

## Multimodal Texts Implementation in Indonesian Primary and Secondary EFL Classrooms: Prospects and Challenges

Shirly Rizki Kusumaningrum<sup>1\*</sup>, Radeni Sukma Indra Dewi<sup>1</sup>, Mardhatillah<sup>1</sup>, Riska Pristiani<sup>1</sup>, Muhammad Syahrul Rizal<sup>2</sup>, & Sita Salina Mustakim<sup>3</sup>

<sup>1</sup>Basic Education Study Program, Graduate School, Universitas Negeri Malang, Indonesia

<sup>2</sup>Elementary School Education Department, Universitas Pahlawan Tuanku Tambusai Riau, Indonesia

<sup>3</sup>Universiti Putra Malaysia, Malaysia

\*Corresponding email: [shirly.rizki.pasca@um.ac.id](mailto:shirly.rizki.pasca@um.ac.id)

Received: 29 October 2024

Accepted: 12 November 2024

Published: 25 November 2024

**Abstract: Multimodal Texts Implementation in Indonesian Primary and Secondary EFL Classrooms: Prospects and Challenges.** This study investigates the prospects and challenges of implementing multimodal texts in Indonesian primary and secondary EFL classrooms. Using a qualitative survey approach, data were collected from 33 English teachers in Malang City via an online questionnaire. Findings revealed that 31 teachers had integrated multimodal texts, such as videos, diagrams, audio, music, picture books, and e-learning tools, into their instruction. Teachers reported benefits, including increased student engagement and a more enjoyable learning experience. However, challenges arose, including students' struggles with multimodal learning, limited internet access, resource constraints, and a need for more teacher training. This study suggests a need for further research to design effective instructional strategies for integrating multimodal texts in EFL, especially for young learners in primary and junior high school in Indonesia.

**Keywords:** multimodal text, primary, secondary, EFL, Indonesia.

### To cite this article:

Kusumaningrum, S. R., Dewi, R. S. I., Mardhatillah, Pristiani, R., Rizal, M. S., & Mustakim, S. S. (2024). Multimodal Texts Implementation in Indonesian Primary and Secondary EFL Classrooms: Prospects and Challenges. *Jurnal Pendidikan Progresif*, 14(3), 1475-1488. doi: 10.23960/jpp.v14.i3.2024102.

### ■ INTRODUCTION

In present education, the shift from traditional print-based literacies, -or any forms of the conventional ones, to larger literacies that include multimodal texts is of critical importance (Amundrud, 2022; Brown, 2016; Danielsson & Selander, 2016; Jamil & Abdul Aziz, 2021; Serafini, 2012), especially when it comes to teaching young learners of English as a Foreign Language (EFL) (Brown, 2016; Fatmawati et al., 2022; Laretive, 2019; Pourhassan & Nazari, 2023). Earlier, literacy was perceived as 'reading words and the world', which involved more than just the notion of decoding and encoding texts.

Far from being the sole purpose of literacy education, learning how to decode and encode alphabetic print falls within a broad range of pedagogies in which groups of learners collaboratively make meaning of their critical consciousness of the world through a process of reflection or a "cyclical" process of reflection and action (Lankshear & Knobel, 2011). That being said, literacy is beyond the activities of 'reading' and 'writing'.

Given the forementioned theory, language development in children begins at an early age. Language development plays a crucial role in early childhood education, with reading being a key

component. Reading skills are essential for children as they progress through school, especially at the primary level. Reading aptitude involves recognizing letters, sounding out words, and understanding the meaning behind the text (Fatmawati et al., 2022). Danielsson & Selander (2016) explained that literacy nowadays includes various semiotic resources, allowing students to create meaning in multiple ways. This change is especially important for young learners, who benefit from interactive and visually stimulating content. Such content helps improve their engagement and understanding when learning a language. Multimodal texts possess these features.

Multimodal texts combine various forms of communication, like images, video, audio, and text, resulting in a more lively and engaging learning experience. It is supported by Serafini's (2012) study mentioned that multimodal texts include written text, images, graphics, links, video, audio and other forms of representation. Understanding these texts requires different strategies (Alghamdi, 2024; Wolfe & Flewitt, 2010). Readers need to utilize several different approaches to navigate and understand the content. In teaching English as a foreign language, where students may struggle with grammar or difficult vocabulary, multimodal texts provide additional context, helping to make language concepts clearer and easier to grasp. For instance, the use of videos, interactive stories, and infographics that provide a richer context for vocabulary acquisition, grammar comprehension and cultural exposure. Those examples providing a more meaningful language learning experience for students (Danielsson & Selander, 2016).

### **Multimodal Texts and L2 Young Learners**

Multimodal texts positively influence young learners' vocabulary development by engaging them through various sensory channels. Rosenblatt's Transactional Theory (as cited in

(Wang et al., 2020)) suggests that young learners actively construct meaning by interacting with both the text and its context. This dynamic engagement helps them connect new words with both linguistic and visual cues (Gravin & Llosa, 2022), enhancing comprehension. Young learners are particularly responsive to multimodal resources because they cater to their developmental needs, involving both cognitive and emotional engagement (Brown, 2016; Laretive, 2019). By combining text, images, and sound, multimodal texts support deeper understanding, with auditory elements aiding pronunciation by providing natural language input that learners can replicate (Widyaningrum et al., 2024).

Building on constructivist principles, multimodal texts allow learners to interpret and construct meaning through interactive content (Nesset, 2005 as cited in (Laretive, 2019)). These resources help learners to fill knowledge gaps, facilitating the application of language in meaningful ways (Brown, 2016; Laretive, 2019). The integration of visuals, sound, and movement makes language concepts more accessible, deepening comprehension and engagement. By providing dynamic learning environments, multimodal texts promote active participation, critical thinking, and creativity, which are vital for young learners' language acquisition and cognitive development.

Videos and audio materials in multimodal texts provide students with exposure to authentic pronunciation, intonation, and rhythm (Ruck, 2022). For instance, listening to native speakers in videos or songs enables students to imitate accurate pronunciation, thereby supporting the development of their spoken language skills. This exposure to natural speech patterns contributes to improved phonological awareness and language production. Given the example of "twinkle twinkle little star" that might be mispronounced as [tuin-kle] [tuin-kle] [lit-le] [star]-which is frequently found in Indonesia. The

use of multimodal texts, particularly in form of videos with caption, help young learners not only to read and pronounce the L2 accurately, but also manage to associate the written lyrics with the pronunciation.

In their acquisition of a second language, children utilize not only verbal expressions but also nonverbal abilities that enhance phonological understanding, such as the use of gestures. As (Kappenberg & Licandro, 2023) notes, these multimodal tools-including phonetic utterances and gestures-support children's language learning by providing both auditory and visual cues that aid in pronunciation and comprehension.

Since L2 readers often rely on different strategies than native speakers, using multimodal texts in EFL classrooms can help compensate for gaps in linguistic proficiency. (Wang et al., 2020) note that L2 learners frequently use top-down strategies, like drawing on background knowledge, to aid comprehension. This reinforces the advantage of multimodal resources that provide visual and contextual cues, allowing EFL students to rely on familiar concepts or images to better understand challenging vocabulary or grammar structures. Integrating multimodal texts can, therefore, support L2 learners by providing additional layers of meaning that aid comprehension and bridge the gap between L1 and L2 reading strategies.

The idea of motivating young learners with something that is educating, yet interesting and interactive makes multimodal texts beyond reading or watching videos. It gets learners experience the combination of several modes of communication in one medium. Those five modes of communication namely visual, aural, linguistic, gestural, and spatial (Dirjenpaudkdasmen, 2024). The more complex the texts readers encounter, the more complex the readers' skills required to understand the content, other purposes or meanings of the text, and how to deal with this new experience.

In Indonesia, in which the integration of technology in the classroom is still emerging, the use of multimodal texts in the EFL classroom has a role to play in bridging the gap between students' digital habits and conventional educational practices. Previous studies have shown that multimodal literacy practices-such as integrating videos, PowerPoint slides, and digital media-are gradually gaining popularity among teachers and students in Indonesia. Sutrisno (2024) found that students showed increased motivation and participation when multimodal tasks were integrated into their learning experience. Teachers also stated that the implementation of this teaching method served as a new way to improve students' comprehension of English by providing more engaging and contextualized materials (Sutrisno, 2024).

While the use of multimodal texts in improving literacy skills of primary school students offers great potential, there are some challenges that may arise along with its implementation. One problem that may arise is the gap in accessibility to technology and media (Sutrisno, 2024). Not all students, teachers, and/or schools have equitable access to technology devices or the internet, which may affect their ability to utilize multimodal texts in and outside the school environment. In addition, there are challenges related to teachers' ability to integrate multimodal texts into the current literacy curriculum (Dwi Jayanti & Damayanti, 2023), especially for those who do not have considerable training or knowledge in technology and graphic design. Teachers often face limitations due to the lack of digital and technological resources, particularly in rural areas, where access to devices and stable internet is insufficient (Kim, 2021; Widyaningrum et al., 2024).

The use of multimodal texts not only expands students' understanding of various concepts and content but also facilitates problem

solving, critical thinking and creativity. However, the existing curriculum standards often hinder its full implementation. Not only practically, Yi (2014) also noted that multimodal assignments require new evaluation methods that prioritize creativity, originality, and the interplay between different modes of communication. Thus, the integration of multimodal texts in the primary school literacy curriculum is a must to prepare students for the increasingly complex and diverse literacy demands of the future.

Previous related research on multimodal texts and literacy have been conducted in varied areas of pedagogy, such as gaining the ground on the shifting of monomodal texts into the multimodal ones (Bezemer & Kress, 2016; Danielsson & Selander, 2016; Serafini, 2012), how multimodal enhancing students' reading habits (Jamil & Abdul Aziz, 2021), exploring Indonesian teachers' perceptions (Dwi Jayanti & Damayanti, 2023; Septianing Putri et al., 2024), investigating on how preservice teachers implemented the multimodal texts (Widyaningrum et al., 2024), developing literacy activities for early childhood education (Fatmawati et al., 2022), multimodal texts for writing (Wara Wahyuningrum & Setyaningsih, 2024), and review of the potential opportunities and challenges from past studies in Indonesia (Sutrisno, 2024). Additionally, previous research has largely focused on general literacy activities on specific skills (e.g., reading and writing), while there is a lack of in-depth exploration into how multimodal texts can address the challenges posed by technological development and teachers' readiness in Indonesian primary and secondary EFL classrooms. By addressing these gaps, this research will provide valuable insights into how teachers can bridge the divide between students' digital literacy and traditional classroom practices, ultimately contributing to more effective and dynamic language learning environments.

From the aforementioned related research, there is a need to explore the kinds of multimodal texts that have been implemented by the teachers in Indonesia, as well as to seek its prospects and challenges that might rise during the development of technology and teacher's readiness. All in all, this research aims to explore how teachers manage to bridge the gap between students' digital experiences and classroom teaching, as well as to address any practical difficulties that may occur during implementation.

## ■ **METHOD**

In this study, a qualitative survey approach was used to explore the opportunities and challenges of integrating multimodal texts in EFL classrooms. Following the method suggested by Pandey (2024), surveys were employed to gather data from a large population of teachers to generalize findings across various teaching environments. This approach allowed the researchers to efficiently examine the trends, attitudes, and opinions of English teachers regarding the use of multimodal texts in their classrooms. The population consisted of English teachers from primary and secondary schools in Malang city, with the sample comprising those teachers who completed the questionnaire.

The questionnaire -as our primary instrument-, was developed in late June 2024, included open-ended questions about teachers' knowledge, experiences, opportunities, and challenges with multimodal texts. Data collection took place in mid-July, targeting teachers from different districts through purposive sampling. The responses were then analyzed thematically, focusing on identifying patterns, summarizing data, and drawing conclusions. The analysis and reporting were completed in October 2024, in line with the research timeline, offering insights into the teachers' views and the practical implications for EFL instruction.

### Participants

The participants of this study were 33 English teachers from primary and secondary schools in Malang City, selected using purposive sampling. These teachers were contacted through the MGMP (Musyawarah Guru Mata Pelajaran) WhatsApp groups, which represent English teachers across different districts in Malang. The purpose of the sampling method was to ensure the representation of each district within the city. The participants were distributed across five districts: Klojen (2 teachers), Sukun (6 teachers), Kedungkandang (3 teachers), Lowokwaru (12 teachers), and Blimbing (10 teachers). Among the 33 respondents, the majority were primary school teachers (29 teachers), while 4 were junior high school teachers.

### Instruments

The primary instrument used in this study was a questionnaire (see “Supporting Information” section) developed using Google Forms, consisting of four sections: (1) Personal Information: gathering demographic details of the teachers (6 questions); (2) Knowledge and Experience: assessing teachers’ understanding and prior use of multimodal texts (6 questions); (3) Opportunities and Challenges: exploring teachers’ perspectives on the advantages and barriers to using multimodal texts in their teaching practice (3 questions); (4) Students’ reactions: evaluating teachers’ observations of student engagement and responses to multimodal texts (1 question).

Given that the questionnaire designed by the researchers and consisted primarily of open-ended questions, the focus was on content validity, which was ensured through expert judgment and feedback from specialists in multimodal education and EFL teaching. The questionnaire items were designed to capture the relevant constructs of the study based on theoretical frameworks of multimodal learning and constructivist teaching

methods. The responses were analyzed using thematic analysis, and inter-rater reliability was assessed by having multiple raters independently code the data, ensuring consistency in the interpretation of open-ended responses. Additionally, a pilot test was conducted with a small group of teachers to refine the instrument and ensure clarity in question wording.

### Data Analysis

The open-ended nature of the questions allowed teachers to provide detailed responses and elaborate on their experiences and perceptions. This qualitative data collection method was chosen to gain in-depth insights into teachers’ experiences and views, which would not be captured through closed-ended questions alone.

In addition to the questionnaire, triangulation was applied by considering multiple districts and varying school types (primary and secondary) to ensure a diverse representation of experiences. The data collection process was continuous, with teachers encouraged to reflect on their responses over time, ensuring a thorough and comprehensive understanding of their views.

The data were analyzed based on the four sections of the questionnaire. Responses were grouped and examined to identify trends in teachers’ knowledge and experiences, as well as the perceived opportunities, challenges, and students’ reactions of using multimodal texts in their EFL classrooms. The findings provided a detailed description of the teachers’ experiences and insights regarding the integration of multimodal texts in their teaching environments, helping to highlight both the benefits and obstacles of this instructional approach.

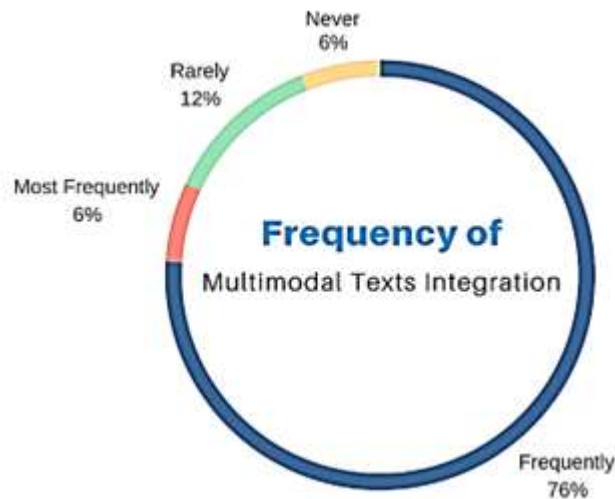
## ■ RESULT AND DISCUSSION

Multimodal texts have been acknowledged for a notable time (Bezemer & Kress, 2016; Serafini, 2012; Yi, 2014), but their use have

recently been promoted in Indonesia through the latest literacy curriculum (Dirjenpauddikdasmen, 2024). From the data collected in this study, it is also noticeable that not all teachers were familiar with multimodal texts and its integration in education. Out of the 33 respondents, 2 indicated that they have never integrated multimodal texts in their classrooms, while the remaining 31 confirmed that they have applied multimodal texts into their teaching practices.

The frequency of using multimodal texts varied among the teachers. To be specific, among the 33 teachers, 25 teachers reported that they “frequently” integrated multimodal texts into their classrooms (76%), 2 teachers reported using

them “very frequently” (6%), 4 teachers reported “rarely” using them (12%), and 2 teachers stated that they “never” integrated them (6%). This indicates that although multimodal texts are becoming more common in EFL teaching, there is also diversity in its utilization, and some teachers may require further support or training to effectively integrate such resources. This is aligned with some previous studies (Dwi Jayanti & Damayanti, 2023; Septianing Putri et al., 2024; Widyaningrum et al., 2024) mentioned that teachers are challenged in several ways, including less exposure to multimodal texts and limited recognition of effective strategies to implement multimodal texts in the classroom.



**Figure 1.** Frequency of multimodal text integration by primary and secondary Indonesian EFL teachers

### **Kinds of Multimodal Texts Implemented by the Teachers**

From the responses of the questionnaire, various kinds of multimodal texts have been gained in this study. The percentages then were calculated based on the number of respondents who had answered the open-ended question related to the type of multimodal text they had implemented in the classroom, divided by the total number of respondents who stated that they had implemented the method (31 teachers). The majority of teachers responded that they frequently use videos (52%), text with images

(36%), audio (23%), and posters (19%) to increase student engagement and comprehension. Other common multimodal resources include worksheets (3%), flashcards (3%), and multimodal presentations (combining audio and visual elements) (3%), which foster visualization of vocabulary and concepts. Infographics (3%), comics (7%) and song lyrics (3%) are also used to make lessons more interactive and memorable for students.

The use of videos, text with images, and audio attract the students more than those the non-motioned ones. This multimodal nature allows

learners to develop a critical awareness of how various modes—such as images, sounds, music, and text—interact and contribute to meaning-making in specific sociocultural contexts.

For language learning, audio-visual materials help students recognize the complex interplay of iconic, indexical, and symbolic elements in communication (Alghamdi, 2024; Ruck, 2022). Music and audio, for instance, expose students to authentic language use, such as pronunciation, intonation, and rhythm, while videos add context and visual cues, making it easier for students to grasp meaning.

Flashcards and other card-based resources can be particularly effective for engaging younger learners, as they encourage active participation through strategies like questioning and turn-taking. According to (Kappenberg & Licandro, 2023), teachers can use flashcards to prompt responses by asking questions, waiting for the child's initiations, and then modeling or building upon their responses. This approach not only helps reinforce vocabulary and concepts but also fosters interactive communication, which is key to language development. In this way, flashcards can effectively support both memory retention and language skills, particularly for younger learners in primary school.

In addition, teachers also utilize advertisements (6%), monologue texts (3%), greeting cards (3%), pictures (6%) and digital tools such as Canva (3%) and e-books (3%) to diversify the learning experience. Other resources such as music videos (13%), learning websites (3%), diagrams (6%) and picture books (6%) are also used to enrich lessons further and provide multiple modes of communication. Those multimodal texts offered different ways to engage students, helping them develop language skills through visual, auditory and interactive elements. The teachers' choices of multimodal texts were illustrated in Figure 2.

In the questionnaire, respondents also provided examples on how they used multimodal

texts, such as the use of picture books downloaded in PDF format, or can be accessed online. One example of a picture book categorized as multimodal text is entitled "Sutiha and the Stilt Festival" (<https://www.letsreadasia.org/read/4310e9a1-e704-49a1-9612-2f4848b068a0?bookLang=6260074016145408>). In this picture book, some abstract concepts that were considered challenging for children to understand were explained in simple and relatable language for children. For instance, topics such as friendship, teamwork, and competition were conveyed in a way that was easy for children to get the idea. The accompanying illustrations best described the atmosphere and events as written in the story, allowing elementary and junior high school students to visualize the narrative. This not only enhances students to learn language, but also helps them to develop their critical thinking skills.

Other multimodal texts attached was video. Video can be a powerful tool for visual and auditory learning, helping students comprehend complex concepts and improve language skills by exposing them to real-world contexts and authentic language use. Music and song lyrics are particularly effective in promoting language acquisition, as they engage students' sense of hearing and allow exploration of rhythm, pronunciation and vocabulary in a fun and memorable way.

There are numerous online resources available to be used for multimodal texts. For instance, finding worksheets online, using Canva to create presentations, creating infographics and posters, as well as accessing e-books and other online learning platforms that have plenty of materials to work with. Students can engage in independent learning by both exploring some of these resources and by producing their own text materials.

According to Miller's theory (2007, as cited in Sutrisno, 2024), by incorporating these multimodal texts, teachers not only reflect the



changing literacy perspectives but also create a more lively and relevant learning environment that is aligned with students' current experiences. This holistic approach to education supports the

development of critical thinking skills and multimodal literacy, preparing students to navigate a world where digital communication is increasingly prevalent.



**Figure 2.** Kinds of multimodal texts applied by the teachers in EFL classrooms

Many teachers acknowledged that using multimodal texts, such as videos, infographics, and music, enhanced student engagement and motivation. This findings aligns with Serafini's (2012) theory that bridging the disconnect between the texts encountered in school and those experienced in students' daily lives is essential for preparing them for success in the 21st century. This is possible because multimodal texts are particularly close to the lives of today's children. Using four types of texts that share the same themes, ideas and concepts can help students to quickly build understanding and knowledge (Dirjenpauddikdasmen, 2024). Challenging targeted texts in applying multimodal texts include: visual or video texts to activate background knowledge, informational texts to build additional knowledge, and accessible texts to ensure connections. By incorporating multimodal resources, teachers can provide students with the skills necessary to navigate and interpret various modes of communication, thus

fostering a more relevant and relatable learning environment (Sutrisno, 2024).

### **Opportunities of Integrating Multimodal Texts in EFL Classrooms**

From the results of the questionnaire asking about opportunities for the implementation of multimodal texts, the teachers identified several possibilities, which can be grouped into four main categories: (1) engagement and focus, (2) comprehension and understanding, (3) critical thinking and media literacy, and (4) creativity and innovation. Each of the categories highlights different points of opportunities that multimodal texts offer, contributing from the experiences of both teachers and students. These opportunities not only support language development but also enhance the overall teaching and learning environment. The categories were made up of various points that address an open-ended question related to the prospects. Those points are listed in detail in Table 1.



**Table 1.** Detailed points addressing the prospects of multimodal text integration

No.	Category	Percentage
1	<b>Engagement and Focus</b> <ul style="list-style-type: none"> <li>- Makes it easier to convey learning material to students. Besides, learning material will be more interesting for students so that students become more focused in understanding each learning material provided.</li> <li>- Learning becomes more varied, creative, and interesting. In addition, by using multimodal text in the form of videos, students get exposure to native speakers, especially in terms of pronunciation.</li> <li>- Learning is more fun, varied, and innovative, making students more active and enthusiastic.</li> </ul>	68%
2	<b>Comprehension and Understanding</b> <ul style="list-style-type: none"> <li>- Easy to observe and accept by young learners in learning in class.</li> <li>- Makes it easier for students to recognize, understand various aspects of English learning such as reading, writing, listening, and speaking, helping students understand, analyze, and assess the content, language, and elements in the text.</li> <li>- Assists learners in understanding, analyzing, and assessing the content, language, and elements in the text.</li> <li>- Students can better understand the material through the utilization of multimodal texts with audio, visual, linguistic, and spatial variations.</li> </ul>	29%
3	<b>Critical Thinking and Media Literacy</b> <ul style="list-style-type: none"> <li>- Familiarizes students with recognizing the characteristics of information in various media so that students are accustomed to responding critically to information.</li> </ul>	13%
4	<b>Creativity and Innovation</b> <ul style="list-style-type: none"> <li>- Trains children's creativity by combining several modes in one work, both text and visual.</li> <li>- By integrating multimodal text, teachers can create differentiated learning styles for students.</li> </ul>	10%

### Challenges in Integrating Multimodal Texts in EFL Classrooms

Despite the opportunities being offered, teachers also encountered several challenges during the implementation. These challenges covered a wide range of areas, including student

and teacher readiness, time and resource management, technical issues, and content creation. Based on the questionnaire responses, the main challenges identified by the teachers can be grouped into several categories as listed in Table 2.

**Table 2.** Challenges Faced by teachers in the implementation of multimodal texts in EFL classrooms

No.	Category	Percentage
1	<b>Student-Related Challenges</b> <ul style="list-style-type: none"> <li>- Lack of children's ability to master more than one mode.</li> <li>- Some students still struggle to follow learning with multimodal texts.</li> <li>- Students with different intelligence levels pose challenges.</li> </ul>	19.4%

2	<b><i>Time and Resource Management</i></b>	16%
	<ul style="list-style-type: none"> <li>- Learning time should be extended for maximum results.</li> <li>- Difficulty in managing time for exercises or tasks that integrate multimodal texts, as students need more time to complete them.</li> <li>- Creating original media that suits the material and students' needs takes time.</li> </ul>	
3	<b><i>Technical and Infrastructure Issues</i></b>	22.6%
	<ul style="list-style-type: none"> <li>- Internet access is unavailable or unstable.</li> <li>- Lack of multimedia tools in the classroom.</li> <li>- Technical obstacles such as power outages or errors with computers and projectors.</li> </ul>	
4	<b><i>Content Creation and Availability</i></b>	22.6%
	<ul style="list-style-type: none"> <li>- Difficulties in creating multimodal texts that are both interesting and have good content.</li> <li>- Need for more examples of multimodal texts as learning resources.</li> <li>- Requires technical skills in creating creative content.</li> <li>- Difficulty in determining appropriate media for the learning theme.</li> </ul>	
5	<b><i>No Challenges Reported</i></b>	22.6%

Many teachers expressed concerns about their familiarity with these resources and the necessary skills to implement them effectively. Kress (2010, as cited in Jamil & Abdul Aziz, 2021) emphasized that multimodality required a collective interpretation of various semiotic resources, which may be troublesome for educators who have traditionally relied on print-based materials. The questionnaire responses indicated a need for professional development and support for teachers to develop their understanding of how to use multimodal texts effectively in their instruction. This is in line with (Dwi Jayanti & Damayanti, 2023; Pourhassan & Nazari, 2023), mentioned that training can empower teachers to create dynamic lessons that not only engage students but also align with their experiences outside the classroom.

### **Students' Reactions to the Integration of Multimodal Texts**

From the responses, the teachers reported their observations towards their students'

reactions during the implementation of multimodal texts. The findings showed that the majority of students expressed positive responses, becoming more engaged, enthusiastic and motivated during learning activities. The teachers also mentioned that students responded well to the varied media used, such as videos, presentations and worksheets, which helped them stay interested and focused. However, some students still experienced confusion, which suggested that while multimodal texts can increase engagement, additional support may be needed for some students to fully adapt to this approach. Students' reactions to the integration of multimodal texts in EFL classrooms are described as:

### ***Increased Student Engagement and Participation***

Several teachers reported that their students became more active and reactive during learning activities when multimodal texts were implemented. This high-level of engagement can be attributed to the interactive and interesting

nature of the materials, such as videos, PowerPoint presentations, and worksheets, which encourage students to participate more actively in classroom discussions and tasks. As one teacher mentioned, students exhibited a higher level of curiosity, indicating that multimodal resources stimulate their interest and motivation to explore language concepts further. Teacher 4 responded, "Happy. Because it automatically builds their enthusiasm to learn English. They don't feel bored during the lesson and try hard to participate."

### ***Enthusiasm and Motivation Through Varied Media***

A common reaction among students, as highlighted by multiple respondents, was a noticeable increase in enthusiasm for learning. Teachers observed that when varied media like Canva, videos, and interactive worksheets were used, students became more enthusiastic and motivated to engage in learning activities. The variety of media, which includes visual, auditory, and interactive elements, appeals to students' different learning styles and preferences. As responded by Teacher 13, mentioned that "Students are very enthusiastic and interested to participate in every learning activity because the material delivery activities are varied and fun for them."

This diversified approach to teaching not only helps to make learning more exciting and less monotonous, as it breaks away from traditional text-printed lessons, but also facilitating learners with different style of study. As a result, students who might otherwise lose interest in conventional lessons remain focused and involved.

### ***Stimulation of Creativity and Interest***

The integration of multimodal texts in EFL lessons also appears to foster creativity among students. Several teachers noted that students

became more interested in learning when they were required to use various modes, such as visual and audio media, in assignments. This approach allows students to explore their creativity, as they are not confined to text-based tasks but can express their understanding through multiple forms of media. Not only watching or listening to the audio and video, students were asked to described or practiced what they had listened or watched. As teacher 2 responded: "Students are more interested in learning because the lesson is conducted not only using monotonous text such as notes, but also through visual media, sound, etc. So, when a task requires them to use several modes, their creativity will work."

So that, it enhanced other linguistic competence. By engaging with different modes, students develop a deeper connection to the content, which improves their ability to absorb and apply new knowledge. As teachers reported, students enjoy the opportunity to be creative and feel happier and less bored during lessons.

### ***Challenges and Confusion for Some Students***

While the majority of students responded positively to the use of multimodal texts, not all students adapted seamlessly. Some teachers mentioned that there were learners still felt confused by the introduction of multimodal resources, likely due to unfamiliarity with navigating multiple modes or integrating them into their learning process. Such as reported by Teacher 11, "Some are happy and some still feel confused to this new activities or tools".

### ***Communicative and Enjoyable Learning Environment***

Teachers observed that the use of multimodal texts made learning more communicative and enjoyable for students. By incorporating interactive and varied media, the learning environment becomes more engaging,

encouraging students to participate in a more excited and communicative manner. Teacher 12 responded that “students were happy and enthusiastic and even asked for the same activity to be carried out at the next meeting”. The shift from a passive to a more interactive learning model enhances the overall classroom experience, making it more conducive to language acquisition (Fatmawati et al., 2022) and ensuring that students remain engaged throughout the lesson (Sutrisno, 2024).

Teachers also reported positive reactions from students when multimodal texts were used, as these resources made learning more enjoyable and less monotonous. The diverse modes of communication, such as videos and songs, cater to different learning styles and preferences, thereby enhancing comprehension and retention. For example, teachers noted that songs like “I Have a Dream” by Westlife and “Heal the World” by Michael Jackson effectively combine audio and text to convey meanings and emotions, making the learning experience both engaging and educational (Widyaningrum, 2024). These findings support the idea that multimodal texts can significantly enrich language learning by providing a variety of ways for students to engage with content.

Moreover, the integration of multimodal texts allows for creative expression among students, fostering their critical thinking and analytical skills. As highlighted by Folker et al. (2005 in Jamil & Abdul Aziz, 2021), the combination of written text and graphics can significantly help learners, particularly those with lower proficiency levels, in understanding and mastering new concepts. This multifaceted approach not only enriches the learning experience but also encourages students to express their understanding through various modes, thereby enhancing their overall language proficiency.

In summary, the integration of multimodal texts in EFL classrooms presents both exciting opportunities and challenges. While teachers recognize the benefits of using diverse resources to enhance engagement and comprehension, there remains a need for professional development and support to navigate this pedagogical shift effectively. By addressing these challenges, educators can create a more inclusive and dynamic learning environment that prepares young learners for success in a rapidly evolving digital world.

## ■ CONCLUSION

In conclusion, the findings from this study indicate that the integration of multimodal texts in EFL classrooms offers significant opportunities to enhance student engagement, motivation, and comprehension. Teachers observed that resources such as videos, e-books, picture books, music, infographics, flashcards, posters, Canva, multimodal presentations, song lyrics, and other online websites foster a more dynamic learning environment, allowing students to connect with the material in meaningful ways, close to their real-life. However, challenges still remain, including the need for professional development and support to equip educators with the adequate resources, facilities, and confidence to implement these resources effectively, matching it with the students’ condition.

To address these challenges, schools should invest in digital infrastructure and support training programs that help teachers build skills for creating engaging multimodal content. This can include providing multimedia resources and organizing workshops focused on multimodal teaching strategies. Such support will better prepare teachers to create lessons that cater to diverse learning styles and connect classroom learning to students’ real-world experiences, enriching education for young learners in Indonesia.

This study has limitations, including a limited sample size and geographic scope focused on Malang City, which may affect the generalizability of findings. Future research could explore multimodal text integration in rural areas or conduct longitudinal studies to assess the long-term impact of multimodal approaches on language acquisition. These efforts could further enhance our understanding of the broader potential of multimodal texts in Indonesian EFL classrooms.

## ■ REFERENCES

- Alghamdi, E. A. (2024). Leveraging ensemble machine learning and multimodal video complexity for better prediction of video difficulty in second language. *Interactive Learning Environments*. <https://doi.org/10.1080/10494820.2024.2372833>
- Amundrud, T. (2022). Multimodal knowledge building in a Japanese secondary English as a foreign language class. *Multimodality & Society*, 2(1), 64–85. <https://doi.org/10.1177/26349795221081300>
- Bezemer, J. Johannes., & Kress, G. R. . (2016). *Multimodality, learning and communication/ : a social semiotic frame*. Routledge, Taylor & Francis Group.
- Brown, S. (2016). Young learners' transactions with interactive digital texts using e-readers. *Journal of Research in Childhood Education*, 30(1), 42–56. <https://doi.org/10.1080/02568543.2015.1105887>
- Danielsson, K., & Selander, S. (2016). Reading multimodal texts for learning—a model for cultivating multimodal literacy. *Designs for Learning*, 8(1), 25–36. <https://doi.org/10.16993/df1.72>
- Dirjenpauddikdasmen, K. (2024). *Praktik penguatan litnum dalam pembelajaran dan asesmen di sekolah menengah pertama*. In <https://www.scribd.com/presentation/757126669/07C-Praktik-Penguatan-LitNum-dalam-PA-SMP-pptx-pdf> (pp. 1–33). Kemdikbudristek.
- Dwi Jayanti, E., & Damayanti, I. L. (2023). Exploring teachers' perceptions of integrating multimodal literacy into english classrooms in indonesian primary education. *Child Education Journal*, 5(2), 98–109. <https://doi.org/10.33086/cej.v5i2.5240>
- Fatmawati, E., Saputra, N., Ngongo, M., Purba, R., & Herman, H. (2022). An application of multimodal text-based literacy activities in enhancing early children's literacy. *Jurnal Obsesi/ : Jurnal Pendidikan Anak Usia Dini*, 6(5), 5127–5134. <https://doi.org/10.31004/obsesi.v6i5.2782>
- Grapin, S. E., & Llosa, L. (2022). Multimodal tasks to assess english learners and their peers in science. *Educational Assessment*, 27(1), 46–70. <https://doi.org/10.1080/10627197.2022.2028139>
- Jamil, N. A., & Abdul Aziz, A. (2021). The use of multimodal text in enhancing students' reading habit. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 6(9), 487–492. <https://doi.org/10.47405/mjssh.v6i9.977>
- Kappenberg, A., & Licandro, U. (2023). More than words—how second language learners initiate and respond during shared picture book reading interactions. *Early Child Development and Care*, 193(11–12), 1287–1300. <https://doi.org/10.1080/03004430.2022.2088740>
- Kim, H. Y. (2021). Multimodal input during technology-assisted teacher instruction and English learner's learning experience. *Innovation in Language Learning and Teaching*, 15(4), 293–305. <https://doi.org/10.1080/17501229.2020.1800708>
- Lankshear, C., & Knobel, M. (2011). *New literacies: Everyday practices and social learning*. <http://www.wired.com>

- magazine/2010/08/fLwebrip/
- Laretive, J. (2019). Information literacy, young learners and the role of the teacher librarian. *Journal of the Australian Library and Information Association*, 68(3), 225–235. <https://doi.org/10.1080/24750158.2019.1649795>
- Pandey, G. P. (2024). Advancing english language teaching through survey research: methodologies, impacts and applications. *Nepal Journal of Multidisciplinary Research*, 7(2), 127–141. <https://doi.org/10.3126/njmr.v7i2.68254>
- Pourhassan, A., & Nazari, M. (2023). Teachers learn to use critical incidents as a professional development tool in teaching young English learners. *Innovation in Language Learning and Teaching*, 17(1), 32–46. <https://doi.org/10.1080/17501229.2021.1907751>
- Ruck, J. (2022). Elementary-level learners' engagement with multimodal resources in two audio-visual genres. *Language Learning Journal*, 50(3), 328–343. <https://doi.org/10.1080/09571736.2020.1752291>
- Septianing Putri, Y., Setyaningsih, E., & Putra, K. A. (2024). Embracing multimodality to teach efl students: english course teachers' perspectives. *International Journal of Educational Research & Social Siences*, 5(4), 731–735. <https://doi.org/https://doi.org/10.51601/ijersc.v5i4.847>
- Serafini, F. (2012). Reading multimodal texts in the 21st century. In *RESEARCH IN THE SCHOOLS Mid-South Educational Research Association* (Vol. 19, Issue 1).
- Sutrisno, D. B. (2024). Multimodal literacy and multimodal assignments in indonesian efl classrooms (pp. 139–145). [https://doi.org/10.2991/978-94-6463-376-4\\_19](https://doi.org/10.2991/978-94-6463-376-4_19)
- Wang, X. C., Christ, T., & Mifsud, C. L. (2020). 'iPad has everything!': how young children with diverse linguistic backgrounds in Malta and the U.S. process multimodal digital text. *Early Child Development and Care*, 190(16), 2563–2580. <https://doi.org/10.1080/03004430.2019.1593157>
- Wara Wahyuningrum, D., & Setyaningsih, E. (2024). Exploring multimodal text practice among junior high school efl teachers: a case study. *International Journal of Educational Research & Social Studies*, 5(3), 420–429. <https://ijersc.org>
- Widyaningrum, L., Fadhilah, rifatul, Sholihah, N., & Rochmawati, P. (2024). Shaping the way to teach? exploring the adoption of digital multi-modal texts as instructional tools in efl teaching practicum. *Language Circle: Journal of Language and Literature*, 18(2). <http://journal.unnes.ac.id/nju/index.php/lc>
- Wolfe, S., & Flewitt, R. (2010). New technologies, new multimodal literacy practices and young children's metacognitive development. *Cambridge Journal of Education*, 40(4), 387–399. <https://doi.org/10.1080/0305764X.2010.526589>
- Yi, Y. (2014). Possibilities and challenges of multimodal literacy practices in teaching and learning english as an additional language. *Language and Linguistics Compass*, 8(4), 158–169. <https://doi.org/10.1111/lnc3.12076>