, T. (2005). The project framework: A tool for language, content, and skills integration. *ELT journal*, 59(2), 108-116.

<sup>15</sup> Bell, Stephanie. (2010). Project-based learning for the 21st century: Skills for the future. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 83(2), 39-43.

autonomy, and engagement in language learning.<sup>1617</sup> In addition, research on multimodal communication indicates that integrating multiple modes such as images, gestures, and digital media helps learners better comprehend meaning and express ideas more creatively.<sup>1819</sup> Some recent studies have attempted to combine PBL and multimodal learning and reported improvements in students' speaking skills and motivation through multimodal project tasks, including video production and digital storytelling.<sup>20</sup> However, despite these promising findings, existing research has mainly focused on learning outcomes rather than on examining how multimodal communication is implemented throughout the stages of Project-Based Learning in real classroom settings.

Although previous studies have confirmed the benefits of Project-Based Learning and multimodal approaches for language learning, several critical research gaps remain. Theoretically, most existing studies are grounded in general communicative competence or digital literacy frameworks, with limited application of multimodality theory to analyze how meaning is constructed through multiple modes in EFL classrooms.<sup>2122</sup>

<sup>16</sup> Beckett, G. H., & Slater, T. (2005). The project framework: A tool for language, content, and skills integration. *ELT journal*, 59(2), 108-116.

<sup>17</sup> Fragoulis, I., & Tsiplakides, I. (2009). Project-based learning in the teaching of English as a foreign language in Greek primary schools: From theory to practice. *English language teaching*, 2(3), 113-119.

<sup>18</sup> Jewitt, C. (2013). Multimodal methods for researching digital technologies. *The SAGE handbook of digital technology research*, 250-265.

<sup>19</sup> Royce, T. D. (2007). Multimodal communicative competence in second language contexts. In *New directions in the analysis of multimodal discourse* (pp. 361-390). Routledge.

<sup>20</sup> Hafner, C. A., & Miller, L. (2011). Fostering learner autonomy in English for science: A collaborative digital video project in a technological learning environment.

<sup>21</sup> Jewitt, C. (2013). Multimodal methods for researching digital technologies. *The SAGE handbook of digital technology research*, 250-265.

Empirically, prior research has largely concentrated on learning outcomes such as motivation, speaking achievement, or test performance, while insufficient attention has been paid to the actual classroom processes through which multimodal communication skills are developed during the stages of Project-Based Learning.<sup>23</sup> Methodologically, many previous studies have relied on quantitative designs or questionnaire-based data, resulting in limited insights into learners' real experiences and classroom practices. In contrast, few studies have employed qualitative case studies that incorporate observations, interviews, and document analysis to capture the complexity of multimodal learning in project-based environments. Contextually, research integrating Project-Based Learning and multimodal communication remains underrepresented in Indonesian junior high school settings, where curricular demands and classroom realities differ from those in Western or tertiary education contexts. Therefore, this study seeks to address these gaps by providing an in-depth qualitative examination of how Project-Based Learning is implemented to develop students' multimodal communication skills in an Indonesian EFL classroom.

In addition to the theoretical and methodological gaps identified above, a significant contextual gap can also be observed in the existing body of research. Most previous studies investigating Project-Based Learning and multimodal communication in EFL contexts have been conducted at the

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<sup>22</sup> Royce, T. D. (2007). Multimodal communicative competence in second language contexts. In New directions in the analysis of multimodal discourse (pp. 361-390). Routledge.

<sup>23</sup> Hafner, C. A., & Miller, L. (2011). Fostering learner autonomy in English for science: A collaborative digital video project in a technological learning environment.

university or senior high school level, where students generally possess higher linguistic proficiency, and greater digital literacy. In contrast, limited empirical attention has been given to junior high school learners, whose cognitive, linguistic, and emotional characteristics differ substantially from older students. At the junior high school level, students are still developing foundational English skills and often rely more heavily on visual, gestural, and collaborative support to construct meaning. The junior high school that's been chosen for this study is SMPN 2 Rogojampi, it's a junior high school located in Banyuwangi, East Java. By focusing on a junior high school EFL classroom, this study seeks to fill this contextual gap and provide insights into the implementation of Project-Based Learning for younger learners in the Indonesian secondary education setting.

Beyond addressing the contextual gap at the junior high school level, this study also fills several other gaps in existing research. This study addresses an analytical gap by examining the implementation of Project-Based Learning as a process, highlighting how multimodal communication skills develop across different stages of project work, including task design, scaffolding, collaboration, and reflection. Second, this research fills a pedagogical gap by providing detailed classroom-level evidence on how Project-Based Learning and digital tools can be implemented to support multimodal communication among junior high school EFL learners. These contributions extend current PBL research by integrating theory, process, and practice in a secondary school context.

Based on the research gaps identified above, this study aims to investigate the implementation of Project-Based Learning in promoting students' multimodal communication skills in an Indonesian EFL classroom. Specifically, the objectives of this study are: (1) to examine how Project-Based Learning is implemented to support the development of students' multimodal communication skills, (2) to identify the challenges perceived by students in integrating multimodal communication into Project-Based Learning activities, and (3) to explore the opportunities perceived by students during the learning process. The findings of this study are expected to contribute theoretically by extending multimodality theory within the context of Project-Based Learning in EFL settings, and practically by providing EFL teachers with empirical insights into designing meaningful learning activities that promote students' ability to communicate through multiple modes. Moreover, this study is anticipated to enrich the existing literature on PBL and multimodal communication in secondary education, particularly within the Indonesian context. Therefore, the purpose of this research is to explore how PBL promoting multimodal communication skills EFL Students.

## **B. Research Questions**

1. How is PBL implemented to develop of multimodal communication skills in EFL classroom?
2. What challenges do students perceive of integrating multimodal communication in EFL context?

3. What opportunities do students perceive of integrating multimodal communication in EFL context?

### C. Research Objective

1. To explore how PBL implemented to developing multimodal communication skills in EFL classroom
2. To discover the perceived challenges students associated with integrating PBL into EFL language education
3. To discover the perceived opportunities students associated with integrating PBL into EFL language education

### D. Significance of the Study

The finding of this research hopes could give some benefits in the English teaching and learning process. There are two kind of significance in this research, as follows:

#### 1. Theoretical Significance

Theoretically, this study contributes to the development of multimodality theory in language learning, particularly as proposed by Kress and Jewitt, by examining how multimodal communication skills are developed through Project-Based Learning in an EFL classroom context.<sup>24</sup>

<sup>25</sup> While previous studies have largely discussed multimodality in digital literacy or discourse analysis frameworks, this study extends the application of multimodality theory by situating it within classroom-based

<sup>24</sup> Kress, Gunther. (2010). *Multimodality: A social semiotic approach to contemporary communication*. Routledge

<sup>25</sup> Jewitt, C. (2013). Multimodal methods for researching digital technologies. *The SAGE handbook of digital technology research*, 250-265

project work and focusing on how students integrate linguistic, visual, auditory, and gestural modes during learning activities.

In addition, this study contributes to the theoretical understanding of Project-Based Learning in EFL contexts by complementing existing PBL frameworks with empirical evidence on how multimodal communication unfolds during project implementation.<sup>26</sup><sup>27</sup> Therefore, this research offers a theoretical bridge between PBL, multimodality, and sociocultural perspectives in EFL education.

## 2. Practical Significance

Findings can guide the creation of more interactive and relevant EFL curricula that incorporate real-world projects, enhancing student engagement. Teachers can apply practical strategies for implementing PBL, improving classroom dynamics and learning outcomes. The research can support policies promoting innovative teaching methods like PBL, ensuring educational systems better prepare students for modern communication demands. By fostering critical thinking, creativity, and effective communication, the study helps students develop skills essential for personal and professional success in a globalized world.

## E. Definition of Key Term

### 1. Multimodal Communication skill

<sup>26</sup> Beckett, G. H., & Slater, T. (2005). The project framework: A tool for language, content, and skills integration. *ELT journal*, 59(2), 108-116

<sup>27</sup> Bell, Stephanie. (2010). Project-based learning for the 21st century: Skills for the future. The Clearing House: A Journal of Educational Strategies, Issues and Ideas, 83(2), 39-43.

Multimodal communication skills encompass the ability to combine different forms of communication to enhance understanding and engagement. This skill is particularly relevant in educational and professional contexts, where effective communication often involves multiple modes. In this study, students' will be use this type of form communication by using Project-Based Learning.

## 2. Project-Based Learning

Project-Based Learning is a teaching method which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge. In this study, Project-Based Learning is combined with multimodal communication skill to develop their English skills.

## 3. English as Foreign Language

English as a Foreign Language (EFL) refers to the study of English by non-native speakers in countries where English is not the dominant language. Indonesia is filled with hundreds of local language as their mother tongue and Bahasa Indonesia as their secondary language, in this study this context are important to see the process how Project-Based Learning developing students' multimodal communication skills

## CHAPTER II

### Review of Related Literature

#### A. Previous Research

1. Yustinus Calvin Gai Mali entitled “*Project-Based Learning in Indonesian EFL Classrooms: from Theory to Practice*”.<sup>28</sup> Mali investigated the implementation of Project-Based Learning (PBL) in Indonesian EFL classrooms, focusing on how the approach was applied in Creative Writing and Second Language Acquisition (SLA) courses. The study adopted a qualitative descriptive design to explore instructional practices and student involvement in project-based activities. The participants were students enrolled in Creative Writing and SLA classes in an Indonesian English Education program. Data were collected through classroom observations and documentation of learning activities. The data were analyzed descriptively to identify patterns of classroom practices and levels of student engagement. The findings indicated that PBL encouraged high student participation and promoted innovative teaching strategies, demonstrating that PBL effectively supports learner-centered, collaborative, and task-based learning in EFL classrooms.
2. Muchibbuddin Waly & Ashadi (2023) entitled “*Unleashing the Potentials: Nurturing Students’ 4Cs Skills through Project-Based Learning with ICT*

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<sup>28</sup> Project-Based Learning in Indonesian EFL Classrooms: from Theory to Practice. (2016). IJEE (Indonesian Journal of English Education), 3(1), 89-105.

*in EFL Classrooms".<sup>29</sup>* Waly and Ashadi aimed to examine how the integration of Project-Based Learning with Information and Communication Technology (ICT) influences students' 4Cs skills, namely critical thinking, communication, collaboration, and creativity in EFL classrooms. The study employed a mixed-methods approach combining quantitative and qualitative data to obtain a comprehensive understanding of the learning outcomes. The participants were EFL students (the exact number is not specified) involved in ICT-assisted PBL activities. Data were collected through questionnaires, classroom observations, and analysis of students' project work. The data were analyzed using descriptive statistical analysis for quantitative data and thematic analysis for qualitative data. The results revealed improvements in students' oral and written communication skills, collaboration, and creativity. However, the study also identified several challenges, such as time management issues, technical obstacles, and the need for continuous teacher scaffolding.

3. Baiatun Nisa, Sri Arfani, Prapti Wigati Purwaningrum & Euis Meinawati entitled "*Beyond the Classroom: Project-Based Learning as a Catalyst for English Proficiency in Higher Education*".<sup>30</sup> This study examined the impact of Project-Based Learning on English proficiency among

<sup>29</sup> Waly, M. M., & Ashadi, A. (2024). Unleashing the Potentials: Nurturing Students' 4Cs Skills through Project-Based Learning with ICT in EFL Classrooms. *Journal of Foreign Language Teaching and Learning*, 9(2), 127–160.

<sup>30</sup> Nisa, B., Arfani, S., Purwaningrum, P. W., & Meinawati, E. (2025). Beyond the Classroom: Project-Based Learning as a Catalyst for English Proficiency in Higher Education. *Lingua Cultura*, 19(1), 45–52.

Communication Science students enrolled in a foundational English course. The research applied a qualitative approach to explore students' learning experiences during project implementation. The participants consisted of undergraduate students in a Communication Science program. Data were gathered through classroom observation, student interviews, and documentation of students' digital projects. The data were analyzed thematically to identify recurring patterns related to speaking development, engagement, and language use. The findings showed that PBL improved students' speaking confidence, classroom engagement, and real-life language application. Additionally, the integration of digital tools and collaborative tasks supported the development of communicative competence and increased learner motivation.

4. Iwan Dudy Gunawan entitled "*Enhancing Speaking and Collaboration Skills Through Project-Based Learning: A Case Study of Indonesian EFL University Students*".<sup>31</sup> Gunawan conducted a case study to investigate the effects of Project-Based Learning on the speaking and collaboration skills of Indonesian EFL university students. The research employed a qualitative case study design over one academic semester. The participants were university students enrolled in an English course that applied project-based tasks. Data were collected through classroom observation, assessment of students' speaking performance, and interviews. The data were analyzed using qualitative content analysis to examine changes in

<sup>31</sup> Gunawan, I. D. (2025). Enhancing Speaking and Collaboration Skills Through Project-Based Learning: A Case Study of Indonesian EFL University Students. PROJECT (Professional Journal of English Education), 8(4), 1071-1077.

language performance and collaborative behavior. The findings revealed significant improvement in students' speaking fluency, pronunciation accuracy, lexical richness, and communicative competence. Moreover, PBL also enhanced teamwork skills, critical thinking ability, and learner motivation.

**Table 2.1**  
**Similarities and Differences between Previous Research and Current Research**

No	Research Title	Similarities	Differences
1	Yustinus Calvin Gai Mali entitled " <i>Project-Based Learning in Indonesian EFL Classrooms: from Theory to Practice</i> ".	Mali's study is similar to the present research in its use of Project-Based Learning (PBL) within an Indonesian EFL context. Both studies position PBL as a student-centered instructional approach that promotes communication and project-based learning structures. Mali emphasizes how PBL supports learner autonomy, classroom interaction, and real-world communication through meaningful projects.	However, the difference lies in the focus and scope of the research. Mali's study primarily examines PBL implementation at the classroom level using a descriptive and practice-based approach. The research focuses on general PBL strategies without specifically analyzing multimodal communication skills. Furthermore, Mali's participants were university students, whereas the present study examines junior high school learners. In addition, Mali's theoretical framework emphasizes PBL concepts rather than multimodal theory.
2	Muchibbuddin Waly & Ashadi (2023) entitled " <i>Unleashing the Potentials: Nurturing Students' 4Cs Skills through Project-Based</i>	Waly and Ashadi's research is similar to the present study in its application of Project-Based Learning combined with technology in EFL classrooms. Both studies recognize the role of digital tools in enhancing communication and student	However, the main difference lies in research focus and analytical approach. Waly and Ashadi focus specifically on the 4Cs skills (critical thinking, communication, collaboration, and creativity) rather than on multimodal communication. Their

	<i>Learning with ICT in EFL Classrooms".</i>	engagement. Their study also aligns with the present research in its attention to communication, creativity, and collaboration as key outcomes of PBL.	analysis is based on skill score trends and performance measurement, using classroom observation and mixed methods, while the present study employs a qualitative thematic approach. Additionally, digital tools in their study serve mainly as learning aids rather than being examined as components of multimodal meaning-making.
3	Baiatun Nisa, Sri Arfani, Prapti Wigati Purwaningrum & Euis Meinawati entitled " <i>Beyond the Classroom: Project-Based Learning as a Catalyst for English Proficiency in Higher Education</i> "	This study shares similarity with the present research in its investigation of PBL in an EFL setting with an emphasis on authentic tasks, communication practice, student engagement, and real-world language use. Both studies highlight the importance of project activities and meaningful learning experiences in language development. In addition, digital tools are used in both studies to support learning tasks.	However, Nisa et al.'s research differs in terms of focus and framework. Their study focuses primarily on English proficiency development and language acquisition rather than multimodal communication. The research is conducted at the course level in higher education, with findings concentrating on students' language performance outcomes instead of multimodal design processes.
4	Iwan Dudy Gunawan entitled " <i>Enhancing Speaking and Collaboration Skills Through Project-Based Learning: A Case Study of Indonesian EFL University Students</i> ".	Gunawan's study is similar to the present research in its emphasis on speaking development, collaboration, and classroom project activities. Both studies view group work and peer feedback as essential components of PBL implementation, contributing to improved confidence and participation.	However, the difference lies in the scope of skills examined. Gunawan focuses specifically on speaking skills measured through fluency and accuracy, whereas the present study extends the analysis to multimodal communication, including visual design and physical expression. Furthermore, Gunawan's study was conducted with university-level students, while the present research focuses on junior high school learners.

Compared with previous studies, this research shares similarities in its use of Project-Based Learning within an Indonesian EFL context. However, unlike earlier research which mainly focused on English proficiency or speaking skill development, this study specifically investigates multimodal communication skills as its central construct. While Waly and Ashadi examined PBL in relation to digital and 21st century skills, their study emphasized general competencies rather than multimodal meaning-making.<sup>32</sup> Furthermore, earlier research conducted their investigations at the university level, whereas this study focuses on secondary-school learners. Methodologically, this research also differs by applying thematic analysis to qualitatively examine classroom processes, rather than relying primarily on performance outcomes. Thus, this study contributes a more detailed understanding of how PBL facilitates meaning construction across modes in EFL contexts.

## B. Theoretical Framework

### 1. Project-Based Learning in EFL Context

#### a. Definition and Basic Concepts

PBL is a student-centered instructional approach where students learn through active engagement in meaningful and relevant

<sup>32</sup> Waly, M. M., & Ashadi, A. (2024). Unleashing the Potentials: Nurturing Students' 4Cs Skills through Project-Based Learning with ICT in EFL Classrooms. *Journal of Foreign Language Teaching and Learning*, 9(2), 127–160.

projects. According to Bell, PBL facilitates deeper learning and better retention of information.<sup>33</sup>

PBL shifts the focus from traditional teacher-led instruction to student-driven inquiry, allowing learners to explore topics of interest deeply and apply their knowledge in practical ways. This approach encourages students to take ownership of their learning, fostering independence and motivation. By working on projects that have real-world relevance, students can see the practical applications of their studies, which enhance their engagement and understanding.

Moreover, PBL promotes interdisciplinary learning, as projects often require students to integrate knowledge and skills from various subject areas. This holistic approach reflects the complexities of real-world problems and prepares students for the collaborative and multifaceted nature of modern workplaces. As students navigate through their projects, they develop critical thinking, problem-solving, and collaborative skills, which are essential for their future academic and professional success.

### **b. Indicator of Project-Based Learning**

PBL involves several core indicators that distinguish it from traditional instruction.

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<sup>33</sup> Bell, Stephanie. (2010). Project-based learning for the 21st century: Skills for the future. The Clearing House: A Journal of Educational Strategies, Issues and Ideas, 83(2), 39-43.

- 1) First, PBL is built around a central project that drives the entire learning process. This means the project is not an additional task but becomes the main vehicle through which students learn.
- 2) Second, PBL requires collaborative group work, allowing students to negotiate meaning, share responsibilities, and support each other's progress. Another important indicator is the creation of a tangible final product, such as a poster, performance, script, video, or digital media, which demonstrates students' ability to apply knowledge meaningfully. PBL also emphasizes inquiry-based learning, where students gather information, explore ideas, and solve problems during the project.
- 3) Finally, PBL integrates multiple skills and modalities, including linguistic, visual, social, and digital competencies, helping learners connect their classroom tasks to authentic communication practices.

These indicators collectively ensure that PBL activities remain student centered, purposeful, and aligned with real-world communication demands.<sup>34</sup>

### c. Stage of Project-Based Learning

PBL is carried out through several structured stages that guide students from the initial idea to the completion of the project.

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<sup>34</sup> Thomas, John W. (2000). A review of research on project-based learning. The Autodesk Foundation

- 1) The process begins with topic selection and problem identification, where students and teachers identify themes that are meaningful and relevant to classroom goals.
- 2) This is followed by the planning stage, during which students determine project objectives, assign group roles, outline tasks, and set a timeline for completion.
- 3) The third stage is research and data collection, where learners gather information from texts, videos, discussions, and online sources to support the project content.
- 4) After collecting information, students move into the design and development stage, where they begin producing the project output whether it is a script, visual poster, multimedia product, or performance.
- 5) Once the product is completed, students enter the presentation stage, where they share their work with peers, teachers, or a broader audience.
- 6) The final stage is reflection and evaluation, allowing learners to assess their performance, consider challenges, and identify improvements for future tasks.

These structured stages help ensure that the PBL process supports student autonomy, creativity, and meaningful engagement throughout the learning cycle.<sup>35</sup>

#### **d. Benefits of Implementing Project-Based Learning in EFL learning**

Implementing PBL in EFL classrooms offers several significant pedagogical benefits. One major benefit is that PBL creates genuine opportunities for authentic language use, enabling learners to communicate meaningfully while working toward a specific goal. This fosters deeper comprehension and more natural language development. PBL also enhances motivation, because students are given ownership of the project and are encouraged to make decisions, explore ideas, and present their work creatively. Another benefit is the improvement of multimodal communication skills, as students combine text, visuals, gestures, and digital elements to convey messages effectively. Moreover, PBL improves collaboration, allowing students to develop interpersonal skills and learn from peers' input. It also boosts student confidence, especially through activities such as presentations and role-plays, where learners practice expressing ideas in front of others. Additionally, PBL promotes critical thinking and digital literacy,

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<sup>35</sup> Stoller, Fredricka L. (2006). Establishing a theoretical foundation for project-based learning in second and foreign language contexts.

encouraging students to evaluate information, design products, and use technology meaningfully.<sup>36</sup>

#### e. Challenges of Implementing Project-Based Learning

Despite its many advantages, implementing PBL also presents several challenges that teachers and students may encounter in the EFL context. One of the most common difficulties is the time requirement, as PBL activities often demand extended preparation, group coordination, and iterative revisions. Teachers may find it challenging to fit project stages into limited instructional hours, while students may struggle to manage deadlines alongside other academic responsibilities. Another challenge involves unequal participation, where some students dominate group work while others contribute minimally. This imbalance can affect the quality of collaboration and reduce the learning benefits intended by PBL.

Additionally, PBL requires students to engage in inquiry, problem-solving, and design processes that may feel unfamiliar for learners who are used to traditional, teacher-centered instruction. As a result, students may experience confusion or uncertainty when taking greater responsibility for their learning. Technological limitations may also hinder the creation of multimodal products, especially when digital tools are not consistently available. Teachers, meanwhile, face

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<sup>36</sup> Bell, s. (2010). Project-based learning for the 21st century: Skills for the future. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 83(2), 39-43.

the challenge of designing meaningful projects, monitoring group progress, and providing guidance without controlling the entire process. These obstacles illustrate that successful implementation of PBL requires careful planning, clear guidance, and adequate resource support to overcome the practical constraints encountered in real classroom environments.<sup>37</sup>

## 2. Multimodal Communication Skills

### a. Definition and Concept of Multimodality

Multimodal communication skills encompass the ability to use various modes of communication such as text, images, sound, gestures, and spatial elements. According to Kress, multimodality reflects the holistic and complex way humans communicate.<sup>38</sup> Multimodal communication recognizes that conveying a message effectively often requires more than just words. By integrating visual, auditory, and kinesthetic elements, communicators can enhance their message's clarity and impact. For instance, a presentation that combines spoken words with visual aids and interactive elements is more likely to engage and inform an audience than a speech alone.

Understanding multimodal communication is particularly important in today's digital age, where various media forms are used simultaneously. Being proficient in multimodal communication allows

<sup>37</sup> Ertmer, Peggy. A., & Simons, Krista. D. (2006). Jumping the PBL Implementation Hurdle: Supporting the Efforts of K-12 Teachers. *Interdisciplinary Journal of Problem-Based Learning*, 1(1), 40-54

<sup>38</sup> Kress, Gunther. (2010). *Multimodality: A social semiotic approach to contemporary communication*. Routledge.

individuals to navigate digital platforms more effectively, create compelling content, and interact meaningfully in diverse contexts. This proficiency is crucial not only in education but also in professional and social settings.

### **b. Indicator of Multimodal Communication Skills**

According to Jewitt Carey, there's a few indicator of Multimodal Communication Skills<sup>3940</sup>

#### 1) Mode Awareness

Multimodal communication skill begins with awareness that communication is not produced through language alone, but through multiple semiotic modes such as images, layout, sound, gesture, and digital tools. Learners who demonstrate mode awareness are able to recognize the presence of different modes within a text and understand that each mode contributes differently to meaning. This awareness allows learners to move beyond viewing images or sound as mere decoration and instead understand them as resources that play an active role in communicating ideas.

#### 2) Orchestration of Modes

A key indicator of multimodal competence is the ability to orchestrate different modes into a coherent whole. This skill is demonstrated when learners intentionally integrate text, images,

<sup>39</sup> Jewitt, C. (Ed.). (2009). *The Routledge handbook of multimodal analysis* (Vol. 1). London: Routledge.

<sup>40</sup> Jewitt, C., Bezemer, J., & O'Halloran, K. (2016). *Introducing multimodality*. Routledge.

layout, and other modes so that they complement one another rather than compete for attention. Instead of adding visuals randomly, learners make deliberate design choices that ensure each mode supports the overall communicative purpose. Meaning is therefore achieved not through isolated modes, but through their interaction.

### 3) Functional Use of Modes

Learners demonstrate multimodal communication skills when they show understanding of the distinct functions of each mode. This involves selecting modes based on communicative goals, recognizing that different forms of representation serve different purposes. For example, written language may be used to explain abstract concepts, while visual elements may be used to represent concrete objects, relationships, or processes. Such choices indicate awareness of modal affordances and reflect purposeful rather than accidental multimodal communication.

### 4) Design Competence

Multimodal skill is also evident in the learner's ability to design texts meaningfully. Design competence refers to how learners arrange and structure multimodal elements within a text, including decisions related to layout, size, alignment, hierarchy, and color use. Learners who possess this skill organize information clearly and guide the viewer's attention through visual structure,

creating texts that are legible, navigable, and communicatively effective. Design, from Jewitt's perspective, is not aesthetic alone but a major mechanism through which meaning is shaped.

#### 5) Meaning-Making Ability

Another important indicator of multimodal communication skill is the capacity to produce understandable and purposeful meaning through multimodal texts. Learners demonstrate this skill when they communicate ideas clearly, align visual and verbal messages, and produce texts that achieve their intended purposes.

Meaning-making is not measured by creativity alone, but by how successfully the message is conveyed and understood by others.

#### 6) Audience Awareness

Jewitt emphasizes that communication is always shaped by social context. Learners show multimodal competence when they demonstrate awareness of audience and adapt their multimodal designs accordingly. This includes making decisions about language level, visual style, and formality based on who the message is intended for. A learner adjusts design features differently for children, peers, or teachers, showing sensitivity to purpose, culture, and communicative setting.

#### 7) Mediated Action Awareness

Multimodal communication is always shaped by tools and technologies. Learners show competence when they understand

that digital platforms, software, or tools influence how meaning is created and presented. Awareness is demonstrated when learners use digital media effectively, recognize the constraints and possibilities of tools, and choose technologies intentionally rather than incidentally. This reflects understanding that communication is mediated by material conditions, not neutral processes.

#### 8) Transformation Across Modes

An important multimodal skill is the ability to transform meaning from one mode to another. Learners demonstrate this skill when they can reinterpret written information into visual or audiovisual forms such as posters, presentations, or videos. This transformation shows that they do not merely copy information but reconstruct meaning through redesign. Such ability suggests deeper understanding and flexible meaning-making.

#### 9) Critical Interpretation

Multimodal competence includes the ability to interpret and analyze multimodal texts critically. Learners show this skill when they explain how images influence meaning, identify persuasive strategies, and interpret how different modes shape understanding. This skill reflects the learner's ability not only to produce texts but also to become a conscious and analytical viewer or reader of multimodal communication.

## 10) Reflexive Awareness

Finally, learners demonstrate multimodal skill when they are able to reflect on and justify their design decisions. They can explain why particular modes were chosen, how the design supports meaning, and what could be improved. This reflective ability indicates conscious multimodal decision-making rather than accidental production and is essential for developing learner autonomy in multimodal communication.

### c. Multimodal Literacy in the 21st Century

Multimodal literacy refers to the ability to interpret, create, and evaluate meanings across multiple modes of communication, including written text, images, audio, video, gesture, facial expression, and spatial design. In the 21st century, communication is increasingly shaped by digital technologies and social media platforms, which require learners to process information in formats that combine text and visuals or integrate sound and movement (Kress; Jewitt).<sup>4142</sup> As a result, literacy is no longer limited to reading and writing printed texts but involves navigating complex multimodal environments.

The development of multimodal literacy is closely linked to students' participation in digital communication practices, such as creating digital posters, presentations, videos, and online content.

<sup>41</sup> Jewitt, C. (2013). Multimodal methods for researching digital technologies. *The SAGE handbook of digital technology research*, 250-265.

<sup>42</sup> Kress, Gunther. (2010). *Multimodality: A social semiotic approach to contemporary communication*. Routledge

According to the New London Group (1996), multi-literacies are essential for preparing learners to engage with diverse forms of communication within globalized and technologically driven societies.<sup>43</sup> In educational contexts, fostering multimodal literacy equips learners with critical interpretive skills as well as productive skills necessary to communicate effectively using digital and media-based platforms. Therefore, multimodal literacy is considered a core competence in 21st-century learning and is essential for developing students' communication capacity beyond traditional language skills.

#### **d. Multimodality in Language Learning**

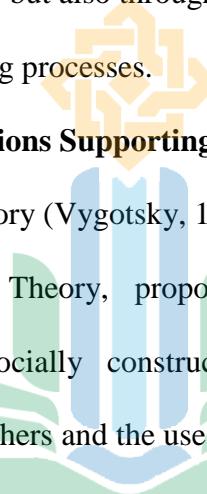
Multimodality in language learning emphasizes how learners construct meaning by combining linguistic, visual, auditory, and gestural resources in communication. Rather than viewing language as a standalone system, multimodality recognizes meaning-making as a process involving various semiotic resources that operate simultaneously.<sup>44</sup> In EFL classrooms, learners often rely on images, videos, gestures, and digital tools to support comprehension and expression, particularly when linguistic resources are limited.

Integrating multimodality into language instruction enables learners to engage in richer communicative practices that mirror real-world contexts. Research indicates that multimodal input supports

<sup>43</sup> Cazden, C., Cope, B., Fairclough, N., Gee, J., Kalantzis, M., Kress, G, & Nakata, M. (1996). A pedagogy of multiliteracies: Designing social futures. *Harvard educational review*, 66(1), 60-92.

<sup>44</sup> Kress, G., & Van Leeuwen, T. (2020). *Reading images: The grammar of visual design*. Routledge.

vocabulary development, improves comprehension, and increases student engagement.<sup>45<sup>46</sup></sup>



Additionally, multimodal learning environments encourage students to express ideas creatively and negotiate meaning through various representational forms. As a result, learners develop communicative competence not only through language accuracy but also through the effective use of multiple modes in meaning-making processes.

### 3. Theoretical Foundations Supporting the Study

#### a. Sociocultural Theory (Vygotsky, 1978)

Sociocultural Theory, proposed by Vygotsky (1978), views learning as a socially constructed process that occurs through interaction with others and the use of cultural tools.<sup>47</sup> According to this theory, cognitive development does not take place in isolation; instead, it is shaped by social engagement, communication, and participation in meaningful activities. Language plays a central role as a psychological tool that mediates learning and enables individuals to construct knowledge through interaction.

One of the core concepts in Sociocultural Theory is the Zone of Proximal Development (ZPD), which refers to the gap between what learners can accomplish independently and what they can achieve with

<sup>45</sup> Royce, T. D. (2007). Multimodal communicative competence in second language contexts. In New directions in the analysis of multimodal discourse (pp. 361-390). Routledge.

<sup>46</sup> Jewitt, C. (2013). Multimodal methods for researching digital technologies. *The SAGE handbook of digital technology research*, 250-265

<sup>47</sup> Vygotsky, L. S., & Cole, M. (1978). *Mind in society: Development of higher psychological processes*. Harvard university press.

guidance from more capable peers or teachers. In the context of Project-Based Learning, students often work collaboratively to complete tasks that may be beyond their individual abilities, thereby engaging naturally within their ZPD. Peer discussions, group project work, and teacher facilitation allow learners to co-construct knowledge and develop higher-level thinking skills.

Another important concept is mediation, which emphasizes that learning is supported through tools and symbols, including language, technology, and instructional materials. In multimodal learning environments, digital tools such as videos, images, presentations, and online platforms function as mediational means that support students' understanding and expression. Through interaction with these tools, learners are able to organize ideas, represent meaning in multiple forms, and strengthen comprehension.

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Sociocultural Theory is particularly relevant to this study because Project-Based Learning is fundamentally collaborative and dialogic. Students learn through group interaction, feedback exchange, and shared problem-solving activities. These processes align with Sociocultural Theory's emphasis on social interaction as the foundation of learning. Therefore, this theory provides a strong theoretical basis for analyzing how students develop multimodal communication skills through participation in project-based activities in the EFL classroom.

b. Vygotsky's Creativity Options and Ideas in 21st-Century Technology-Enhanced Learning Design

This paper interprets the theories of Vygotsky through the lenses of creativity in education and learning design using technology.<sup>48</sup> It is important to address the role of the teacher in today's technology-enhanced classrooms. This initiative has not been addressed, and it may lead to new ways of thinking about creativity in today's teaching profession. Teachers' roles have shifted from instructors to designers of effective scenarios for technology-enhanced learning. In this context, teachers need to be able to creatively connect pedagogy, content, and technology in learning design. The work of Vygotsky emphasizes the role of the teacher when assessing the learner's developmental level, by tailoring the teaching so that it falls within the zone of proximal development. The procedure leads to new knowledge, indicating a creative process. Language as a tool now has new means to be transmitted new technologies.

Considering these connections, questions need to be re-addressed: What is the connection between creativity and the zone of proximal development? How has the learning design field shifted the role of the teacher and how does this relate to (1) the theory of cognitive development from a constructivist perspective and (2) the theory of the zone of proximal development? What are the connections between the

<sup>48</sup> Rigopouli, K., Kotsifakos, D., & Psaromiligos, Y. (2025). Vygotsky's Creativity Options and Ideas in 21st-Century Technology-Enhanced Learning Design. *Education Sciences*, 15(2), 257.

new role of the teacher as a designer with creativity and technology in the zone of proximal development? In this paper, we synthesize the knowledge between creativity in learning design using technology and Vygotsky's theories, concluding with an interpretation of how the teacher can be assisted by his theories and synchronous technologies in creative learning design.

#### **4. Interconnection between Project-Based Learning and Multimodal Communication Skills in EFL**

PBL and multimodal communication skills are strongly interconnected, particularly in the context of English as a Foreign Language (EFL) learning. PBL naturally requires students to construct and communicate meaning through various modes such as verbal language, visuals, gestures, digital elements, sounds, and spatial arrangements making multimodal communication an inherent part of the learning process. Throughout PBL activities, students plan, design, and present products that demand the integration of multiple semiotic resources. For example, when creating posters, videos, or role-play performances, learners must coordinate different modes to express their ideas effectively. This process helps them understand how modes complement one another and how meaning can be enhanced through thoughtful multimodal choices.

Additionally, PBL environments encourage collaboration and active participation, allowing students to negotiate meaning, discuss design

decisions, and refine their multimodal outputs together. This interaction strengthens both linguistic competence and multimodal awareness. Students also have opportunities to experiment creatively with multimodal tools such as Canva, multimedia applications, and visual organizers which improve their digital literacy and prepares them for real-world communication tasks. In EFL contexts, the multimodal nature of PBL reduces learners' dependence on linguistic proficiency alone; when vocabulary is limited, visual and gestural modes help bridge comprehension gaps and support clearer expression.

From a pedagogical perspective, PBL provides an authentic context in which multimodal communication can develop naturally. Rather than learning modes in isolation, students apply them to meaningful problems and real-life tasks, aligning with the principles of communicative and learner-centered instruction. As a result, PBL not only fosters students' English language skills but also equips them with the multimodal competencies required for effective participation in digital, academic, and social environments. The integration of PBL and multimodal communication thus creates a rich learning experience that addresses both linguistic development and 21st-century literacy demands.<sup>49</sup>

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<sup>49</sup> Jewitt, Carey. (2008). Multimodality and literacy in school classrooms. *Review of Research in Education*, 32(1), 241-267

## CHAPTER III

### Research Methodology

#### A. Research Design

This study employs a qualitative research approach, which focuses on understanding phenomena in their natural context rather than measuring variables numerically. Qualitative research seeks to explore how individuals interpret experiences, behaviors, and interactions in real-life situations.<sup>5051</sup> It aims to uncover how and why certain phenomena occur, allowing the researcher to gain deeper insight into meanings, perspectives, and processes that cannot be captured through quantitative methods. This approach is relevant to the present study because the research investigates how PBL is implemented in an actual classroom setting and how students experience multimodal communication throughout the learning process. By observing authentic classroom interactions and gathering detailed narratives from participants, qualitative research provides a comprehensive understanding of PBL practices and students' multimodal communication development in an EFL context.

Within qualitative inquiry, this research adopts a case study design. According to Creswell (2012), a case study is an in-depth exploration of a bounded system such as a class, event, program, or group studied within its

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<sup>50</sup> Denzin, N. K. (2018). *The qualitative manifesto: A call to arms*. Routledge.

<sup>51</sup> Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* 4rd.

real-life context.<sup>52</sup> The “case” in this study is the implementation of PBL in one eighth-grade EFL classroom at one of public junior high school in Banyuwangi, East Java, Indonesia. A case study is chosen because it allows the researcher to examine the process holistically and capture rich, detailed data about classroom dynamics, student collaboration, and multimodal practices as they naturally occur. This design is appropriate since the research aims to understand not only the outcomes but also the process of how PBL fosters multimodal communication skills among EFL learners.

## B. Research Setting

This research was conducted at a public junior high school located in Banyuwangi, East Java. The school applies a communicative approach to English language teaching and has begun integrating PBL as part of its curriculum to promote creativity, collaboration, and real-world language use. The PBL implementation in this context was carried out for two weeks, consisting of two meetings each week. During these meetings, students were guided to complete two main projects: the first was a role-play and oral presentation, and the second involved designing a poster that combined text and visual elements to convey information in English.

The researcher obtained formal research permission from both the English teacher and the school principal prior to data collection. The school provided full support by granting access to the English classroom, allowing classroom observation, and approving interviews with students and teachers. Throughout

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<sup>52</sup> Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Pearson.

the research process, the English teacher collaborated with the researcher to ensure that the PBL implementation aligned with the existing syllabus and learning objectives.

As this study focused on multimodal communication, it is important to note that the school has adequate technological and multimedia facilities to support such learning. The classroom was equipped with a projector, and Wi-Fi connectivity, while students also used their personal smartphones for project recording and editing. These tools enabled the creation of multimodal learning products such as videos and digital posters, which reflected students' ability to integrate verbal and non-verbal communication elements.

### **C. Participants of the Research**

The participants of this study consisted of one English teacher and forty (40) eighth-grade students from 8F. Sixth participants were selected using a purposive sampling technique, as they met specific criteria relevant to the research objectives. The criteria included: (1) having actively participated in PBL activities during the semester, (2) demonstrating intermediate English proficiency based on classroom assessments, and (3) showing active involvement and communicative engagement during classroom activities.

The students were between 14 and 15 years old, consisting of 14 male and 20 female participants. The English teacher involved in this research had more than five years of teaching experience and had previously implemented PBL in English classes. This participant's role was essential for providing

information about classroom management, student engagement, and multimodal teaching strategies.

To ensure ethical considerations, the researcher obtained permission from the school principal and informed the English teacher and students about the research purpose, procedures, and confidentiality of their data. Participation was voluntary, and all participants gave informed consent before the research began. Students were also assured that their participation or refusal would not affect their grades or standing in the class.

For confidentiality purposes, participants' identities were anonymized in all transcripts, notes, and reports. Each participant was assigned a pseudonym (e.g., "Student A," "Student B," or "Teacher 1") to protect personal information. All collected data were used solely for academic research and kept securely by the researcher.

## **D. Data Collection Technique**

### **1. Observations**

The classroom observation was conducted to obtain real-time data on how students engaged in multimodal communication during the implementation of PBL. The observation took place over a period of two weeks, consisting of four class meetings, with each meeting lasting approximately 90 minutes. The researcher acted as a non-participant observer, meaning that the researcher did not interfere with instructional activities and only focused on documenting classroom events.

The researcher employed non-participant observation to ensure that classroom activities occurred naturally without being influenced by the presence or intervention of the researcher. By not participating in the instructional process, the researcher was able to obtain more objective data on teacher practices and students' authentic behavior during Project-Based Learning activities. This approach enabled the researcher to focus on observing how multimodal communication and interaction patterns emerged spontaneously in the classroom setting. During the observation, the researcher used a structured observation checklist and field notes as the main instruments. The checklist was designed to record students' participation, interaction patterns, and multimodal behaviors such as verbal expressions, gestures, facial expressions, and the use of digital tools or visual materials. In addition, the teacher's instructions, scaffolding techniques, and classroom management during PBL activities were also documented.

The primary focus of the observation was to capture how students used English through various modes of communication spoken, written, and visual while collaborating with peers and completing their projects. The observation also aimed to identify the challenges faced by students during the multimodal project implementation. Through this observation process, the researcher gained an in-depth understanding of classroom dynamics, interaction patterns, and the integration of multimodal elements within the PBL context.

## 2. Interviews

This study used semi-structured interviews to collect in-depth data regarding students' perceptions of Project-Based Learning and the development of multimodal communication skills. Semi-structured interviews are a qualitative data collection method that uses predetermined guiding questions while allowing flexibility for further probing and follow-up questions based on participants' responses.<sup>53</sup> This approach enables the researcher to explore participants' experiences in detail while still maintaining consistency across interviews.

Semi-structured interviews were chosen because they allow participants to express their thoughts freely and provide rich descriptions of their learning experiences. Unlike structured interviews that restrict responses to fixed questions, semi-structured interviews enable the researcher to clarify answers, explore unexpected issues, and obtain deeper insights related to students' challenges and opportunities during Project-Based Learning activities.

The interviews were conducted with 6 selected students who actively participated in Project-Based Learning activities. Student interview excerpts will be abbreviated from "Student 1" to "S1". Each interview was conducted individually and lasted approximately 15–25 minutes. The interviews focused on students' experiences in using multiple modes of communication, such as speaking, visuals, and digital tools, during project

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<sup>53</sup> Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* 4rd.

completion. The data were then transcribed verbatim and anonymized by replacing participants' real names with pseudonyms (e.g., Student A, Student B, Teacher 1). All data management procedures followed ethical research standards to ensure confidentiality, voluntary participation, and data protection. Participants were informed that their responses would be used solely for academic purposes and that they could withdraw from the interview at any time without consequence.

### 3. Focus Groups

In addition to interviews, a Focus Group Discussion (FGD) was conducted to gather collective perspectives on students' experiences with multimodal communication during the implementation of PBL. There's total of 6 groups of students', FGD excerpts will be abbreviated from "Party 1" to "P1". The FGD allowed participants to share opinions, compare experiences, and reflect on challenges collaboratively.

The focus group consisted of 6 separate groups, each composed of four to five students representing various levels of activeness and English proficiency. The participants were selected based on their involvement in project work, ensuring a balanced representation of male and female students. Each FGD session lasted approximately 30–40 minutes and was conducted after the completion of both PBL projects.

The teacher acted as the moderator, guiding the discussion using a prepared FGD guide that included open-ended questions about students' collaboration, communication modes, and use of technology during PBL.

The discussion was conducted in a mix of English and Indonesian to help participants express their ideas more comfortably. The sessions were audio-recorded with participants' consent and supplemented by the researcher's field notes to capture nonverbal reactions and group dynamics.

Throughout the FGD sessions, the researcher ensured that every participant had the opportunity to speak and that the discussion remained respectful and focused. The researcher's facilitation technique emphasized active listening, turn-taking, and probing questions to encourage elaboration of ideas. All recorded data were stored securely, transcribed for analysis, and anonymized using pseudonyms to maintain confidentiality and ethical standards.

#### 4. Document Review

The document review was conducted to analyze students' multimodal project outcomes that were produced during the implementation of Project-Based Learning (PBL). This method provided supporting data to complement observations and interviews by showing how students integrated multiple modes of communication—verbal, visual, and digital—in their project work.

Approximately, a total of three student projects were selected for analysis. These projects consisted of: (1) one video project developed during the role-play and presentation activity, (2) one poster project designed to convey information using both text and visual elements, and

(3) one reflective journal, which contained students' written reflections about their experience participating in the PBL process. The three projects were chosen because they represent different multimodal outputs and provide a comprehensive overview of how students applied multimodal communication skills in various forms.

The document analysis sheet served as the main instrument, focusing on several key aspects: (1) the integration of linguistic and visual elements, (2) creativity and design layout, (3) clarity of message, and (4) the use of digital tools to enhance meaning. Each document was examined and coded based on these criteria to identify patterns of multimodal expression and learning outcomes.

Through this document analysis, the researcher was able to gain insight into how students used English to communicate meaning through diverse media. The analysis also revealed how multimodal learning helped students develop creativity, audience awareness, and communicative confidence in presenting their projects.

## E. Data Analysis

The data in this study were analyzed using a thematic analysis approach as outlined by Braun and Clarke.<sup>54</sup> This method involves identifying, analyzing, and interpreting patterns of meaning (themes) within qualitative data. The approach was chosen because it allows the researcher to systematically explore participants' experiences, perceptions, and practices in relation to the

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<sup>54</sup> Braun, V., & Clarke, V. (2021). Thematic analysis: A practical guide.

integration of PBL and multimodal communication. The analysis followed Braun and Clarke's six-phase framework, which includes: (1) familiarizing with the data, (2) generating initial codes, (3) searching for themes, (4) reviewing themes, (5) defining and naming themes, and (6) producing the report. Each phase was conducted iteratively, allowing continuous reflection and refinement of the emerging patterns.

In this study, the analytical approach was primarily deductive or theory-driven. The researcher interpreted the data based on predetermined concepts drawn from Beckett and Slater's Project Framework and Jewitt's Multimodal Framework.<sup>5556</sup> These frameworks guided the researcher in identifying how PBL practices foster multimodal communication and what challenges or opportunities emerged from its implementation. Nevertheless, the researcher remained open to unexpected insights that arose from the data to preserve the authenticity of participants' voices. All collected data from observations, interviews, and document analyses were read and re-read to ensure deep familiarization. The researcher manually highlighted meaningful segments and assigned codes that reflected the participants' experiences, such as collaboration, creativity, multimodal expression, challenges, and confidence. These codes were then clustered into broader themes representing key aspects of the research focus, namely: (1) the contribution of PBL to multimodal

<sup>55</sup> Beckett, G. H., & Slater, T. (2005). The project framework: A tool for language, content, and skills integration. *ELT journal*, 59(2), 108-116.

<sup>56</sup> Jewitt, Carey. (2008). Multimodality and literacy in school classrooms. *Review of Research in Education*, 32(1), 241-267

communication, (2) challenges in its implementation, and (3) opportunities emerging from the integration of multimodal learning.

Although qualitative data analysis software such as NVivo can assist in organizing data, the analysis in this study was conducted manually to maintain a direct interpretive connection between the researcher and the data. The emphasis was placed on understanding meanings rather than on technical data processing. To ensure accuracy and validity, the identified themes were reviewed multiple times and cross-checked with the research questions and theoretical framework. The final interpretation integrated evidence from multiple sources observation, interviews, and documents to construct a comprehensive understanding of how PBL supports multimodal communication in the EFL classroom. The results of this thematic analysis will be presented in Chapter IV.

## F. Data Validity

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## 1. Triangulation

To ensure the validity and trustworthiness of the qualitative data, this study applied triangulation as proposed by Denzin (1978) and Creswell (2012). Triangulation is a strategy used to cross-check data from multiple perspectives in order to enhance the credibility of research findings. In this study, two types of triangulation were employed: data triangulation and methodological triangulation.

Data triangulation was conducted by collecting information from different participants, namely the English teacher and students, to obtain

varied perspectives on the implementation of Project-Based Learning and the development of multimodal communication skills. This approach ensured that the findings did not rely solely on a single viewpoint, but represented a more comprehensive classroom reality.

Methodological triangulation was conducted by comparing data obtained from multiple sources, including classroom observations, semi-structured interviews, and documentation analysis. The researcher examined how the results from each method supported or complemented one another. For example, observational data regarding students' collaboration and use of visual media were compared with interview responses about their experiences and motivation in using multimodal elements. In addition, students' project documents were analyzed to verify whether their reported learning experiences were reflected in their actual multimodal outputs.

The triangulation process was carried out continuously during data analysis. When inconsistencies appeared among data sources, the researcher re-examined observation field notes, interview transcripts, and documents in order to identify possible explanations. This cross-checking process strengthened the credibility of the findings and ensured that interpretations presented in Chapter IV were supported by consistent evidence from multiple sources.

## 2. Member Checking

Member checking will be conducted in two stages of the research process to ensure the accuracy and credibility of the collected data. The first stage will take place after the transcription of interviews and focus group discussions. Participants will be asked to review the transcribed data to confirm that their responses have been accurately represented.

The second stage of member checking will occur after the thematic analysis has been completed. At this stage, participants will be provided with a short summary of the preliminary themes identified from the data, such as collaboration, creativity, challenges, and multimodal expression. The purpose of this step will be to verify whether the researcher's interpretation of their experiences aligns with the participants' intended meanings. If any participant disagrees with a particular interpretation, their feedback will be used to refine or modify the related theme.

## G. Research Procedure

### 1. Pre-Field Stage

The pre-field stage involves crucial preparatory steps for the research:

- a. Developing the Research Design: The research design was carefully developed to explore the impact of PBL on multimodal communication skills in EFL contexts. This includes determining the qualitative approach, case study methodology, and specific data collection methods.
- b. Selecting the Research Field: The research field selected for this study is SMPN 2 Rogojampi, which provides a relevant context for

investigating PBL in an EFL setting. The choice of this location was based on its active integration of PBL into the curriculum and the availability of participants.

- c. Permit Processing: Necessary permissions were obtained from educational institutions, and ethical approval was secured from the relevant bodies to ensure compliance with research standards and participant protection.
- d. Assessing the State of the Field: Before beginning the data collection, an assessment of the field was conducted to understand the existing practices, participant readiness, and logistical considerations. This helped in planning the research activities effectively.
- e. Making a Research Instrument: Observation checklists, interview guides, focus group questions, and document analysis rubrics were developed during this stage. These instruments were tailored to capture detailed data on PBL implementation and multimodal communication skills.

## 2. Fieldwork Stage

The fieldwork stage encompasses the actual data collection process:

- a. Conducting Observations: Classroom observations were conducted throughout the study period. These observations focused on how PBL was implemented and how students engaged in multimodal communication activities.

b. Conducting Interviews: Semi-structured interviews were conducted with the English teacher and selected 10th-grade students at SMPN 2 Rogojampi. The interviews explored participants' experiences with PBL, perceived benefits, and challenges, as well as any changes in communication skills.

c. Facilitating Focus Groups: Focus group discussions were held with small groups of 8th-grade students. These sessions encouraged students to share their experiences and perceptions of PBL and multimodal communication in a group setting.

d. Collecting and Analyzing Documents: Students' projects, including multimedia presentations, videos, and written reports, were collected. The analysis of these documents focused on the use and development of multimodal communication skills.

### 3. Data Analysis Stage

The data analysis stage involves synthesizing and interpreting the collected data:

- a. Transcribing and Analyzing Data: Qualitative data from observations, interviews, focus groups, and document analysis were transcribed and analyzed using thematic analysis. Thematic analysis involved coding the data, identifying patterns, and developing themes related to PBL and multimodal communication.
- b. Reporting Findings: The findings were compiled into a comprehensive report, discussing the implications for EFL education. The report also

includes recommendations for future research and practice in the field of language education.



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## CHAPTER IV

This chapter presents the findings based on thematic analysis of data collected from observations, interviews, focus groups, and document reviews. The findings are presented according to the research objectives and discussed in relation to Beckett & Slater's Project Framework and Jewitt's Multimodal Framework.

### A. Findings

The thematic analysis conducted manually following Braun and Clarke.

The findings indicate that students' engagement in PBL enhanced their multimodal communication skills, particularly in collaboration and confidence-building. However, challenges related to technology and language barriers were also evident. This thematic organization provides a clearer understanding of how students navigate PBL tasks and the factors influencing their learning experience.

PBL Stage	Pedagogical Intervention	Targeted Multimodal Skills	Supporting Data
Project Introduction	The teacher explicitly explained that project outcomes required role-play performances and digital posters, emphasizing the use of speech, gesture, and visuals.	Awareness of multimodal communication; integration of modes	Classroom observation (2 <sup>nd</sup> Oct)
Task Design Observation	The teacher designed role-play and poster tasks that required students	Orchestration of linguistic, visual, and gestural modes	(Classroom observation 4 <sup>th</sup> and 9 <sup>th</sup> Oct)

	to combine spoken language, facial expression, gesture, images, layout, and text.		
Scaffolding	The teacher provided feedback on pronunciation, intonation, facial expression, gesture, font selection, layout, and color contrast during project work.	Pronunciation, expressive delivery, visual design competence	Observation (4 & 9 Oct); Interview (S6); FGD (P1)
Digital Tool Guidance	The teacher guided students in using Canva, including template selection, image placement, typography editing, and layout revision	Digital multimodal design skills	Observation (9 Oct); Interview (S5, S6)
Collaboration Support	The teacher encouraged group discussion and peer feedback during rehearsal and poster design stages.	Audience awareness	Observation (9 Oct); FGD (P4)
Reflection	The teacher facilitated reflection after performances and poster presentations, encouraging	Reflective multimodal awareness	Observation (11 Oct); Interview data

	students to revise based on feedback.		
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Table 4.1 Pedagogical Intervention

**1. How is PBL implemented to develop of multimodal communication skills in EFL classroom?**

**Theme 1: Setting Multimodal Project Goals**

Based on classroom observations conducted on 2nd, 4th, 9th, and 11th October, multimodal communication was explicitly embedded into the project goals rather than treated as a supplementary activity. From the initial stage of instruction, students were informed that successful project completion required not only correct use of English but also effective use of visual, oral, and physical modes of communication. Both the role-play and poster tasks were presented as multimodal products in which spoken language, facial expression, gesture, and visual design were integrated.

During role-play practices, students were instructed to pay attention to pronunciation, intonation, gesture, eye contact, and emotional expression as central components of performance (Observation, 9 October). Students were observed rehearsing while practicing facial expressions and body movements, the use of multimodal communication indicating that communicative success was evaluated based on meaning delivery rather than linguistic accuracy alone.



Figure 4.1 Students rehearsal (Observation, 9 October 2025)

As seen in figure 4.1, they use facial expression during rehearsal. This indicates that communicative success was evaluated based on how well students conveyed meaning, not merely on linguistic accuracy. Similarly, poster projects were designed with explicit expectations related to visual clarity, design organization, and alignment between text and images. The teacher regularly reminded students that their work would be assessed based on how clearly and attractively information was delivered. As a result, students paid attention not only to what they said but also to how they presented ideas visually and verbally.

The Interview data on 9<sup>th</sup> October supported the observation results and showed that students were fully aware of these multimodal expectations. Statements such as

*“Because the role-play not only assessed with English language, we try to improve our performance by maximizing it with using our*

*expression, gesture, our tone, and when we forget about some part we help each other too, doing it together with friends you get along with making it more fun and also I didn't feel nervous at all, maybe yeah just in the beginning" (S2)<sup>57</sup>*

*"During role play rehearsal I'm not only memorizing the script but also remember the expression that I should make" (S4)<sup>58</sup>*

Indicate that peers acted as linguistic and expressive models. These

responses shows that multimodal outcomes were communicated explicitly as learning goals, and students internalized them as part of task completion.

The Focus Group Discussion (11 October 2025) results further support this theme. Students emphasized that group-based project design allowed them to communicate more confidently. Students emphasized that discussing ideas together gave them more perspectives about how to express meaning. One participant stated that they exchanged suggestions about gestures and expressions to make the performance better, while another noted that ideas about intonation or movement rarely emerged when working alone.

*"I think that if the poster design is not neat, the message of it is not clear, our group discussed about this for a long time" (P4).<sup>59</sup>*

This theme shows that PBL implementation in this classroom explicitly integrated multimodal communication into learning objectives. Communication was framed as meaning-making that

<sup>57</sup> 8f student; interviewed by Moch Yusril Ardiansyah, 9<sup>th</sup> October 2025

<sup>58</sup> 8f student; interviewed by Moch Yusril Ardiansyah, 9<sup>th</sup> October 2025

<sup>59</sup> 8f student group 4; Focus Group Discussion, 11<sup>th</sup> October 2025

involves spoken language, visuals, and physical expression. Consequently, students developed awareness that successful communication depends not only on language correctness but also on how messages are delivered across multiple mode.

### **Theme 2: Designing Multimodal Learning Tasks**

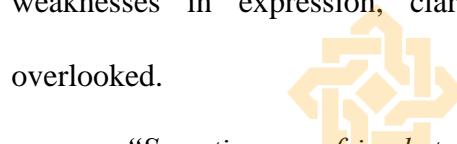
Classroom observations revealed that multimodal learning tasks were intentionally designed to require collaborative meaning-making. During group activities, students were not only completing assignments but also jointly constructing multimodal messages. In role-play sessions, students were observed negotiating gestures, facial expressions, and tone of voice before performing. For poster-making activities, groups discussed layout design, image placement, and text organization before finalizing their products.

On 9 October 2025, students were observed rearranging visual elements on their posters several times based on group feedback. Similarly, in role-play activities, students rehearsed scenes repeatedly, adjusting voice volume, posture, and body movement according to peer suggestions. These actions indicate that multimodal communication was developed through collaborative task engagement rather than individual production.

Collaboration was therefore embedded into task design. Tasks did not only demand multimodal products, but also required interaction, negotiation, and shared decision-making. Students were positioned as

co-designers of meaning, encouraging them to reflect on how modes such as language, visuals, and gestures worked together communicatively.

Students reported that working in groups improved their awareness of multimodal communication. They explained that peers often noticed weaknesses in expression, clarity, and design that individuals overlooked.



*“Sometimes my friends tell me if my expression does not match the dialogue, and then I try again until it is better.” (S1)<sup>60</sup>*

Another student explained:

*“When we make poster together, everyone gives opinion about the picture and the color, so we choose the best one as a group.” (S3)<sup>61</sup>*

These responses indicate that multimodal learning occurred through peer feedback and collective reflection. Students did not simply produce multimodal texts; they refined them through negotiation and feedback processes. Collaborative relationships functioned as a scaffold for improving multimodal expression.

The Focus Group Discussion revealed deeper insight into how collaboration supported multimodal development. Students explained that working together made tasks more manageable and encouraged experimentation with multiple modes.

<sup>60</sup> 8f student; interviewed by Moch Yusril Ardiansyah, 4<sup>th</sup> October 2025

<sup>61</sup> 8f student; interviewed by Moch Yusril Ardiansyah, 11<sup>th</sup> October 2025

One participant reported:

*“If we work alone, we only think about our own idea, but in group we learn many ways to show the message.” (P1)<sup>62</sup>*

The discussion illustrates that learners recognized their group members as semiotic resources. Different strengths contributed to the collective construction of meaning. Rather than working separately, students combined abilities to enhance communication effectiveness.

The findings demonstrate that multimodal communication skills developed through learning tasks that combined collaborative interaction and multimodal design. Tasks positioned students as both designers and evaluators of meaning.

Rather than treating multimodality as an individual skill, this classroom implemented it as a collaborative practice. Students designed, revised, and evaluated communication together. As a result, multimodal competence developed through interaction, negotiation, and cooperation.

### **Theme 3: Scaffolding and Instruction on Multimodal Skills**

Scaffolding played a key role in students' development of multimodal communication skills. During classroom observations on 4th and 9th October, the researcher provided targeted guidance related to pronunciation, sentence structure, emotional delivery, and visual design.

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<sup>62</sup> 8f student group 1; Focus Group Discussion, 11<sup>th</sup> October 2025

During rehearsal, the researcher corrected pronunciation, modeled appropriate expressions, and guided students in managing intonation. When students struggled with dialogue production, the researcher rephrased expressions and suggested simpler alternatives (Observation, 4 October). This support extended beyond language teaching into performance coaching.

In poster sessions, scaffolding focused on layout planning, font selection, and color use. Students were guided to consider whether text was clearly readable and whether images aligned with intended meaning. The researcher was observed walking around the classroom to provide individualized feedback and reflective questions such as whether the message was visually clear (Observation, 9 October)..



Figure 4.2. Teacher giving instruction (Observation, 9 October 2025)

As seen in figure 4.2 the teacher walked around the classroom offering individualized feedback and initiating reflective questions

such as whether text was readable or whether a gesture matched the message. Students were observed revising their work multiple times after receiving feedback.

Students acknowledged the teacher's role in guiding them through multimodal learning. Interview data further support this theme.

*"I'm lacking when its come to speaking English, but my friends and the researcher help me to improve it, there's so much thing that I need to fix because I'd never pay attention at English class before so it was like I'm a newborn baby that just learn English, I feel more courage when someone guided me" (S6)<sup>63</sup>*

The FGD confirmed that instructional support was essential.

*"our group confussed where to start, the researcher instruction really help my group, we begin with searching the duckling image that we want to edit and gather the word thatwe want to put into our poster" (P1)<sup>64</sup>*

Students mentioned they relied on feedback to improve both performance and visual communication.

This theme indicates that multimodal communication skill development was supported through continuous instructional scaffolding. The teacher did not treat communication as a natural outcome, but as a skill that must be modeled, trained, and repeatedly refined. Through guided practice and feedback, students gradually improved their ability to integrate language, visuals, and expression effectively.

<sup>63</sup> 8f student; interviewed by Moch Yusril Ardiansyah, 4<sup>th</sup> October 2025

<sup>64</sup> 8f student group 1; Focus Group Discussion, 11<sup>th</sup> October 2025

#### **Theme 4: Reflection and Refinement**

Classroom observations showed that reflection occurred systematically after project completion and was supported by the use of digital tools. After role-play activities and poster presentations, the teacher led reflective discussions focusing on pronunciation, expression, visual clarity, and overall message effectiveness.

Canva was used as the primary platform for poster design. Students selected templates, inserted images, edited text, and adjusted layout features while constructing visual messages. During observation, students were seen revising their poster designs repeatedly after receiving teacher and peer feedback. Canva allowed students to view changes immediately, enabling real-time assessment of design coherence and readability.

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Figure 4.3 Group D Poster

Students experimented with visual arrangements, discovering how color contrast affected legibility, how image choice influenced emotional tone, and how layout shaped interpretation. The platform supported immediate visual comparison between earlier and revised versions, helping students recognize improvement.

Similarly, in performance tasks, students rehearsed again after feedback sessions, adjusting vocal projection, gestures, and body positioning as part of the reflection process. These findings indicate that reflection was not passive evaluation but an active redesign process supported by technology.

Students reported that feedback sessions helped them become more aware of both language use and design decisions. Several students stated that they initially focused only on completing tasks, but reflective activities encouraged them to think more carefully about how communication worked.

*“When editing, it's clear that there's something wrong with the text or the image is messy. So I can immediately know where the error is.” (P4)<sup>65</sup>*

Students explained that because Canva showed results directly, they could immediately recognize design problems such as unclear text, mismatched images, or overcrowded layouts. This instant feedback helped them understand mistakes more clearly than verbal explanation alone.

Overall, interview data suggest that reflection supported students in developing awareness of how language, visuals, and layout contribute to meaning. Students began to evaluate communication more critically rather than relying on intuition alone.

## **2. What challenges do students face in integrating multimodal communication into PBL?**

### **Theme 1: Technical and Linguistic Constraints**

This theme emerged primarily from interview data, revealing students'/teacher's perceptions, experiences, and reflections regarding major challenge that emerged during the implementation of PBL was

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<sup>65</sup> 8f student group 4; Focus Group Discussion, 11<sup>th</sup> October 2025

the presence of technical and linguistic limitations that directly affected students' ability to communicate multimodally.

Interview results reinforced the pattern of challenges. Several students expressed difficulty composing English dialogue:

*“Sometimes I really confused about what im going to say, so I only take the character that have less dialogue. And if there’s a hard vocabulary, we paused for a moment to ask the teacher or friends” (S5).<sup>66</sup>*



Technical issues also emerged in interviews:

*“Our group only have one phone, we need to take turns to edit the task also the internet connection at the school is very slow and I have to refresh the page multiple times and this problem also make the canva website crashed” (S6)<sup>67</sup>*

These statements reflect how linguistic insecurity and technological limitations hindered students' ability to produce multimodal expressions smoothly.

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Focus group data echoed these challenges. One participant stated:

*“When we practising the rehearsal we sometimes forget the words and that make the movement not alligned.” (P5)<sup>68</sup>*

Another highlighted technical constraints:

*“I think making the poster is way easier when we make it in laptop or computer because the buttons and placing on the phone is too small.” (P2)<sup>69</sup>*

<sup>66</sup> 8f student; interviewed by Moch Yusril Ardiansyah, 4<sup>th</sup> October 2025

<sup>67</sup> 8f student; interviewed by Moch Yusril Ardiansyah, 11<sup>th</sup> October 2025

<sup>68</sup> 8f student group 5; Focus Group Discussion, 9<sup>th</sup> October 2025

<sup>69</sup> 8f student group 2; Focus Group Discussion, 11<sup>th</sup> October 2025

These comments show that language uncertainty affected students' expressive gestures and vocal delivery, while limited technological access restricted their ability to explore multimodal design features fully.

These constraints appeared consistently throughout the project cycle and influenced how students constructed dialogue, expressed meaning, and engaged with multimodal tools such as digital platforms or visual design materials. Evidence from observations, interviews, document review, and FGD revealed that these challenges restricted students' multimodal performance and reduced the richness of their communicative output.

During the role-play sessions on 4 October 2025, linguistic difficulties were observed when students attempted to develop and rehearse their dialogues. Many groups frequently paused their rehearsal to ask the teacher or peers for vocabulary support. Some students consciously simplified sentences to avoid mispronunciation, while others skipped lines when they felt unsure about English expressions. These linguistic limitations reduced the expressive variety of their performance, limiting their ability to use tone, gesture, and voice projection effectively. Similarly, during the 9 October 2025 observation, several students hesitated to deliver lines confidently, and the lack of linguistic security caused them to rely on minimal gestures and subdued intonation. These patterns show that linguistic uncertainty

restricted not only spoken production but also the multimodal dimensions that depend on clear, confident verbal communication.

Technical constraints were equally evident. The classroom lacked essential multimedia equipment such as functioning speakers, a projector, or adequate rehearsal space. During the 4 October and 9 October sessions, students were unable to incorporate background music, sound effects, or visual aids that could have enriched the multimodal quality of their role-play. The limited physical space also forced groups to rehearse in close proximity, causing disruptions and restricting their movement, which in turn limited the natural flow of gestures and spatial choreography as seen in the figure 4.3.



Figure 4.4 Students have limited space during rehearsal

The technical challenges became more pronounced during the poster creation session on 11 October 2025. Students who used Canva faced slow internet connectivity, limited device availability, and shared phone usage within groups. These obstacles slowed down the design

process and prevented students from experimenting fully with digital features as seen in figure 4.4.



Figure 4.5 Students sharing a single device during poster creation (11

October 2024)

*This figure shows students alternating turns to use one smartphone while others assist in choosing icons and arranging layout. The situation illustrates how limited technological resources constrained their multimodal production.*

In conclusion, technical and linguistic constraints emerged as major obstacles in integrating multimodal communication into PBL. Linguistic limitations reduced students' confidence and expressive capacity, while technical challenges ranging from limited devices to poor internet access restricted their ability to engage with digital and visual modes. Together, these constraints hindered the development of richer multimodal practices and shaped how students communicate across the project cycle.

## Theme 2: Time Management and Unequal Participation

Time management and unequal participation emerged as consistent challenges throughout the PBL cycle, influencing how effectively students engaged with project tasks and expressed meaning multimodally. Document analysis further supported these findings. Posters produced under time pressure demonstrated uneven spacing, incomplete illustrations, and imbalanced layouts, whereas posters produced through shared work appeared more structured and visually coherent..

One student stated:

*"The amount of time given to practise is too short, we're forced to perform even if we didn't remember all the dialogue because if we refuse that means giving the next group the opportunity to perform and then my group have to wait till the last group finished their perform, and I'm not sure that we stil have the chance or not. Each one of my group have like 6 to 8 dialogue"(S3)<sup>70</sup>*

This implies that time limitation prevented students from thoroughly rehearsing both verbal expression and multimodal elements such as gesture and emotion.

Another student commented:

*"Not everyone in my group do their parts, I have to cover them just for the sake of the task because if I just abandoned their parts then it will also affect my grades." (S4)<sup>71</sup>*

This statement confirms that unequal workload distribution was a recurring issue within groups.

<sup>70</sup> 8f student; interviewed by Moch Yusril Ardiansyah, 9<sup>th</sup> October 2025

<sup>71</sup> 8f student; interviewed by Moch Yusril Ardiansyah, 9<sup>th</sup> October 2025

FGD results further strengthened this theme. Students openly discussed time pressure and collaboration problems.

One participant stated:

*"The poster task takes time, like we need to search for the image that we want to edit, and because the internet is slow we have to wait, then editing using phone is also difficult" (P2)<sup>72</sup>*

Other participants agreed that delays related to connectivity significantly impacted their ability to complete visual tasks.

Students also mentioned that individuals who were more familiar with digital tools often controlled the work process while others remained passive

The observation on 4 October 2025 showed that many groups struggled to allocate time efficiently during the initial stages of their role-play preparation. Students spent a considerable portion of the session discussing ideas, negotiating roles, or rewriting dialogue, leaving limited time for rehearsing expressive movements, coordinating gestures, or practicing vocal delivery. Some students began working only after the teacher intervened, while more confident group members dominated early decision-making. These conditions reduced opportunities for less assertive students to participate actively in spoken performance or movement-based expression.

These issues continued during the 9 October 2025 session, where several groups were still completing scripts that were expected to be

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<sup>72</sup> 8f student group 2; Focus Group Discussion, 11<sup>th</sup> October 2025

finalized earlier. As students attempted to combine writing and rehearsal within a restricted time frame, role-play practice was repeatedly interrupted by last-minute changes or unresolved instructions. Consequently, students had limited opportunities to refine multimodal aspects such as intonation, pacing, gesture timing, and spatial arrangement. Unequal participation was also clearly observed during performance practice. More expressive and confident students were more likely to take on central roles, while quieter students remained passive, contributing minimally to multimodal communication.

The poster creation session on 11 October 2025 revealed similar patterns. Groups using Canva experienced delays due to unstable internet connections and shared device usage. Some students remained inactive while others edited designs. Manual poster groups also faced time pressure when organizing layout and coloring elements, which resulted in rushed designs or incomplete visual components.

Document analysis further supported these findings. Posters produced under time pressure demonstrated uneven spacing, incomplete illustrations, and imbalanced layouts, whereas posters produced through shared work appeared more structured and visually coherent.

This theme reveals that poor time management and unequal participation hindered students' opportunities to fully develop

multimodal communication skills. Inadequate planning time reduced performance quality, while imbalanced group roles restricted active participation for certain learners. Time pressure also negatively affected poster outcomes, as rushed designs compromised visual clarity and completeness. These conditions limited students' engagement in multimodal expression, reducing their exposure to expressive rehearsal, visual design practice, and shared meaning-making.

### 3. What opportunities arise from integrating multimodal communication into PBL?

#### Theme 1: Increased Confidence and Creative Expression

The implementation of PBL created meaningful opportunities for students to build confidence and express themselves creatively through multiple modes of communication. Interview data supported these findings and highlighted emotional and expressive development.

One student stated:

*"When I first started practicing, I was shy, but over time I became braver because my friends supported me. When I performed or practiced, I tried to add expressions to make it seem like I was really acting." (S4)<sup>73</sup>*

Students also spoke about creative growth through visual design.

One participant stated:

*"It turns out I can design on Canva, and I've become more confident using color and images to convey ideas. Making posters*

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<sup>73</sup> 8f student; interviewed by Moch Yusril Ardiansyah, 4<sup>th</sup> October 2025

*gives me the freedom to express myself, allowing me to draw according to my imagination." (S5)<sup>74</sup>*

These responses reveal that multimodal tasks supported both emotional confidence and creative engagement.

FGD data further confirmed that students felt safe experimenting and expressing themselves.

One student remarked:

*"When I practice together, I'm not afraid of making mistakes, because if I make a mistake I can repeat it. Dramas or posters allow us to use expressions, images, colors, so we can convey our meaning more freely." (P2)<sup>75</sup>*

Students consistently emphasized the supportive environment created by teamwork.

During the role-play project on 4 October 2025, initial hesitation was observed among several students, particularly in speaking loudly or using expressive gestures. However, through repeated group rehearsal and peer encouragement, students gradually became more actively involved in performance activities. Students who had remained silent in the baseline observation on 16 September demonstrated noticeable improvement, reading lines more clearly and showing greater willingness to perform.

The observation on 9 October 2025 further showed increased engagement and expressiveness. Students began rehearsing short segments in front of their peers. Several learners who previously avoided public speaking demonstrated improved projection, clearer

<sup>74</sup> 8f student; interviewed by Moch Yusril Ardiansyah, 4<sup>th</sup> October 2025

<sup>75</sup> 8f student group 2; Focus Group Discussion, 4<sup>th</sup> October 2025

intonation, and stronger gestures. Beyond memorization, students began experimenting with facial expression and improvisation to enhance emotional delivery as seen in figure 4.6



Figure 4.6. Students improvising gestures and vocal tone during rehearsal

*The figure shows a student confidently delivering lines with expressive hand movements, while peers respond with adjustments and encouragement. This captures the shift toward more confident and creative multimodal communication during rehearsals.*

Document analysis of student scripts revealed additional expressive instructions such as “speak loudly,” “raise hand slowly,” and “pause for emotion,” indicating deliberate attention to multimodal elements.

When students transitioned to the poster project on 11 October 2025, similar patterns emerged in a new modality. Students actively selected images, arranged layout structures, and applied color combinations. Those using Canva explored design templates and

typography, while manual drawing groups added illustrations and personalized layout styles.

This theme shows that PBL created conditions that nurtured emotional safety, confidence, and creative agency. Through repeated rehearsal, peer support, and design-centered tasks, students became more comfortable speaking, moving, designing, and expressing ideas.

Rather than viewing mistakes as failure, students treated communication as an experimental process. Multimodal projects allowed learners to use visuals, bodily expression, and performance to compensate for linguistic limitations, leading to increased risk-taking, creativity, and confidence.

## Theme 2: Real-World Application and Engagement

The integration of multimodal communication into PBL provided opportunities for students to engage in learning that closely resembled real-world communication practices outside academic settings.

Interview data confirmed students' awareness of authenticity and real-world usefulness, one student stated:

*“When doing role-play or poster work, we have to use expressions, movements and intonation so that the message conveyed is conveyed clearly.” (S3)<sup>76</sup>*  
Several students reflected that English felt more “useful” and “dipakai

beneran,” indicating increased functional awareness.

Regarding poster projects, one student commented:

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<sup>76</sup> 8f student; interviewed by Moch Yusril Ardiansyah, 9<sup>th</sup> October 2025

*“Making a poster in Canva is like creating content, there are lots of templates so we can freely choose and edit which one. It's really exciting, we learned to choose a suitable design.” (S6)<sup>77</sup>*

These responses show that students recognized relevance between

classroom projects and real-life communication.

FGD participants emphasized authenticity and audience awareness, one student said:

*“When we make a poster or a drama, it feels like we're actually making a piece of work, not just a regular assignment. We think about how others will see our work, which makes us more enthusiastic about it.” (P1)<sup>78</sup>*

Students explicitly connected classroom tasks with everyday practices.

During the role-play preparation on 4 October 2025, students demonstrated behaviors reflecting authentic communicative processes. They negotiated meaning with peers, clarified delivery strategies, and discussed emotional tone (e.g., “angry,” “scared,” or “happy”) to enhance audience understanding. These discussions indicate that students were not simply rehearsing lines but actively shaping communication for meaning and clarity. The role-play task had a clear communicative purpose beyond task completion: students perceived themselves as preparing a performance for an audience. This sense of authenticity increased engagement compared to earlier sessions.

By the 9 October 2025 session, authenticity became more evident.

Students focused on pacing, timing, and coordination of gestures.

Several groups rehearsed seriously, showing responsibility for

<sup>77</sup> 8f student; interviewed by Moch Yusril Ardiansyah, 11<sup>th</sup> October 2025

<sup>78</sup> 8f student group 1; Focus Group Discussion, 11<sup>th</sup> October 2025

performance quality. Observational documentation (Figure 4.7) shows students adjusting movement and voice projection to ensure clarity for their audience. Students also provided peer feedback using expressions such as “lebih jelas” and “harus lebih ekspresif,” demonstrating evaluation behavior commonly found in authentic collaborative work environments.

During the poster project on 11 October 2025, real-world relevance appeared through interaction with digital tools and design strategies. Students using Canva explored templates, icons, and typography features. Those working manually applied layout principles, symbolic visuals, and color organization intended to inform or persuade. These activities closely mirrored real-world information design practices.

Document analysis further supported observation results. Posters demonstrated structured layouts, visual hierarchy, symbolic imagery, and coordinated color use similar to professional designs. Scripts included pacing cues, gesture instructions, and emotion markers commonly used in media or performance contexts. These findings suggest that students were applying communication strategies used

This theme indicates that multimodal PBL fostered authentic learning by connecting classroom tasks with real communication contexts. Students engaged as performers, designers, and creators rather than as test-takers. Audience awareness, peer evaluation, and real-world design practices increased responsibility, motivation, and

meaning-making. As a result, communication became purposeful and contextual, extending beyond grammar drills into functional communication.

## B. Discussion

### 1. How PBL Contributes to the Development of Multimodal Communication Skills

The first research question examined how Project-Based Learning (PBL) was implemented to develop multimodal communication skills in the EFL classroom. The findings showed that PBL was implemented through structured project stages including planning, group discussion, rehearsal, artifact production, presentation, and reflection. Throughout the process, students engaged with multiple modes of communication such as spoken language, gesture, facial expression, spatial positioning, visual design, and digital composition tools. These practices demonstrate that PBL functioned not only as an instructional approach but also as a platform for multimodal meaning construction.

This finding aligns with multimodal theory proposed by Kress, which asserts that meaning is produced through the integration of multiple semiotic modes rather than language alone.<sup>79</sup> In this study, verbal expression interacted with gesture, facial expression, and movement during role-play performances, while posters integrated

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<sup>79</sup> Kress, G. (2010). *Multimodality: A social semiotic approach to contemporary communication*. Routledge

text, color, layout, and imagery. These combined modes reflect Kress's claim that communication involves the orchestration of representational resources.

The findings also support Mali's study which reported that PBL encourages learner-centered interaction, collaboration, and creativity across Indonesian EFL classrooms.<sup>80</sup> Similarly, this study found that PBL shifted students from passive recipients of instruction into active creators of meaning through performance and visual design. However, unlike Mali's focus on teaching innovation and participation, the present study contributes a multimodal perspective by showing how participation occurred through mode integration rather than interaction alone.

In addition, the present findings are consistent with Waly and Ashadi, who found that PBL integrated with ICT enhanced students' communication, creativity, and collaboration.<sup>81</sup> In the current study, technology was also integrated through Canva for digital poster creation, fostering visual literacy and digital composition skills. Both studies highlight ICT as an enabler of communication and creativity. However, while Waly and Ashadi focused on the development of 4Cs skills, the present study focused more specifically on multimodal

<sup>80</sup> Project-Based Learning in Indonesian EFL Classrooms: from Theory to Practice. (2016). IJEE (Indonesian Journal of English Education), 3(1), 89-105. (Indonesian Journal of English Education), 3(1), 89-105.

<sup>81</sup> Waly, M. M., & Ashadi, A. (2024). Unleashing the Potentials: Nurturing Students' 4Cs Skills through Project-Based Learning with ICT in EFL Classrooms. *Journal of Foreign Language Teaching and Learning*, 9(2), 127-160

communication competence, providing deeper insight into how meaning was constructed through visual, spatial, gestural, and linguistic resources.

The findings further correspond with Nisa et al., who reported that PBL promoted speaking confidence, engagement, and real-world language use.<sup>82</sup> Similar improvements were evident in this study, particularly in students' willingness to speak, perform, and design for an audience. However, while Nisa et al. emphasized English proficiency growth through PBL, the present study extends the discussion by showing that students did not merely improve linguistically but also developed competence in visually and physically expressing meaning.

Moreover, the findings parallel Gunawan's case study, which demonstrated improvements in speaking fluency, pronunciation accuracy, collaboration, and engagement through PBL.<sup>83</sup> This study supports those findings by showing that performance-based tasks such as role-play strengthen oral communication. However, unlike Gunawan's study, which measured speaking proficiency, this study highlights the quality of expressive communication, including gesture

<sup>82</sup> Nisa, B., Arfani, S., Purwaningrum, P. W., & Meinawati, E. (2025). Beyond the Classroom: Project-Based Learning as a Catalyst for English Proficiency in Higher Education. *Lingua Cultura*, 19(1), 45–52

<sup>83</sup> Gunawan, D. (2025). Enhancing Speaking and Collaboration Skills Through Project-Based Learning: A Case Study of Indonesian EFL University Students. *PROJECT (Professional Journal of English Education)*, 8(4), 1071-1077

use, emotional expression, and spatial awareness, as central components of communicative competence.

Overall, while all four previous studies confirm that PBL improves communication and engagement in EFL contexts, the unique contribution of the present study lies in its focus on multimodal communication as the primary outcome. Rather than viewing communication as speech-centered, this study conceptualizes communication as an integrated system of semiotic resources, reinforcing Kress's multimodal paradigm.

## 2. Students challenges in integrating multimodal communication into PBL in EFL class

The second research question examined the challenges encountered in implementing PBL to develop multimodal communication skills, particularly related to time management, unequal participation, and instructional scaffolding. The findings revealed that students experienced difficulty balancing scripting, rehearsal, and design within limited class time. In addition, unequal contribution among group members reduced opportunities for consistent engagement with multimodal tasks. These challenges weakened the quality of rehearsal, performance, and visual production.

These findings are consistent with Waly and Ashadi, who reported that time management, technical issues, and limited scaffolding

emerged as obstacles in ICT-supported PBL environments.<sup>84</sup> Similar to the present study, they found that when technology integration is not accompanied by instructional guidance, some students become passive observers rather than active designers. The need for teacher guidance observed in this study indicates that multimodal learning is not entirely intuitive and requires structured instructional intervention.

The results also echo Mali's study, which acknowledged that while PBL encourages participation, student autonomy does not guarantee equal engagement.<sup>85</sup> In this study, more confident learners dominated expressive roles while less confident students withdrew from multimodal contribution. This suggests that autonomy without role structure can unintentionally reinforce participation imbalance.

Gunawan similarly identified collaboration challenges in PBL, noting unequal contribution among group members.<sup>86</sup> However, Gunawan's study emphasized teamwork as a major success area, whereas the present study highlights persistent imbalance, specifically in multimodal expression. This difference may be attributed to task complexity: multimodal design requires broader competencies (visual

<sup>84</sup> Waly, M. M., & Ashadi, A. (2024). Unleashing the Potentials: Nurturing Students' 4Cs Skills through Project-Based Learning with ICT in EFL Classrooms. *Journal of Foreign Language Teaching and Learning*, 9(2), 127–160.

<sup>85</sup> Project-Based Learning in Indonesian EFL Classrooms: from Theory to Practice. (2016). IJEE (Indonesian Journal of English Education), 3(1), 89-105. (Indonesian Journal of English Education), 3(1), 89-105.

<sup>86</sup> Gunawan, D. (2025). Enhancing Speaking and Collaboration Skills Through Project-Based Learning: A Case Study of Indonesian EFL University Students. *PROJECT (Professional Journal of English Education)*, 8(4), 1071-1077.

design, gesture control, layout arrangement), which may intimidate students with limited confidence or digital fluency.

The findings contrast slightly with Nisa et al., who reported increased engagement through digital projects. While engagement was evident in this study, technical limitations such as unstable internet and shared devices created bottlenecks. This suggests that digital PBL effectiveness is context-dependent and influenced by resource availability.

From a theoretical perspective, these challenges highlight a gap between ideal multimodal learning conditions and classroom realities. Kress argues that meaning-making occurs through intentional design across modes.<sup>87</sup> However, in this study, limited time and uneven participation restricted students' ability to design meaning effectively.

Without structured planning and equitable collaboration, multimodal potential remains underdeveloped.

These findings imply that effective PBL requires explicit scaffolding of multimodal skills, time management strategies, and structured role assignment. Without such support, multimodal engagement may be uneven and superficial.

### **3. The opportunities students perceive in integrating multimodal communication into PBL in EFL class**

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<sup>87</sup> Kress, G. (2010). *Multimodality: A social semiotic approach to contemporary communication*. Routledge

The third research question examined how multimodal PBL influenced students' confidence, creativity, and engagement in real-world communication practices. The findings revealed that students became more confident in expressing themselves, more willing to experiment creatively, and more aware of audience and communication purpose.

These findings align with Nisa et al., who reported that PBL enhanced speaking confidence, engagement, and real-world language use.<sup>88</sup> Similarly, students in this study demonstrated greater willingness to speak, perform, design, and revise their work. However, the present study extends this finding by showing that confidence developed not only linguistically but also through physical and visual expression. Students did not merely speak more; they also gestured more naturally, used expressive movement, and structured visual meaning through design.

Gunawan also reported improvements in speaking fluency and pronunciation through PBL.<sup>89</sup> The results of the present study reinforce Gunawan's conclusion that PBL enhances communicative competence. However, while Gunawan focused on linguistic performance measurement, this study examined expression quality and

<sup>88</sup> Nisa, B., Arfani, S., Purwaningrum, P. W., & Meinawati, E. (2025). Beyond the Classroom: Project-Based Learning as a Catalyst for English Proficiency in Higher Education. *Lingua Cultura*, 19(1), 45–52

<sup>89</sup> Gunawan, D. (2025). Enhancing Speaking and Collaboration Skills Through Project-Based Learning: A Case Study of Indonesian EFL University Students. *PROJECT (Professional Journal of English Education)*, 8(4), 1071-1077.

communicative function. This supports the argument that communicative competence includes not only grammar and fluency but also expressiveness and audience awareness.

The results additionally support Waly and Ashadi, who found that ICT-based PBL promoted creativity and communication.<sup>90</sup> Students in this study reported that digital tools such as Canva enhanced meaning design through typography, image selection, and layout decisions. However, unlike Waly and Ashadi, who focused on skill outcomes (4Cs), the focus here is multimodal competence, offering a more detailed lens on how creativity translates into communication.

Mali's work emphasized participation and innovation, which also appeared in this study as students demonstrated improvised stage design, use of props, and expressive experimentation.<sup>91</sup> However, by applying a multimodal framework, this study reveals how participation manifested through mode selection and integration.

From a theoretical perspective, Kress argues that learning involves active design across multiple modes.<sup>92</sup> This study supports that view by showing that students became designers of meaning, consciously selecting semiotic resources rather than passively reproducing

<sup>90</sup> Waly, M. M., & Ashadi, A. (2024). Unleashing the Potentials: Nurturing Students' 4Cs Skills through Project-Based Learning with ICT in EFL Classrooms. *Journal of Foreign Language Teaching and Learning*, 9(2), 127-160.

<sup>91</sup> Project-Based Learning in Indonesian EFL Classrooms: from Theory to Practice. (2016). IJEE (Indonesian Journal of English Education), 3(1), 89-105. (Indonesian Journal of English Education), 3(1), 89-105.

<sup>92</sup> Kress, G. (2010). *Multimodality: A social semiotic approach to contemporary communication*. Routledge

language. The findings also reveal an important motivational dimension of multimodal PBL. Students consistently reported feeling that tasks were “real” rather than artificial academic exercises. This authentic engagement mirrors Thomas’s<sup>93</sup> principle of authenticity in PBL.



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<sup>93</sup> Thomas, J. W. (2000). A review of research on project-based learning. *The Autodesk Foundation*.

## CHAPTER V

### Conclusion and Suggestion

#### A. Conclusion

This study investigated the implementation of Project-Based Learning (PBL) in developing multimodal communication skills among EFL students at a public junior high school in Banyuwangi. A qualitative case study design was employed, with data collected through classroom observations, interviews, focus group discussions, and document analysis. The data were analyzed thematically following Braun and Clarke's framework.

The findings of this study show that PBL was implemented through clearly structured stages that supported multimodal communication development. Learning activities required students to integrate spoken language, visual design, and physical expression through role-play and poster-making tasks. Teacher scaffolding, collaborative group work, and reflective activities enabled students to design meaning using multiple modes. These findings confirm that PBL, when aligned with multimodal principles, effectively promotes communicative competence beyond linguistic accuracy.

The second research question revealed several challenges in multimodal learning. Students experienced difficulties managing multiple communication modes simultaneously, particularly when using digital tools such as Canva. Some students focused excessively on visual design

while neglecting language accuracy. In addition, unequal participation in group work limited learning opportunities for certain students. These challenges highlight that multimodal competence is complex and requires instructional guidance.

In terms of learning opportunities, PBL promoted stronger student engagement, creativity, and confidence in communication. Students benefited from real-life communication tasks and gained awareness of audience and meaning design. The collaborative nature of the projects also encouraged peer support and reduced speaking anxiety. These outcomes indicate that PBL offers a supportive environment for multimodal skill development in EFL contexts.

Based on the findings, this study offers several pedagogical implications for EFL teachers.

First, teachers should explicitly design project goals that include multimodal outcomes. Communication tasks should not focus only on grammar and vocabulary, but also on visual representation, performance, and digital expression.

Second, teachers should provide consistent scaffolding to support students' multimodal development. Guidance on pronunciation, gesture, visual layout, and digital design is essential to help students coordinate different modes effectively.

Third, the integration of digital tools such as Canva should be accompanied by instructional support. Teachers should not assume that

students automatically possess digital design skills and should guide them in aligning visual choices with communicative purposes.

Finally, cooperative learning strategies must be carefully structured. Assigning roles within groups and monitoring participation can prevent dominance by certain students and ensure equal learning opportunities for all learners.

## B. Suggestion

Based on the conclusions above, several suggestions can be made for future practice and research:

a. For Teachers:

Teachers should continue implementing PBL but provide more structured support for students, especially in the use of technology and combining different communication modes. Providing tutorials or training sessions on digital tools can help students become more confident in using multimedia. Teachers should also monitor group activities closely to ensure fair participation and guide students in planning and organizing their projects effectively.

b. For Students:

Students are encouraged to actively participate in all aspects of the project and take responsibility for their learning. They should learn how to divide roles fairly, communicate clearly, and explore new tools for creating and sharing their ideas. Being open to feedback and

willing to improve are also important attitudes in developing multimodal communication skills.

c. For Schools and Curriculum Developers:

Schools should support PBL by providing access to digital resources, internet, and multimedia equipment. Curriculum planners can consider integrating PBL into regular lesson plans, especially in language subjects, to help students build 21st-century skills like communication, collaboration, and digital literacy.

d. For Future Researchers:

Future research could explore PBL implementation in different schools, grade levels, or subjects to see how the approach works in various contexts. Quantitative studies or mixed-method research can also be used to measure the effectiveness of PBL on students' learning outcomes more precisely.

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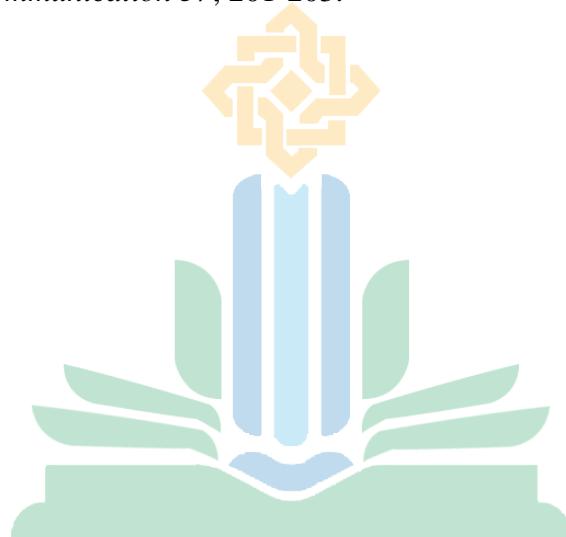
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## Appendices

## Appendix 1: Statement of Authenticity

## STATEMENT OF AUTHENCITY

The undersign below:

Name : Moch Yusril Ardiansyah  
SRN : 201101060011  
Major : Tadris Bahasa Inggris  
Faculty : Tarbiyah dan Ilmu Keguruan  
Institution : UIN KHAS Jember

The undergraduate thesis untitled **“Exploring Project-Based Learning in Promoting EFL Student’s Multimodal Communication Skills: A Qualitative Case Study”** is my original work. It does not incorporate any previous material written by another person responsible for the thesis if there is any objection or claim from others.

Jember, 24 October 2025

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## Appendix 2: Research Matrix

Variable	Indicator	Data Resource	Research Method	Research Question	Limitation
Project-Based Learning	<ol style="list-style-type: none"> <li>1) Implementation of PBL</li> <li>2) Students working on projects</li> <li>3) Teacher facilitation through PBL phases</li> <li>4) Learning activities structured under PBL stages</li> </ol>	<ul style="list-style-type: none"> <li>• 8<sup>th</sup> grade junior high school student</li> <li>• Observation</li> <li>• Interview</li> </ul>	<p><b>Research Design:</b> qualitative approach</p> <p><b>Data Collection:</b> Observation, Interview, Focus Group Discussion</p> <p><b>Data Analysis:</b> Thematic Analysis</p> <p><b>Data Validity:</b> Triangulation</p>	<ol style="list-style-type: none"> <li>1. How is PBL implemented to develop of multimodal communication skills in EFL classroom?</li> <li>2. What are the perceived challenges of integrating multimodal communication in EFL context?</li> <li>3. What are the perceived opportunities of integrating multimodal communication in EFL context?</li> </ol>	Acknowledge potential limitations such as external factors outside the scope of the study and limited generalizability of findings to various EL contexts
Multimodal communication skills	<ol style="list-style-type: none"> <li>1) Gesture</li> <li>2) Facial expression</li> <li>3) Tone</li> </ol>				

### Appendix 3: School Profile

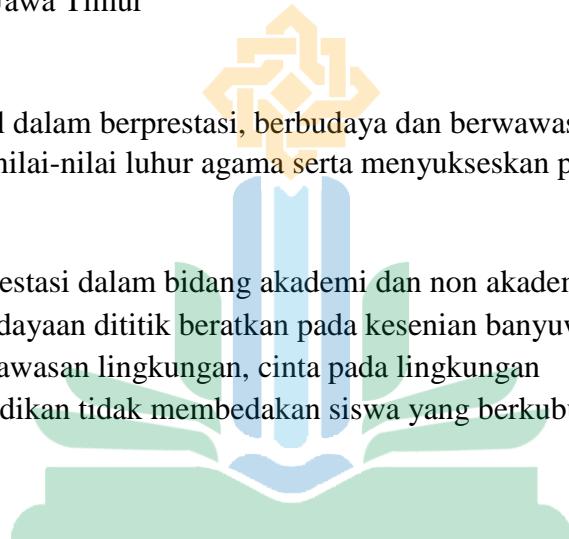
NPSN : 20525635

School's name: SMPN 2 Rogojampi

Accredited : A

Address : Jl. P. Diponegoro No 77

Province : Jawa Timur



1. VISI: Unggul dalam berprestasi, berbudaya dan berwawasan lingkungan berdasarkan nilai-nilai luhur agama serta menyuksekan pendidikan inklusif.
2. MISI:
  - a. Berprestasi dalam bidang akademik dan non akademik
  - b. Kebudayaan dititik beratkan pada kesenian banyuwangi
  - c. Berwawasan lingkungan, cinta pada lingkungan
  - d. Pendidikan tidak membedakan siswa yang berkbutuhan khusus

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## Appendix 4: Student of 8f

No	No Induk	Nama Siswa	L/P
1	14609	ANINDIYA SUKMA PRATIWI	P
2	14610	ANISA DARA RAMADHANI	P
3	14611	ANUGERAH RAMADHANI	L
4	14614	APRISTA HERTANTI NALENDRA PUTRI	P
5	14635	AYUNDA ALIFIANIE BERLIANA PUTRI	P
6	14636	AZGHIN MUHAMMAD NIZAR	L
7	14639	BAYU KRISNATA MUKTI	L
8	14649	DANANG SUGIARTO	L
9	14666	FAHMI NABILI AKBAR	L
10	14671	FARIYANA ZULFA ADIBAH	P
11	14681	FIRMAN WASETO	L
12	14688	HABIB HASYIM HUSAINI	L
13	14699	IGEDE NANDO JUNIOR PERLOVEZZ	L
14	14701	IBRA MAULANA AFZAL	L
15	14727	LOUIS ALINSKY	L
16	14730	M. RIZKY RADITYA PRATAMA	L
17	14751	MOHAMAD DEVAN FIRMANSYAH	L
118	14757	MOHAMMAD JAINUL ARIPIN	L
19	14773	NAADIA ZAHRA ADHAFERA	P
20	14774	NABILATUZZAKYA	P
21	14776	NADIA MAULINA	P
22	14778	NADIYA AULIA SARI	P
23	14788	NAURA AZZAHRA SISWANDI	P

24	14793	NIRMALA DWI DARMA PUTRI	P
25	14800	NUR CAHYANI OKTAVIA	P
26	14802	NUR MALIKAH AZZAHRA	P
27	14804	NURIL MUHAMMAD	L
28	14805	NURLAILIYAH ASHARI	P
29	14812	PUTRI PURNAMA SARI	P
30	14814	PUYOL SUKMADI	L
31	14819	RAISSA YURINDA HUKAMA	P
32	14820	RAMA ABIL ARDIANSYAH	L
33	14833	REZA FAIZA RAMADHAN	L
34	14846	SAFIRA NURIL AULIYANI	P
35	14870	VERNANDO DWI CAHYO UGROSENO	L
36	14881	WILLIAM NEVAN PRATAMA	L
37	14883	YANUAR DWI HARTANTO	L
38	14888	YONGKI RIZKY PRAYOGA	L
39	14890	YULIANINGSIH	P
40	14891	YURI QUEEN ORIZA SATIVA	P

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## Appendix 5: Teaching Module

**MODUL AJAR FASE D**

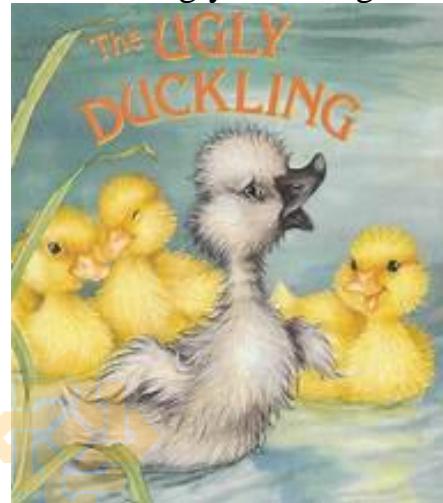
Pengajar	Slamet Riyadi S.Pd
Kolaborator	Mochamad Yusril Ardiansyah
Institusi	SMP 2 Rogojampi
Tahun Pembuatan	2025
Mapel	Bahasa Inggris
Jenjang	SMP
Kompetensi Awal	Peserta didik sudah mengenal teks naratif sederhana dan ungkapan sehari-hari pada chapter sebelumnya. Pada bab ini, mereka belajar bagaimana menunjukkan dan memahami nilai kebaikan melalui teks naratif, dialog, dan proyek kolaboratif.
Profil Pelajar Pancasila	<ol style="list-style-type: none"> <li>1. Beriman dan Bertakwa kepada Tuhan Yang Maha Esa dan Berakhlik Mulia</li> <li>2. Berkebhinekaan</li> <li>3. Bernalar kritis</li> <li>4. Mandiri</li> <li>5. Kreatif</li> <li>6. Percaya diri</li> </ol>
Model Pembelajaran	Tatap Muka, Project-Based learning
Sarana & Prasarana	Gawai, laptop/komputer, akses internet, buku teks, papan tulis/white board, lembar kerja, infokus/proyektor/pointer
The learning activities in this module are designed based on the Project-Based Learning (PBL) stages proposed by Stoller (2006), which include project orientation, planning, providing language input, project implementation, presentation of results, and reflection and evaluation. These stages are used to ensure that learning proceeds systematically and supports the development of students' multimodal communication skills in an EFL context.	
<b>Kegiatan Pembelajaran</b>	
Langkah-langkah Pembelajaran	<p><b>Stage 1: Project Orientation (Pendahuluan – 10 menit)</b></p> <p>Guru membuka pembelajaran dengan menyapa peserta didik dan mengaitkan materi dengan pengalaman pribadi mereka.</p> <p>Bahasa Guru:</p> <p>“Good morning, everyone. Do you remember the last time you felt different</p>

	<p>from your friends? How did you feel?"</p> <p><b>Pertanyaan Pemantik</b></p> <ol style="list-style-type: none"> <li>1. What does kindness mean to you?</li> <li>2. Why do we need to be kind to others?</li> <li>3. Can one small act of kindness make a big difference?</li> </ol> <p>Pada tahap ini, peserta didik diperkenalkan pada topik proyek dan tujuan akhir pembelajaran, yaitu menghasilkan karya multimodal yang menyampaikan pesan moral cerita.</p> <p><b>Stage 2: Project Planning (Perencanaan Proyek – 15 menit)</b></p> <p>Guru menjelaskan secara singkat bentuk proyek yang akan dikerjakan, yaitu:</p> <ol style="list-style-type: none"> <li>1. Role-play cerita <i>The Ugly Duckling</i></li> <li>2. Poster multimodal tentang pesan moral cerita</li> </ol> <p>Peserta didik dibagi ke dalam kelompok kecil (4–5 orang) dan mendiskusikan pembagian peran dalam kelompok. Guru menjelaskan kriteria penilaian secara umum agar peserta didik memahami ekspektasi hasil proyek.</p> <p><b>Stage 3: Language Preparation and Input (Persiapan Bahasa – 45 menit)</b></p> <p>Tahap ini bertujuan untuk membekali peserta didik dengan input bahasa dan pemahaman konten yang diperlukan sebelum pelaksanaan proyek.</p> <p><b>Observing (Listening &amp; Viewing):</b> Guru membacakan cerita <i>The Ugly Duckling</i> secara ekspresif. Peserta didik menyimak dan menjawab pertanyaan lisan sederhana:</p> <ul style="list-style-type: none"> <li>• Who are the characters?</li> <li>• Where does the story happen?</li> </ul> <p><b>Reading:</b> Peserta didik membaca teks <i>The Ugly Duckling</i>. Guru membimbing peserta didik untuk menandai kosakata baru dan ungkapan penting.</p> <p><b>Vocabulary and Discussion:</b> Peserta didik mengisi LKPD berupa tabel <i>Character – Feeling – Reason</i> dan mendiskusikan kata sifat yang menggambarkan perasaan tokoh (sad, happy, lonely, proud, thankful).</p> <p>Tahap ini membantu peserta didik membangun pemahaman bahasa dan makna yang akan digunakan dalam proyek.</p>
Pertanyaan	<ul style="list-style-type: none"> <li>• Adakah perubahan sikap dan keterampilan siswa selama proses kegiatan</li> </ul>

Refleksi untuk Siswa	<p>belajar?</p> <ul style="list-style-type: none"> <li>• Apa manfaat yang kamu dapatkan dari belajar bab ini?</li> <li>• Apa Kesulitan yang kamu dapatkan dari belajar bab ini?</li> <li>• Apa yang di Pelajari dari bab ini?</li> </ul>																												
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Lembar  
Kerja Siswa

### The Ugly Duckling



Once upon a time, on a quiet little farm, a mother duck sat on her nest. One by one, her eggs began to hatch. “Quack, quack!” said the fluffy yellow ducklings as they came out. But one egg was much bigger than the others.

When the last egg finally cracked open, out came a big, gray duckling. He didn’t look like the others at all.

The other ducklings stared.

“You’re so big and weird!” one said.

“You’re not cute like us,” another whispered.

“My dear, you may not be as pretty as your siblings, but you are just as special,” Momma duck said, giving the duckling lots of love.



The gray duckling felt sad. He didn’t understand why he looked different.

Wherever he went, the other animals laughed at him. The chickens clucked, the cats sneered, and the ducks waddled away. “Go away, ugly duckling!” they said.

“You don’t look like us,” said the rabbits.

“Why are you so gray?” asked the bluebirds.

So the poor duckling ran off, looking for a place where he would belong.

As autumn came, he found a beautiful lake shining in the sunlight. There, he saw a group of graceful white swans swimming on the water, their wings shining like silver.



Enchanted by their beauty, the little duckling went closer. But he stopped. He remembered how others had treated him. He was afraid the swans would laugh at him too.

To his surprise, the swans turned and smiled.

“Hello there, little friend. You are welcome to join us,” said the kindest swan.

“But I’m not beautiful like you,” the duckling said quietly. “I’m just an ugly duckling.”

The kind swan nodded gently. “You may think that now, but beauty is not just about looks. It’s about being kind, brave, and true to yourself. Come, let us be friends.”

With new hope and happiness, the little duckling swam into the lake. The swans welcomed him warmly. They played games, splashed in the water, and laughed under the moon.

One morning, the duckling looked into the lake and gasped.

A beautiful creature stared back at him.

His dull gray feathers were gone. He now had bright white feathers, a long neck, and gentle eyes. He had grown into a beautiful swan just like his new friends.

From that day on, the little duckling was no longer the “Ugly Duckling.” He had become a brave and graceful swan, ready to face any challenge that came his way. And he knew that true beauty was inside.

#### A. Listening & Reading Check

Instruction: Listen to or read the story The Ugly Duckling. Then answer the questions.

Who are the main characters in the story?

→ \_\_\_\_\_

Where does the story take place?

→ \_\_\_\_\_

What happened to the Ugly Duckling at the beginning?

→ \_\_\_\_\_

	<p><b>B. Vocabulary Practice – Feelings</b></p> <p>Instruction: Match the words with the correct meaning.</p> <p>Sad ( ... )</p> <p>Lonely ( ... )</p> <p>Happy ( ... )</p> <p>Proud ( ... )</p> <p>Grateful ( ... )</p> <p>a. Merasa bahagia b. Merasa sendirian c. Merasa bangga d. Merasa sedih e. Merasa bersyukur</p>  <p><b>C. Character – Feeling – Reason Table</b></p> <p>Instruction: Complete the table based on the story.</p> <table border="1" data-bbox="438 1145 1495 1381"> <thead> <tr> <th data-bbox="438 1145 794 1224"><b>Character</b></th><th data-bbox="794 1145 1127 1224"><b>Feeling (Sad/Happy/etc.)</b></th><th data-bbox="1127 1145 1495 1224"><b>Reason (Why?)</b></th></tr> </thead> <tbody> <tr> <td data-bbox="438 1224 794 1268">Ugly duckling</td><td data-bbox="794 1224 1127 1268"></td><td data-bbox="1127 1224 1495 1268"></td></tr> <tr> <td data-bbox="438 1268 794 1313">Mother duck</td><td data-bbox="794 1268 1127 1313"></td><td data-bbox="1127 1268 1495 1313"></td></tr> <tr> <td data-bbox="438 1313 794 1358">Other Animals</td><td data-bbox="794 1313 1127 1358"></td><td data-bbox="1127 1313 1495 1358"></td></tr> <tr> <td data-bbox="438 1358 794 1381">Swan</td><td data-bbox="794 1358 1127 1381"></td><td data-bbox="1127 1358 1495 1381"></td></tr> </tbody> </table>	<b>Character</b>	<b>Feeling (Sad/Happy/etc.)</b>	<b>Reason (Why?)</b>	Ugly duckling			Mother duck			Other Animals			Swan		
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Mengetahui  
Kepala Sekolah SMP 2  
Rogojampi

Banyuwangi, 1 Oktober 2025  
Guru Mata Pelajaran

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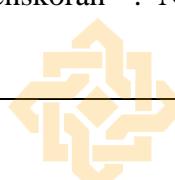


Pengajar	Slamet Riyadi S.Pd
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Mapel	Bahasa Inggris
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Kompetensi Awal	Peserta didik sudah mengenal teks naratif sederhana dan ungkapan sehari-hari pada chapter sebelumnya. Pada bab ini, mereka belajar bagaimana menunjukkan dan memahami nilai kebaikan melalui teks naratif, dialog, dan proyek kolaboratif.
Profil Pelajar Pancasila	<ol style="list-style-type: none"> <li>1. Beriman dan Bertakwa kepada Tuhan Yang Maha Esa dan Berakhlak Mulia</li> <li>2. Berkebhinekaan</li> <li>3. Bernalar kritis</li> <li>4. Mandiri</li> <li>5. Kreatif</li> <li>6. Percaya diri</li> </ol>
Model	Tatap Muka, Project-Based learning

Pembelajaran	
Sarana & Prasarana	Gawai, laptop/komputer, akses internet, buku teks, papan tulis/white board, lembar kerja, infokus/proyektor/pointer
<p>The learning activities in this module are designed based on the Project-Based Learning (PBL) stages proposed by Stoller (2006), which include project orientation, planning, providing language input, project implementation, presentation of results, and reflection and evaluation. These stages are used to ensure that learning proceeds systematically and supports the development of students' multimodal communication skills in an EFL context.</p>	
<b>Kegiatan Pembelajaran</b>	
Langkah-langkah Pembelajaran	<p>Guru review singkat Pertemuan 1.</p> <p>Bahasa guru:</p> <p>“Yesterday, we listened and read about the Ugly Duckling. Can you remind me how he felt at the beginning? How about in the end?</p> <p><b>A. Role-play (Speaking – 30 menit)</b>        Peserta didik bekerja dalam kelompok untuk:</p> <ul style="list-style-type: none"> <li>• Membagi peran (Duckling, Mother Duck, other animals, Swan)</li> <li>• Menyusun dialog singkat (3–5 kalimat per peran)</li> <li>• Melatih ekspresi wajah, gestur, dan intonasi suara</li> </ul> <p><b>B. Multimodal Poster Project (30 menit)</b>        Peserta didik membuat poster kelompok tentang pesan moral cerita <i>The Ugly Duckling</i>. Poster dapat dibuat secara manual atau digital menggunakan Canva/PowerPoint. Peserta didik diarahkan untuk memadukan teks, gambar, warna, dan tata letak agar pesan tersampaikan secara jelas.</p> <p>Guru berperan sebagai fasilitator dengan memberikan bimbingan dan umpan balik selama proses penggerjaan proyek.</p> <p><b>Stage 5: Project Presentation (Presentasi Proyek – 15 menit)</b></p> <p>Setiap kelompok menampilkan role-play di depan kelas dan mempresentasikan poster secara singkat. Kelompok lain memberikan tanggapan sederhana terhadap penampilan dan desain poster.</p> <p>Tahap ini melatih keberanian, kepercayaan diri, dan kesadaran peserta didik terhadap efektivitas komunikasi multimodal.</p> <p><b>Stage 6: Reflection and Evaluation (Penutup – 15 menit)</b></p>

	<p>Guru menekankan kembali pesan moral cerita: “Kindness means respecting others even if they are different.”</p> <p>Peserta didik melakukan refleksi individu dengan menuliskan kalimat: “One act of kindness I can do this week is ...”</p> <p>Guru dan peserta didik bersama-sama mengevaluasi proses pembelajaran, termasuk penggunaan bahasa, ekspresi, visual, dan kerja sama kelompok. Pembelajaran ditutup dengan doa dan salam.</p>																												
Pertanyaan Refleksi untuk Siswa	<ul style="list-style-type: none"> <li>• Adakah perubahan sikap dan keterampilan siswa selama proses kegiatan belajar?</li> <li>• Apa manfaat yang kamu dapatkan dari belajar bab ini?</li> <li>• Apa Kesulitan yang kamu dapatkan dari belajar bab ini?</li> <li>• Apa yang di Pelajari dari bab ini?</li> </ul>																												
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Lembar Kerja Siswa	<p><b>A. Role-play Practice</b></p> <p><b>Instruction:</b> Work in groups. Choose your role (Ugly Duckling, Mother Duck, Other Animals, Swan). Make a short dialogue (3–5 lines each). Practice and present it in front of the class.</p>																												

	<p><b>Example:</b></p> <p>Duckling: “Why don’t they like me?”</p> <p>Mother Duck: “Don’t worry, you are special.”</p> <p>Animals: “You look different from us!”</p> <p>Swan: “Come with me, you are beautiful!”</p> <p><b>B. Writing Moral Values</b></p> <p><b>Instruction:</b> Write 3–4 sentences about the lesson you learned from the story.</p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• We should not bully others.</li> <li>• Everyone has their own beauty.</li> <li>• Be kind to those who are different.</li> </ul> <p><b>Your sentences:</b></p> <ol style="list-style-type: none"> <li>1. _____</li> <li>2. _____</li> <li>3. _____</li> </ol> <p><b>C. Group Project – Poster</b></p> <p><b>Instruction:</b> In groups, create a Poster about the moral values of The Ugly Duckling. You can use colorful paper or digital apps (Canva/PowerPoint).</p> <p>Guideline (center: The Ugly Duckling – Moral Values):</p> <ul style="list-style-type: none"> <li>• Respect others</li> <li>• Don’t bully</li> <li>• Be patient</li> <li>• Be kind</li> <li>• Everyone is unique</li> </ul> <p>Draw arrows and add images, symbols, or colors.</p>
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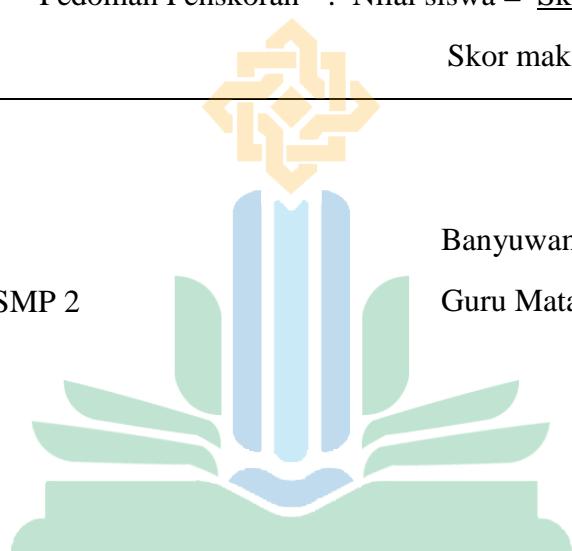
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Mengetahui

Kepala Sekolah SMP 2  
Rogojampi

Banyuwangi, 1 Oktober 2025

Guru Mata Pelajaran



NIP.

UNIVERSITAS ISLAM NEGERI  
**KIAI HAJI ACHMAD SIDDIQ**  
 J E M B E R

NIP.

### Appendix 6: Thematic Analysis Framework

Theme	Excerpts	Initial code	Category
Setting Multimodal Project Goals	“From the beginning of instruction, students were informed that the expected outcomes were not only correct English usage, but also effective communication through visuals, performance, and digital media.” (S5)	Multimodal objectives	Instructional design
	“Because the role-play not only assessed with English language, we try to improve our performance by maximizing it with using our expression, gesture, our tone, and when we forget about some part we help each other too, doing it together with friends you get along with making it more fun and also I didn’t feeling nervous at all, maybe yeah just in the beginning.” (S2)	Student awareness	Goal internalization
	“During role play rehearsal I’m not only memorizing the script but also remember the expression that I should make.” (S4)	Expressive planning	Performance awareness
	“If the poster design is not neat, the message of it is not clear.” (P4)	Visual clarity	Visual communication
Scaffolding and Instruction on Multimodal Skills	“I’m lacking when it’s come to speaking English, but my friends and the researcher help me to improve it, there’s so much thing that I need to fix because I’d never pay attention at English class before so it was like I’m a newborn baby that just learn English, I feel more courage when someone guided me” (S6)	Emotional support	Learning confidence
	“our group confuse where to start, the researcher instruction really help my group, we begin	Learning assistance	Procedural scaffolding

	with searching the duckling image that we want to edit and gather the word that we want to put into our poster"(P1)		
Technical and Linguistic Constraints	"Our group only have one phone, we need to take turns to edit the task also the internet connection at the school is very slow and I have to refresh the page multiple times and this problem also make the canva website crashed" (S6)	Limited device access	Resource constraints
	"When we practising the rehearsal we sometimes forget the words and that make the movement not alligned." (P)	Slow internet	Technological limitation
Time Management and Unequal Participation	"Not everyone in my group do their parts, I have to cover them just for the sake of the task because if I just abandoned their parts then it will also affect my grades." (S4)	Unequal contribution	Group participation imbalance
	"The amount of time given to practise is too short, we're forced to perform even if we didn't remember all the dialogue because if we refuse that means giving the next group the opportunity to perform and then my group have to wait till the last group finished their perform, and I'm not sure that we still have the chance or not. Each one of my group have like 6 to 8 dialogue"(S3)	Poor planning	Time management issues
	"The poster task takes time, like we need to search for the image that we want to edit, and because the internet is slow we have to wait, then editing using phone is also difficult"	Slow internet	Technological limitation
Increased Confidence and Creative Expression	"When I first started practicing, I was shy, but over time I became braver because my friends supported me. When I	Growing confidence	Confidence development

	<p>performed or practiced, I tried to add expressions to make it seem like I was really acting." (S4)</p> <p>"It turns out I can design on Canva, and I've become more confident using color and images to convey ideas. Making posters gives me the freedom to express myself, allowing me to draw according to my imagination." (S5)</p>		
Real-World Application and Engagement	<p>"Making a poster in Canva is like creating content, there are lots of templates so we can freely choose and edit which one. It's really exciting, we learned to choose a suitable design." (S6)</p> <p>"When we make a poster or a drama, it feels like we're actually making a piece of work, not just a regular assignment. We think about how others will see our work, which makes us more enthusiastic about it." (P1)</p>	Digital content creation	Real-world digital relevance
		Real-life similarity	Authentic engagement

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### Appendix 8: Interview Instruments

No	Interview question	RQ Alignment
1	How did you feel during the role-play activities?	RQ 1
2	What kinds of gestures, expressions, or visual elements did you use during the performance?	RQ 1
3	Did the role-play help you become more confident in speaking English?	RQ 1/3
4	What challenges did you face during the project? (e.g., vocabulary, pronunciation, time, tools)	RQ 2
5	How did your group members help you during the project?	RQ 1
6	How did you feel about creating the poster?	RQ 1/3
7	What tools or techniques did you use to design the poster (Canva, drawing, layouts, visuals)?	RQ 1
8	What difficulties did you experience when working on the poster?	RQ 2
9	What new skills do you feel you gained from the PBL project?	RQ 3
10	How did the project help you express ideas not only with words but also with visuals or gestures?	RQ 1/3
11	Did you experience any problems working with your group? If yes, what were they?	RQ 2
12	In your opinion, what makes PBL activities different from usual English lessons?	RQ 3

## Appendix 8: Observation Instruments

Observer: Researcher

School: SMPN 2 Rogojampi

### A. Project-Based Learning Implementation

No	Indicator	Yes	No	Notes
1	Clear explanation of project goals			
2	Authentic or real-world task introduced			
3	Students work in groups			
4	Inquiry-based activities observed (problem-solving, discussing, researching)			
5	Students participate actively in project planning			
6	Teacher acts as facilitator, not lecturer			
7	Students present final product/output			
8	Peer feedback or reflection conducted			

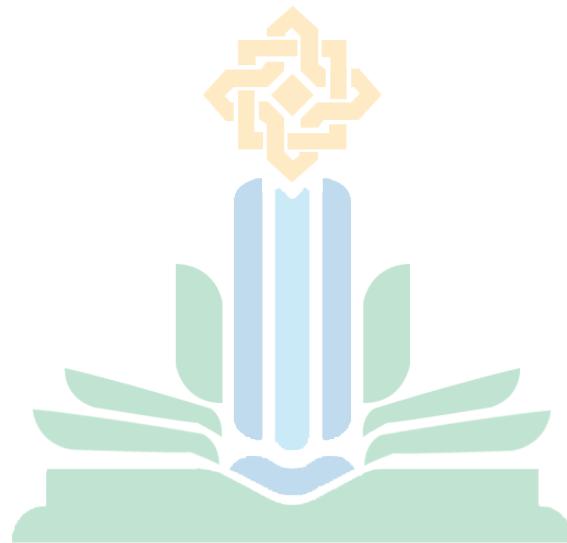
### B. Multimodal Communication Skills

No	Mode	Observed	Description
1	Linguistic (speaking, writing)		
2	Visual (images, posters, slides, layout)		
3	Audio (voice, sound effects, recordings)		
4	Gestural (body language, pointing, facial expressions)		
5	Digital tools used (Canva, PPT, video, etc.)		
6	Combination of multiple modes in student presentations		

### C. Challenge Observed

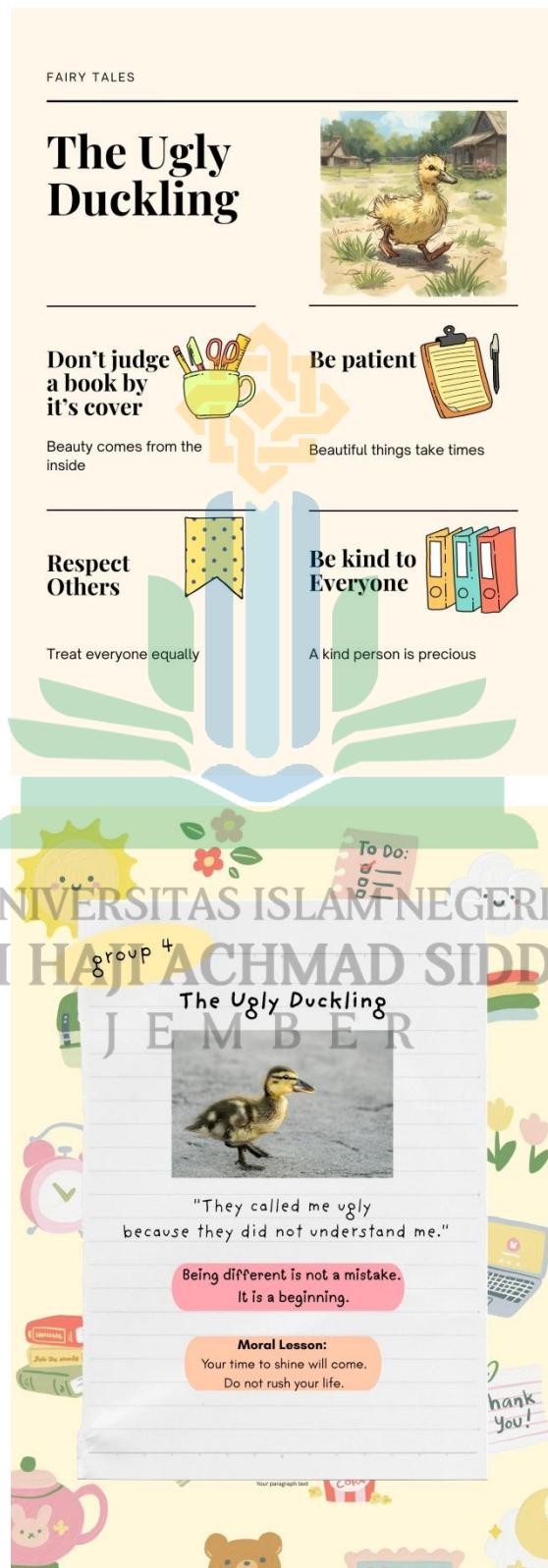
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2. \_\_\_\_\_
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5. \_\_\_\_\_



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## Appendix 9: Student's Poster



### Appendix 10: Documentation



(First Observation, 16<sup>th</sup> September 2025)



(Student Rehearsal, 9<sup>th</sup> October 2025)



(Student Rehearsal, 4<sup>th</sup> October 2025)



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## Appendix 10: Research Permit Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136  
 Website:[www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: [tarbiyah.iainjember@gmail.com](mailto:tarbiyah.iainjember@gmail.com)

Nomor : B-13484/ln.20/3.a/PP.009/09/2025

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMP 2 Rogojampi  
 Jl. P. Diponegoro No 77

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : 201101060011  
 Nama : MOCH YUSRIL ARDIANSYAH  
 Semester : Semester sebelas  
 Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "An In-depth Analysis of Project-Based Learning in Enhancing Multimodal Communication Skills in English as Foreign Language Contexts" selama 20 ( dua puluh ) hari di lingkungan lembaga wewenang Bapak/Ibu Pujianto S. Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 24 September 2025

Dekan,

**UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER**  
  
**REPUBLIC OF INDONESIA**  
**HOTIBUL UMAM**

## Appendix 11: Research Completion Letter

**SURAT KETERANGAN PENELITIAN**

Nomor : 800/099/429.101.20525635/2025

Yang bertanda tangan di bawah ini :

Nama : Pujianto, S.Pd.  
 NIP : 197310012007011010  
 Pangkat/Gol.Ruang : Pembina Tk.I, IV/b  
 Jabatan : Plt. Kepala SMPN 2 Rogojampi

Dengan ini menerangkan bahwa:

Nama : MOCH YUSRIL ARDIANSYAH  
 NIM : 201101060011  
 Program Studi : TADRIS BAHASA INGGRIS  
 Judul Penelitian : An In-depth Analysis of Project-Based Learning in Enhancing Multimodal Communication Skill in English as Foreign Language Contexts.

Yang bersangkutan di atas benar-benar telah melakukan Penelitian di SMP Negeri 2 Rogojampi mulai 2 oktober 2025 sampai dengan 11 Oktober 2025.

Demikian surat keterangan ini kami buat dengan sebenar-benarnya dan untuk dipergunakan sebagaimana semestinya.

**KIAI HAJI ACHMAD SIDDIQ**

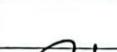
J E M B A R  
Rogojampi, 15 Oktober 2025

Plt. Kepala SMPN 2 Rogojampi

NIP. 197310012007011010



## Appendix 12: Research Journal

No.	Time	Research Subject	Informant	Signature
1	September 15 <sup>th</sup> 2025	Sending the permission letter to do research	Headmaster of SMPN 2 Rogojampi	
2	September 16 <sup>th</sup> 2025	Classroom observation activity	English Teacher	
3	October 4 <sup>th</sup> 2025	<ul style="list-style-type: none"> <li>- Classroom observation activity</li> <li>- Interview activity with some student of 8f</li> </ul>	Student of 8f	
4	October 11 <sup>th</sup> 2025	<ul style="list-style-type: none"> <li>- Classroom observation activity</li> <li>- Interview activity with some student of 8f</li> </ul>	Student 8f	
5	October 14 <sup>th</sup> 2025	Received letter of completion of research	Administration of SMPN 2 Rogojampi	

Banyuwangi, 15<sup>th</sup> October 2025

Headmaster of SVPRN 2, Rogojampi

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KIAI HAJI ACHMAD PUJANTO S.Pd  
J E M B E R

## Appendix 13: Plagiarism test



## Appendix 14: Personal Information



Full Name : Moch Yusril Ardiansyah  
 NIM : 201101060011  
 Gender : Male  
 Place & Date of Birth : Pasuruan, May 24<sup>th</sup> 2002  
 Address : Pakistaji - Banyuwangi  
 Religion : Islam  
 Department/Major Course : FTIK/ English Department

Email Address : [ysudarsa11@gmail.com](mailto:ysudarsa11@gmail.com)

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Educational Background  
 2009 – 2014: SDN 1 Pakistaji  
 2015 – 2017: SMP Negeri 1 Kabat  
 2018 – 2020: MAN 1 Banyuwangi