

# Composing Digital Multimodal Notices Using the InShot Application as Learning Media

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## ABSTRACT

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Digital technology has become very influential globally, particularly in developing learners' writing skills. This study investigated the implementation of the InShot application in creating digital multimodal notices. Moreover, it explored the strengths and weaknesses of the InShot app applied as the learning media in composing digital multimodal notices. The study used qualitative design (a case study) involving 27 students studying at a junior high school in West Java. Observations, open-ended questionnaires, and documents were applied to the data collection. The result shows that implementing the InShot app gives EFL learners optimal stimulus in composing digital multimodal notices and developing their writing skills. It is manifested in their composition of digital multimodal notices reflecting complete generic structure, correct linguistic features, and matching images expressing the full meanings of the notices. Besides, they show positive responses. In this case, they are excited and interested in composing digital multimodal notices using the Inshot app. They combined appropriate colours, fonts, and backgrounds to create the meanings of the notices. The Inshot app facilitates learners to integrate the meanings presented in verbal, visual, and audio modes harmoniously, so the purpose of the notices is complete. However, learners with less digital literacy need help integrating the appropriate modes in composing digital multimodal notices.

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## I. Introduction

Writing is one of the language competencies that exist in every level of education, from preschool to college level. Writing is one of the 4 language skills that students must master well to fulfil their needs. Byrne (1995; cited in Mundriah and Parmawati, 2016) states that three factors contributing in writing process, i.e., a) psychology problem, b) linguistics problem, and c) cognitive problem. Referring to the factors, many cases show that many students consider writing skills are very difficult to achieve. They have less confidence in writing, less practice of writing, and incomplete prior knowledge for writing.

The concept of writing has been developed by many experts. Gie (1992) argues that writing is a whole someone's activities in expressing ideas delivered through written language to the reader. Moreover, Brown (2007) states that writing is a complex process of thinking to event ideas, constructing meaning and arranging the ideas into statement and paragraphs clearly in which the writer is required to demonstrate control of number of variable simultaneously including control of content, organization, sentences structure, vocabulary, punctuation, and letter into cohesive and coherent paragraph and texts. Writing does not always contain organized ideas; this is evidence of one type of writing as a representation of language through graphic signs.

Writing is a meaningful process of recalling learners' memories, to remember what they have previously acknowledged regarding the text. Relevant to the concept, there has been extensive research on the use of images as learning resources, particularly how they are used by students to remember memory and as prompts in the writing process (Brown, 2007). Thus, an image is more

than just a decoration for a text; it also has the power to convey meaning. The combination of image and words can strengthen what is written, and this relationship reveals coherence (Jewitt, 2005).

In the digital era, writing activities are conducted through print-based and digital-based texts inserted by some images and sound. Writing does not contain organized ideas, must be clearly expressed and arranged in an attractive way, there are several types of writing as a representation of language through graphic signs. Kalantzis and Cope (2015) propose seven characteristics offered by digital education, i.e., 1) Ubiquitous learning, 2) Multimodal meaning, 3) Active knowledge making, 4) Recursive feedback, 5) Collaborative intelligence, 6) Metacognition, 7) Differentiated learning. Multimodal meaning is one of current issues explored by many researchers in the world. The meaning of multimodal text is presented through integration of various formats, i.e., in the form of text, images, sound, tables, video graphics, and films.

Moreover, The New London Group (1996; in Walsh, 2006) states the modes of communication as resources that permit the design of meanings. They propose the following modes: linguistic, audio, spatial, gestural, and visual mode. Another concept in multimodality is inters modal relationships. It refers to how meaning is distributed across modes. In other words, how the combination of modes of communication add up to the general meaning of a text. As an illustration, if writer think of a piece of advertisement, every single element in it has been designed to contribute to a general meaning: the colour, the spatial distribution, the written message, and the images all combine to generate a specific message. In composing multimodal text, the merging of various formats is very possible. Writers are allowed to record audio and video, take pictures or photos, complete them with text, using software that can all be done using one mobile device.

Written products are the result of thinking, drafting and revising procedures requiring specialized skills, skills that not every writer develops naturally (Brown, 2007). Writing skills provide many benefits to learners, such as developing creativity, sharing information, instilling courage, self-confidence, organizing thoughts, clearing thoughts, and emotional sensitivity of students and for someone who is not easy to think, writing is the best choice. Learners' creativity in writing skills is needed for producing creative writing. Creative writing is one area (like painting and composing) where the imagination has a chance to run free. The world is full of people who achieve great personal satisfaction in this way.

Learners can apply this kind of writing for the public interest. It is functional text characterized by the implementation of simple, clear, and concise sentences or phrases, the use of images or symbols, and the use of particular words or letters since they are intended to make readers understand the text quickly (Cameron & Myers, 2013; Harmer, 2002). Moreover, the functional text contains short and simple information in the form of writing or symbols to give instructions or warnings to the public, writing or pictures that lead someone to do something or not do something. Text features of functional text consist of a) text structure, b) print feature, and c) graphics. Text structure is the way of information in the text is organized. The table of contents presents a text structure you located at the beginning of books. Print features such as bold words and italics are applied to make words stand out in the text. A drawing is an example of a graphic aid helping the readers to visualize the text. The functional text covers directions, orders, prohibitions, notifications, warnings, announcements, greeting cards, short messages, shopping lists, invitations, notice, and others that contain meaning and are usually used in daily communication by people (Cameron & Myers, 2013).

Notice is part of a short functional text containing short and simple information in the form of writing or symbols to give instructions or warnings to the public, writing or pictures that lead someone to do something or not do something. Moreover, a notice is a very short piece of writing which is a formal means of communication. It is widely used by individuals and organizations to announce events and celebrations, births and deaths, occasions like inaugurations or sales, to issue public instructions, to make appeals, and to extend invitations besides issue notices of termination to the employees or another way round the notice of leaving the job from the employee to the employer (Cameron & Myers, 2013).

The writing of notice is accompanied by interesting symbols or pictures, using technological media. In the digital era, it becomes a challenge for learners to think about how best to use all the tools digital resources available for developing and writing high-quality text. Moreover, animated videos are able to present objects in detail and can help learners to present notices. Animated videos

are also very influential in learning because they are proven to attract attention, increase retention, and allow visualization of the concept of imagination, objects, and their relationships (Puspitasari, 2019). Developing writing skills using multimodal characteristics is certainly very helpful for learners at this time, especially by adding certain applications that can develop learners' writing skills with their creativity.

One application for making animated videos of notice is the Inshot Application. The InShot app is a video editing and a creating tool that is easy and convenient to use. It lets learners to crop, trim, speed up, or add filters to their videos. It is designed to improve the final touches of your uploads. InShot is the right video-editing app for those who are more on the simplicity of content. It has an intuitive interface and powerful editing tools. With these, InShot app is the ideal place to quickly start your journey to video editing.

The InShot application is an application that can be used to convert videos or photos (Pietroluongo, 2020). The InShot app can combine multiple recordings or photos. The app is zero in the extras on changing videos like adding music, topics, adding text and stickers, and various elements that you can take advantage of. InShot is one of the most widely used video editor applications. Its features are also very easy to use. In this application, learners can cut the part of the video that they want to edit before importing. Moreover, the video created using InShot can be edited and shared on social media in High Definition (HD) quality. InShot is applicable for creating animated videos or presentation posters and it is also great for almost any type of business (i.e., art galleries, professional landscapers, coffee shops or restaurants, interior designers, real estate agents) (Pietroluongo, 2020).

Many studies of multimodal writing have been conducted, i.e., 1) Puspitasari (2019) explored the use of digital story to help students in learning multimodal writing, 2) Jewitt (2005) examined multimodality in reading and writing, 3) Gilakjani, Ismail, Ahmadi (2011) investigated the effects of multimodal learning, 4) Sari, Susilo & Limbong (2021) and Siregar (2021) explored short-animation video in web meeting classes for secondary school learners' writing achievement, 5) Masrurroh (2021) investigated the effects of teaching Narrative text by watching animation video and mind mapping on the students' writing skill at SMP Muhammadiyah Palangkaraya. However, research investigating multimodal writing, especially in writing digital multimodal notice text using InShot application is still rare. Thus, the research explored the implementation of InShot application in composing digital multimodal notices is crucial to do.

## II. Method

This research applied a qualitative research. In this type of research, the researcher collected, classified, analysed, and drew conclusion based on the data analysis without numerical data. According to Creswell & Creswell (2018) qualitative research is an approach for exploring and understanding the meaning individuals, or groups ascribe to a social or human problem. The qualitative research describes the phenomena occurring in the social environment. In this study, case study of a group of EFL learners were explored. Miles, Huberman, & Saldana (2014) explain that a case study is one of the social science research methods. Case studies are strategies that use "how" or "why" questions to control contemporary real-life events. The researcher used a case study to find out how the students progressed in their writing skills through creating digital multimodal notice text using InShot application.

This research was conducted in the second semester of academic year 2021/2022 at a junior high school in West Java. The subject of this research was 27 learners of the second grade. Most of them are smart in using technology but are not interested in using technology as the media of learning, especially in developing writing skills. The qualitative data were gained through observations, questionnaires and documents. All data were applied to obtain the answers of all research problems. In this research, it investigated the process of implementing the InShot application as the learning media in composing digital multimodal notices, the strengths and weaknesses of the InShot application as the learning media in writing digital multimodal notices.

Regarding the observations, it was carried out for four meetings in a class of junior high school. In this study, the researcher was participant observer. It means that the researcher positioned herself as the teacher who observed the process of implementing the InShot app in creating digital

multimodal notices in classroom (Miles, Huberman, & Saldana, 2014). Besides, during the process of composing the digital multimodal notices using the InShot app, the researcher conducted interactions with the learners.

Concerning questionnaire, this research applied open-ended questionnaires. The learners were asked to answer some questions of the questionnaire at the end of the observation session. The questions of the questionnaire explored the implementation of the InShot app in composing digital multimodal notices (see Creswell & Creswell, 2018). Indonesian was used in the questionnaire to make learners easier to comprehend the questions of the questionnaire. Regarding the document, it was the composition of digital multimodal notices presented in the InShot app by integration the verbal, visual, and audio modes. The data obtained from the observations, questionnaire, document was analysed qualitatively. Furthermore, by referring to the research problems, the data were interpreted into two categories.

### III. Results and Discussion.

This study implemented qualitative design (a case study) by investigating the use of InShot app in composing digital multimodal notices. The strengths and the weaknesses of the InShot app applied in creating digital multimodal notices. The discussion is based on the result of observations, questionnaire and documents.

Based on the results of the class observations, all learners attended the lesson well with great gratitude. In the observation sessions, the learners learnt the concept of notice covering the social functions, the generic structures, and the linguistic features of a notice. The teaching learning processes of the notice were conducted through genre-based approach. Genre-based approach is the approach implemented to teach genres moving through certain stages, i.e., 1) Building Knowledge of Field, 2) Modelling of Text, 3) Joint Construction, and 4) Independent Construction of the Text. All stages of genre-based approach are called Curriculum Cycle. The approach is applied in the teaching and learning focusing on learners' comprehension, the creation of meaning at the level of the whole text the creation of meaning at the level of the whole text, and the product of particular genres of text (Derewianka, 2003; cited in Nurviyani, 2013). In this study, the teaching learning processes and composing the digital multimodal notices were conducted through the stages of genre-based approach. Each stage is illustrated below.

The first stage of genre-based approach is building knowledge of the field. It is the stage where learners' prior knowledge is stimulated. This stage is conducted to make sure that the learners have enough prior knowledge of the topic, it is the digital multimodal notices (see Gibbons, 2002; Derewianka, 2003). Relevant to the topic (digital multimodal notices), the learners watched some video showing the notices to activate their prior knowledge in the first meeting. The videos of the notices were created using the InShot app. Then, the learners and teacher discussed the digital multimodal notices together.

The second stage of genre-based approach is modelling of text. In this stage the teacher demonstrates a particular text to learners. This stage is carried out to build up learners' comprehension of the purpose or social function, the generic structure, and the linguistic features of the particular text. In this stage, the teacher selected similar text to the text composed in the next stage (joint construction) and to the one that learners will independently write. Model text can be commercially produced, teacher-written, or texts written previously by other learners. It helps learners in comprehending the texts more easily (Gibbons, 2002; Derewianka, 2003; Hyland, 2004; John, 2002; Emilia, 2011).

In this study, the second stage was conducted in the first and the second meeting. In this stage, learners observed some examples of notices presented in some digital apps including InShot app. Brown (2007) argues that the implementation of various media will increase the possibility that learners will learn more and retain better what they learn in improving the performance of the skills they are expected to develop. Moreover, they learnt the notices in group using the InShot app. In the learning processes, the learners explored three categories, i.e., a) text structure, b) print feature, and c) graphics. Concerning the text structure, the learners learnt the social function, the generic structure and the linguistic features of the notices. Moreover, they learnt index, glossary, appendixes, heading, and sub-heading. Regarding the print features, they learnt colours, italic,

underlining, font, bullet, and caption. Concerning graphics, they explored illustration, map, sidebar, diagram, chart, timeline, and graph. It is in line with the categories of functional text proposed by Cameron & Myers, (2013).

The findings show that the use of the Inshot application makes learners interested in developing writing skills because the application has various features and it is easy to use. Thus, the learners are easier to understand the material and operate the InShot to make video of notice (digital multimodal notice) quickly. During the teaching learning processes of notices using the InShot, the learners showed excited. It is supported by Akrim (2018) states that applying the right learning media can increase the interaction between teachers and learners so that they will not be bored to join the lesson happily. Otherwise, students are also happy with the learning media because the media can optimize the quality of students.

The third stage of genre-based approach is Joint construction of text. In this stage, the learners are ready to think of writing. It is very useful for the learners to take part in the group of writing in the selected genre. It can be the whole class, by a small group, or by a teacher and student, may jointly construct a text during conferencing. The steps that should cover researching the topic, pooling information, jointly constructing a text, and assessing the students' writing progress (Gibbons, 2002; Derewianka, 2003). This stage was conducted in the third meeting. In this stage, the learners were guided step by step to compose the digital multimodal notice using the InShot app. Then, the learners and the teacher created the digital multimodal notice together. Afterwards, the learners were allowed to compose the digital multimodal notices in pairs. They needed collaboration with the other learners to create the digital multimodal notices, particularly in selecting the colour, font, images integrated with the information of the notices. The notices were composed using the InShot app as the learning media. Most learners were excited and showed positive responses in composing the notices in group. However, some learners needed more guidance in composing the notice, operating the InShot app, and combining the information of the notice with the appropriate images and sound. Therefore, they got extra learning to compose the digital multimodal notices.

The last stage of genre-based approach is independent construction of text. In this stage, the learners compose their own texts about the particular topic. They write the text individually. This stage is conducted as the learner have enough comprehension of the text discussed (Derewianka, 2003; Gibbons, 2002; John, 2002; Hyland, 2004). Relevant to the statement, in this stage, the learners were ready and had complete prior knowledge to create the digital multimodal notices independently and individually using the InShot app. They used their own mobile phone to create the notices. They were freely and creatively their idea in composing the digital multimodal notices using the InShot app. The process of composing the digital multimodal notices were conducted through four stages as recommended by Harmer (2002), namely: 1) Planning, 2) Drafting, 3) Editing and, 4) Final version. Each stage is described below.

In planning, the learners planned the purpose of the notice. It is important to select the purpose of writing because affects the results of good writing. Then, it is drafting, it is needed to help learners compose ideas and decide what should come first, second, third, and last. The learners composed the draft of the notices in their note books or mobile phones using correct grammatical structure of the notice. Next, they composed the multimodal notice using the InShot app. In this step, they combined the information of the notices, the visual and audio modes covering appropriate images, sound, colours, fonts, lines, backgrounds, positions of the text and the images. In editing, they reread the draft they had composed and revised some mistakes concerning the generic structure, the linguistic features of the notices, and the appropriateness of the modes by referring to the teacher's feedbacks. In the final version, they rechecked all components of the digital multimodal notice covering the combination of the verbal, visual, and audio modes in harmony. Thus, the learners composed their own digital multimodal notices using the InShot app with confidence.

The results show that the learners were excited in composing the digital multimodal notices using the InShot app. Moreover, learning notice through InShot make learners more easily to comprehend the material concerning the social function, the generic structure, and the linguistic features, visual and audio aspects needed in creating the digital multimodal notices. Most learners are able to compose the digital multimodal notices without significant trouble. It means that implementing the InShot app in composing the digital multimodal notices develops the learners' writing skills. The findings are reflected during the classroom observation, the data gained through questionnaire and

documents. In this case, most learners are able to produce digital multimodal notice in complete and correct generic structure, linguistic features, and combination of appropriate modes using InShot application. Thus, students' skills develop according to the skills identified by Brown (2007) regarding micro and macro skills in writing. Micro or macro skills that have many language dimensions, these dimensions support each other in such a way that an increase in one subset can lead to an increase in another subset.

Moreover, Inshot application is useful digital media in teaching-learning process, especially in composing digital multimodal notice. The learners prefer learning the notices using the InShot apps to monomodal notices. They are faster in comprehending the learning material through verbal material inserted by some images and sound. Moreover, the InShot application is really feasible to use in learning writing, particularly composing digital multimodal notice. It is very applicable for teachers and learners to complete the learning framework. Thus, the implementation appropriate learning media played an important role in developing learners' writing skills. It is supported by Akrim (2018) that using of the right media during the process of studying in the classroom is effective and expected that the thoughts, feelings, attention and interests of students can be aroused and the students can receive and understand the subject materials from the teachers well. Thus, the students got the best results in the learning activity of composing digital multimodal notices.

Regarding the strengths and weaknesses of InShot application in creating the digital multimodal notice, the data gained from the observations, questionnaire and document. The findings of the questionnaire show that most learners show positive responses. More than ninety percent of learners were excited and happy in applying the InShot application in creating the digital multimodal notices. It is supported by the observation data indicating that the learners' high degree of seriousness in composing the digital multimodal notices using the InShot app. It is reflected in the classroom observations that almost all learners paid attention to the teacher's explanation and to the teacher's instruction. Most of them were actively involved in the learning process or asking questions about the instruction as well as about the material and the media to either the teacher or their classmates. Almost all of them observed the material and the media closely. In addition, the evidence of the document shows that the implementation of the InShot application as learning media facilitates learners to develop their creativity, writing skills and digital literacy.

It means that the implementation of the InShot application as the learning media in creating the digital multimodal notice has some advantages, i.e., a) it makes learners happy, enthusiastic and interested in learning the notice and composing the draft, b) it has many features facilitating learning to develop their writing skills, and c) it enables learners to foster their literacy digital competence, communicative competence, and creativity in composing multimodal text, and d) the InShot facilitates learners to compose digital multimodal text integrating text structure, print features, and graphics (Cameron & Myers, 2013). The findings are in line with the research result of Rezi & Mudinillah (2022), Puspitasari (2019), and Al Fajri (2018) that collaboration between literacy and multimodal activities enable learners have a complete and comprehensive understanding.

However, for some learners, implementing the InShot app as the learning media in composing the digital multimodal notices makes them confused. Moreover, they need more guidance in combining the information delivered in the notice, and integrating the suitable images, backgrounds, and colour in creating the digital multimodal notices using the InShot app. They need more prior knowledge of some aspects of visual mode. The incomplete background knowledge concerning integration of visual and verbal modes is one of trouble in writing. It is in line with the findings of Nurviyani, Suherdi, and Lukmana (2020). Besides, they need more practices in expressing particular information inserted by some images or sound. Thus, they need extra guidance and collaborative learning in composing the digital multimodal notices using the InShot app.

#### IV. Conclusion

This study investigated the implementation of the InShot application as the learning media in composing a digital multimodal notice. The strengths and weaknesses of the InShot application were explored. In this study, digital multimodal notice means that the notices are digitally presented in a harmonious combination of some modes (i.e., linguistics, visual, auditory, spatial, and gestural) using a particular application (e.g., InShot application). The composition of the digital multimodal notice created in the InShot app should integrate three categories, i.e., a) text structure, b) print

features, and c) graphics (see Cameron & Myers, 2013). The findings indicate that the teaching-learning processes of composing digital multimodal notices using the InShot application as the learning media show some advantages, i.e., a) it makes learners happy, enthusiastic, and interested in learning the notice and composing the notice drafts, b) the InShot has many features facilitating learning to develop their writing skills, c) the InShot facilitates learners to compose digital multimodal text integrating text structure, print features, and graphics, and d) it enables learners to foster their digital literacy competence, communicative competence, and creativity in composing multimodal text. The Inshot application is a useful and applicable learning media in teaching-learning.

Moreover, learning notices using InShot make learners easily comprehend the learning material and compose the digital multimodal notices with correct social function, generic structure, and linguistic features. Moreover, most learners can compose digital multimodal notices with the appropriate linguistics, visual and audio modes needed. The findings are relevant to the research conducted by Rezi & Mudinillah (2022), Puspitasari (2019), and Al Fajri (2018), stating that integration of literacy and multimodal activities facilitates learners to have a complete and comprehensive understanding. However, some learners needed clarification in operating the InShot application and composing the digital multimodal notices using the app. To attain optimal learning goals, they need more guidance in merging the information of the notice and the images, backgrounds, and colour needed in creating the digital multimodal notices using the InShot app. Besides, they need more prior knowledge of some aspects of visual mode. In addition, they need more practice composing digital multimodal texts inserted by some images or sounds. Thus, they need more guidance and collaborative learning in composing digital multimodal notices using the InShot app. For further studies, it is better to guide learners in composing the other text types using the InShot application or composing digital notices using different digital applications.

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