

THE IMPLEMENTATION OF MULTIMODALY TO TEACH ENGLISH IN RA NURUL FALAH

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ABSTRACT

This study aimed to investigate the implementation of multimodal tools to teach English in kindergarten. The recent study found that it was challenging to teach English as a foreign language for young learners; so that, teachers should provide various activities and improve creativity in teaching. In contrast, from my general observations, drilling was the only method practiced by the teachers to teach English. Nevertheless, this method was not quite fun and engaging for a long term. As the alternative, to overcome the problem, teacher was able to use multimodality to conduct English lesson especially in kindergarten. This research used qualitative descriptive design. The data were collected by interview with verbatim data technique and observation. The investigation showed that English teacher at RA Nurul Falah used several media and activities. These were audio-visual media; which were laptop, flashcard, speaker active and audio media; which was handphone. Besides that, teacher used some techniques. These were learning while playing; learning through running and other movement; learning with watching videos; learning by using with flash cards and learning ask and answer questions to improve their critical thinking. The study showed that the implementation of multimodality could attract and enhanced students' engagement in the class. Students seemed more fun with many tools usage rather than only implementing drilling method in the class. Moreover, the research also revealed that multimodal usage was better than drilling. It also concluded that the multimodality use in teaching English lessons was useful and beneficial.

Keywords: Multimodality, Kindergarten, English Language, Teaching.

INTRODUCTION

Kindergarten English instruction called for extra work and specialized strategies. For students to enjoy learning English speaking, the teacher needs to use the right teaching strategies and media. However, kindergarten English instruction typically only employed conventional techniques like drilling. Yahya and Pang's (2010) identification of the drilling and practicing method placed an emphasis on the facts' repetition or increased efficiency. It was not sufficient to teach English in kindergarten through drilling alone because it can be challenging to demonstrate the context and purpose.

Cope & Kalantzis (2009) made the point that in order to prepare students for society and adapt to the changing needs of the modern world, educators and school administrators must reevaluate traditional methods of teaching and learning due to the diversity of information communication methods and the multimodality of meaning expressions. Multimodality, as defined by Kress and Van Leeuwen (2001), referred to the use of various modes of communication, including textual, visual, and auditory components in addition to verbal and nonverbal elements, to convey meaning. Because

multimodalities appealed to a variety of senses, kindergarteners would be more interested in what they are learning.

In the context of ELT, multimodal teaching had been practiced extensively. Marantika et al. (2021) discovered that the features, advantages, and methods of multimodal instruction differ greatly based on the requirements and capacities of educators in creating instructional and learning activities. The review also discovered that students' motivation, productivity, reading comprehension, and learning autonomy were all impacted by multimodal instruction. The application of multimodal teaching in ELT classrooms was recommended by this study.

According to Yakubu and Obafemi (2023), the shifting demands on literacy in the multimedia environment, the evolving learner's lifeworld, and the evolving nature of school literacies presented teachers with more challenges than ever in selecting and developing a pedagogy that could engage students in meaningful literacy practices. Consequently, the review suggested that legislator's endeavor to integrate all technological and multimodal tools into the curriculum, particularly for early childhood education. In early childhood classrooms and environments, schools and learning centers should offer boundless opportunities to support, guide, and inspire students to learn.

In addition, Huang and Cao (2023) discovered that multimodality, which was audio-visual combinations with English subtitles, was beneficial and can significantly improve students' listening comprehension. Based on some studies above, it could be concluded that multimodality had many benefits for both the students and the teachers. Then, using multimodality in teaching highly recommended. For that reason, this research would like to analyze how teacher implements multimodality to teach English in the class and based on the interview, this analyzes teachers' opinion towards comparison between implementation of multimodality and the usual method which implement only drilling in teaching.

One of previous research above mainly observed by collecting literature review. It was not directly investigated the multimodality usage. Furthermore, the 2 other research were not conducted in Indonesia. In this study, the researchers investigate one of kindergarten in West Java, Indonesia which utilize multimodality to teach English. The study investigated the way teaching process by utilizing multimodality in RA Nurul Falah and whether the utilization of multimodality was better than only teaching English by drilling method according teacher's perspective.

Multimodality, as defined by Norris and Jones (2005), was the fusion of many modalities, including gesture, language, and facial expressions. Additionally, as indicated by Kress et al. (2001), multimodal correspondence involved the intricate communication of semiotic components like words, pictures, signals, and spatial game plans, every one of which contributes an extraordinary significance. It could be concluded that multimodality was a way of unique communication that teacher could implement to communicate or to provide lessons to engage the students through words, images, gesture and spatial arrangements.

Furthermore, putting multimodality into practice might be advantageous. According to Cope and Kalantzis (2009), using multimodal teaching strategies in the classroom could boost student engagement, promote critical thinking, and improve literacy. Moreover, he also said in linguistics, multimodality offers a prism through which to see the intricate relationships that arise in communication between language and various semiotic resources.

Kress and Van Leeuwen (2001) stated three kinds of mode. First was linguistic mode; this mode described how meaning was expressed through language. In multimodal could encompass spoken and written language including discourse structure, grammar, and syntax. The second was audio mode; this mode describes how meaning expressed through sound. Spoken word, music, and other audio components could be heard in audio mode. In addition to providing information that could not be expressed by words or images, audio mode may be used to set the tone, express emotions, and convey supplementary information. The third was spatial mode that describes how meaning was communicated by arranging people and things in physical space. According to them, spatial mode might be used to communicate social relationships, power dynamics, and other meanings that were difficult to explain through other forms of communication.

The fourth mode was visual mode described by Jewitt (2008). This mode described how meaning was communicated by using visual components like pictures, diagrams, and illustrations. Emotions, knowledge, and more meaning beyond what could be expressed through words alone may all be transmitted through visual modality. The last was gesturally based mode stated by Streeck, Goodwin, and LeBaron (2011). This mode describes how meaning was expressed through body language, facial expressions, and other nonverbal clues. Emotions, attitudes, and other meanings that are difficult to explain through words or pictures alone can be conveyed by gestural style. Teachers might enhance their comprehension of the complex nature of human communication and create more successful communication strategies by having a better knowledge of the many modes of communication and how they interact.

As previously mentioned, the term "mediums of communication" described the particular instruments or technologies that were utilized to send or receive communications. There were five mediums that can be used. Four of them were stated by Lievrouw (2014). The first was print medium that describes how information was disseminated through printed items like books, periodicals, and newspapers. Print media was still one of the most traditional ways of communication

Second was broadcast medium that referred to the dissemination of messages to a large audience via the use of technologies like radio and television, such as news, entertainment, and etc. The third was visual medium. This medium conveyed information via the use of visual technology, including film, video, and photos. These media were also often utilized in marketing, entertainment, and advertising. The fourth was digital medium. Information might be disseminated through the use of digital technology like computers, cellphones, and the internet. The use of digital media had grown in significance recently and had completely changed how people interact and obtain information.

The last medium was oral medium. Ong (1982) stated that oral medium or spoken language was used to transmit information in the oral media. Since oral communication had been practiced for thousands of years, it continued to be a vital communication method in many societies. These types of multimodalities enhanced students' comprehension of the complex nature of human communication and create more successful communication strategies by having a better grasp of the many communication media and how they interact.

There were several different approaches of multimodality that have their own theoretical and methodological perspectives. The first was social semiotics approach. This method focuses on examining the many ways that semiotic resources—like

language, picture, and sound – were employed to construct meaning in various situations. According to Kress and Van Leeuwen (2001), social semiotics takes into account the social, cultural, and historical elements that influence multimodal communication.

The second was multimodal discourse analysis. This method focused on how several communication modalities—such as language, gesture, and visual elements were employed in various discourse genres, including news, cinema, and advertising. Multimodal discourse analysis took into account how many modes interact and how meaning was shaped by them (Jewitt and Oyama, 2001). The third was multimodal interaction analysis. This method looked at the various ways individuals communicate during in-person interactions. Multimodal interaction analysis (Streeck, Goodwin, and LeBaron, 2011) examined the ways in which several modes were employed to build relationships, coordinate activities, and express meaning.

The fourth was cognitive approach. This method looked at how people comprehend and process multimodal communication, particularly how they combined data from several media and read nonverbal clues. Theories from cognitive psychology and neuroscience were included into cognitive approaches to multimodality (Spence and Driver, 2004). The fifth was critical approach: This method of looking at multimodality highlights how ideology and power shaped multimodal communication. According to Machin and Mayr (2012), critical multimodal analysis looked at how multimodal texts were used to reflect and uphold social hierarchies by promoting certain ideas and values and by representing social groupings.

The fifth was design approach. This method focused on the ways in which producers and designers employ multimodal resources to make compelling and successful communication products. The design approach took into account how many modes might be creatively blended to accomplish certain communication goals, such as boosting audience action or brand awareness (Black, 2008). The last was educational approach. This strategy emphasizes the use of multimodal communication to enhance instruction and learning. In order to assist students negotiated the increasingly complex terrain of communication, the educational approach placed a strong emphasis on giving them chances to interact with and generate multimodal texts as well as to build critical multimodal literacy abilities (Cope and Kalantzis, 2009).

METHOD

The research of this study used qualitative approach. Qualitative research concerned with qualitative phenomenon and was essential in education field to analyze how students and teacher behaved in learning process. Through qualitative analysis, we examined the different aspects that influence people's behavior, such as why people thought or did certain things or their likes and dislikes of specific things (Kothari, 2004). In addition, Creswell (2014) stated that qualitative research was an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.

The methods of this study were interview with verbatim data technique and observation. To describe the interview and observation result, the researchers used descriptive design. The goal of qualitative descriptive studies is a comprehensive summarization, in everyday terms, of specific events experienced by individuals or groups of individuals (Lambert & Lambert, 2012).

This study observes how teachers conduct the implementation of multimodality in kindergarten school to teach English. The location of the school is in RA Nurul Falah – Nurul Falah (Islamic) Kindergarten School. Nurul Falah is located at Jl. Raya Laswi, Kawung Sari, subdistrict of Bale Endah, Bandung. The kindergarten was selected due to its A score of accreditations which made us believe that this school had moderate facilities. Thus, the researchers believed that taking respondent from this school was appropriate.

The interview was conducted to one teacher as main respondents. She was a teacher in RA Nurul Falah who had graduated from Kindergarten Education Department. She also applied multimodality in teaching English. Because of that, she was not only chosen because she was professionally appropriate but also because she taught using Multimodality for her classes.

This study used purposive sampling because there was only one primary respondent. This was consistent with Sugiyono (2008) assertion that purposive sampling was a data source sampling technique that takes specific considerations into account. To make it simpler for researchers to investigate the object or circumstance under study, this specific consideration could be, for instance, the person who was thought to be knowledgeable about what to expect or perhaps the ruler. Put another way, sampling was done in accordance with the needs of the research.

Teaching for kindergarten students was challenging and tricky specially to learn foreign language, such as English. In this study, the researchers investigated the implementation of multimodality in the young learners' stages. As the learning process for English in kindergarten used to use drilling method, the researchers intended to find how was the process of learning when teacher implemented multimodality in kindergarten school.

The researchers conducted the research by observing the situation and learning-teaching process in RA Nurul Falah from the beginning (before the class start) until the end (the final activities of learning process). After that, the researchers interviewed the teacher who had implemented the multimodal. As the data were collected, the researchers transcribed the interview by using verbatim data, where we only write the data required was based on research questions. The researchers also narrated the result of observation to describe the activities that occur at school.

Designing a research study that incorporates both interviews and observations required careful planning to ensure validity and reliability. Here was a basic outline of a research design:

Research Instruments

This study employed two kinds instruments; observation and interview. The observation method is frequently employed, particularly in behavioral science studies (Kothari, 2004). In this study, the observation contained some list of what multimodality media and activity were conducted during the learning process from the beginning until the end including the activity before they enter the class and the activity in the class which embraced opening activities, core activities and closing activities.

Interviews might provide information about the past, present, and future throughout time. They were employed in qualitative research. Additionally, the material gleaned from interviews was open, extensive, and limitless, allowing it to generate full and thorough knowledge in illuminating qualitative research (Ulfatin, 2014). The

interview contained approximately 10 questions. Seven of those questions directly answered the research problems.

Data Collection Techniques

The data collected was the observation and dialogue between the teacher and the researchers. The researchers visited the school to observe the teaching-learning process at RA Nurul Falah as part of observational research. The investigator used direct observation to gather information under the observation method; the respondent was not contacted (Kothari, 2004).

The researchers conducted interview with the teacher through direct personal investigation and indirect oral investigation. According to Kothari (2004), in a direct personal interview, the interviewer must personally gather the information from the relevant sources. Here, the researchers collected the data directly to the school. Meanwhile, due the business of teacher, indirect oral interview was conducted to gain additional data and to cross-examine teacher's perspective about the issue being investigated. The indirect was collected by contacting the teachers through phone by WhatsApp. The information gleaned from these interviews was then documented (Kothari, 2004).

Data Processing

After collecting the data, the researchers analyzed it by carry out several research steps as follows:

The first was reduction of data. It was challenging to understand data collected from the field if it was not reduced. According to Sugiyono, (2008), reducing meant summarizing, choosing the main things, focusing on the important things, looking for themes and the pattern and throwing away the unnecessary. To acquire accurate data, data reduction was done after collecting data from the observations and interview.

Second is data display. The presenting of data was the second analysis task. After the researchers reduced the data, the data are re-arranged based on the sequences of research problem. The display represented well-organized data that influences the writer's conclusion. Data were displayed according to the study's emphasis. It featured using excerpts to present data in written language.

The third was verification or draw a conclusion. Sugiyono (2008) stated that preliminary findings are provisional and subject to revision in the event that substantial evidence is not discovered to bolster the subsequent round of data gathering. Here, the researchers concluded the investigation by concluding data that has been gained and arranged in the data display.

In order to make the data significant, judgments and verification were made based on the summary of data that is shown in the display data. Verification or conclusion-drawing by the researchers would be based on the findings of the data collected in the field, including data from preliminary research and data collected during subsequent research projects that have been displayed as text in data displays.

FINDING AND DISCUSSION

Qualitative research mostly uses unstructured text-based data. The notes from observations and the transcripts of the researchers and teacher's interviews make up this textual data. The study was analysed through data from observation and the interview between the researchers and the teacher by verbatim data method. Here was the dialogue between the researchers and teacher to answer the questions.

Table 1. The Interview Related Various Media Teacher Use

Interviewer:	<i>Bagaimana ibu menggunakan multimodality?</i> How do you use multimodality, ma'am?
Teacher:	<i>Saya menggunakan multimodality dengan berbagai cara.</i> I use multimodality in a various ways. <i>Saya mengajar dengan cara mengulang - ulang vocab. ini di tunjukan untuk anak yang mempunyai gaya belajar auditori. Murid juga menonton video pembelajaran dan mereview video pembelajaran; ini ditunjukan untuk anak dengan gaya belajar visual dan menggunakan gerak dan lagu untuk anak dengan gaya belajar kinestetik. Saya juga melakukan dramatisasi atau permainan untuk menguatkan materi pembelajaran.</i> I teach by repeating vocabulary. This is intended for children with an auditory learning style. Students also watch and review learning videos; this is intended for children with a visual learning style and uses movement and songs for children with a kinesthetic learning style. I also use dramatization or games to reinforce the learning material.
Interviewer:	<i>Tehnik apa saja yang ibu gunakan untuk pembelajaran Bahasa Inggris dikelas ibu?</i> What techniques do you use to learn English in your class?
Teacher:	<i>Belajar sambil bermain, belajar sambil berlari dan gerakan lainnya, belajar sambil menonton video, belajar dengan menggunakan flashcard dan belajar bertanya dan menjawab.</i> Learning while playing; Learning through running and movement; Learning with learning videos; Learning with flash cards; Learning by asking questions.
Interviewer:	<i>Selain itu, alat dan media apa saja yang ibu gunakan dalam pembelajaran?</i> Beides that, what media do you use in learning?
Teacher:	<i>Saya menggunakan media seperti audio-visual. Kalau alat untuk menyajikan video (media audio visual) pembelajaran, saya menggunakan laptop. Sedangkan media visual nya menggunakan kartu flash card, dan menggunakan speaker aktif serta handphone untuk menyajikan media audio.</i> I use media such as audio-visual. If the tool to present learning videos (audio-visual media), I use a laptop. While the visual media uses flash cards, and uses active speakers and cellphones to present audio media.

From the interview, it was found that various mediums and modes were utilized by the teacher. It included oral-medium, printed-medium, visual-medium and digital medium. Teachers used oral-medium in the drilling activities when students repeat some words to be remembered. Moreover, they utilized printed medium by giving them picture or flash-cards. Visual medium was used by providing videos and digital medium was operated by utilizing laptop, and sound-speaker and handphone.

Furthermore, the teacher also utilized some modes. The teacher applied linguistic mode by repeating some vocabularies to be evoked by the students. For audio mode, she utilized songs to cover students with audio learning style. The teacher applied visual mode by providing flash-card to cover students with visual learning style and she also provided

audio-visual modes by using videos as a tool to cover all students' learning style. Moreover, the teacher applied gesturally based mode by conducting dancing as one of the activities in learning.

Based on the theory of multimodality approach and the teachers' explanation, it was perceived that she uses two approaches of multimodal. The first was social semiotics approach, because she conducts the learning process by utilizing language, pictures and song. Moreover, she employed multimodal discourse analysis approach either as she provided the students activities with videos that contain visual elements and gestures.

Table 2. The Interview Related Teaching Process

Interviewer:	<i>Bagaimana dengan jadwalnya bu?</i> What about the schedule, ma'am?
Teacher:	<i>Iya jadwalnya sudah ada karena untuk bahasa itu ada jadwal khusus di moving class jadi ada kelas khususnya.</i> Yes, the schedule is already there because for language lesson, there is a special schedule in the moving class so there is a special class.
Interviewer:	<i>Kalau boleh dijelaskan, bagaimana proses pembelajaran berlangsung?</i> Can you explain, how is the learning process conducted?
Teacher:	<i>Untuk diawal sebelum masuk ketika baris anak hanya di perkenalkan materi kosakata saja.</i> In the beginning, before making the line, children are only introduced to vocabulary material.
	<i>Sedangkan ketika di kelas:</i> <ol style="list-style-type: none"> <i>1. Anak masuk kelas dan di persiapkan untuk di circle time. Setelah itu, kami melakukan tanya jawab mengenai kegiatan anak di awal kelas pagi dan perasaan anak saat itu. Dengan bahasa Indonesia.</i> <i>2. Guru menanyakan dan siswa mengingat kembali tentang materi sebelumnya dengan melakukan ice breaking untuk mempersiapkan anak menerima materi selanjutnya.</i> <i>3. Setelah anak siap, siswa diberikan materi baru dengan cara menyimak video pembelajaran,</i> <i>4. Setelah selesai menonton, kami melakukan tanya jawab tentang video yang telah di tonton.</i> <i>5. Lalu, kami memberikan kosakata terkait video pembelajaran dan mengucapkannya berulang-ulang.</i> <i>6. Untuk membangkitkan semangat dan menguatkan materi, kami melakukan permainan yang sesuai dengan materi saat itu atau melakukan gerak dan lagu.</i> <i>7. Terakhir, kami melakukan circle-time untuk sesi tanya jawab tentang materi hari itu. Dan mempersiapkan anak untuk pulang.</i> <i>While in class:</i> <ol style="list-style-type: none"> <i>1. Children enter the class and are prepared for circle time. After that, we do a Q&A session about the children's activities at the beginning of the morning class and the children's feelings at that time in Indonesian language.</i> <i>2. The teacher asks and students recall the previous material by doing ice breaking to prepare children receiving the next material.</i>

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3. After the children are ready, students are given new material by watching a learning video,
 4. After finishing watching, we do a Q&A session about the video that has been watched.
 5. Then, we provide vocabulary related to the learning video and say it bear-repeat.
 6. To raise enthusiasm and strengthen the material, we play games that are in accordance with the material at that time or do movements and songs.
 7. Finally, we do a circle-time for a Q&A session about the material that day. And prepare the children to go home.
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From the interview and the observation, it showed the activities and process the teachers conducted while using multimodality. It was included place and time; technique of teaching, and steps of activities.

First was time and place to learn English. The English learning schedule was divided for each class, because language learning has special hours like other special learning. This class was called a moving class because language had a special room. Second was the technique of teaching. The teacher used various technique and tools in conducting lessons. The teacher taught English by repeating vocabularies for children who had an auditory learning style. Meanwhile, watching learning videos and reviewing learning videos was intended for children with a visual learning style. Then, the method with movements and songs for children with a kinesthetic learning style. Apart from that, teachers also provided learning by means of dramatization or games to strengthen the learning materials. Moreover, the teacher also used question-answer session to build their critical thinking.

The third was the process of learning. The researchers divided the activities into two parts. These were a) before class and b) in the class. The activities before class conducted before the class begin. So, before the class begin, all students of all the classes are usually gathered in the field. They were all make a line depend on their classes. Then, teachers taught related to daily prayers (daily *do'a*) and warming up.

After that, each of class of the students made a circle. Then, with drilling technique, the teacher gave some vocabularies that were related to recent topic. For example, if the topic was about fruits, the teacher gave vocabularies related to it, for instance, apple, banana, sweet, sour and etc. Finally, the students made a line to go to class.

The activities in the class were also divided into three. These are 1) opening activities, 2) core activities and 3. closing activities. Opening activities was students' activities before entering the class. They usually made some lines. In this position, students repeated the vocabularies in before-class activity by drilling. After that, they got into the class and again made a circle. Here, teachers and students had conversation to know about their feelings in Indonesian. Then, teacher gave ice breaking. Following that, they repeated the previous material to remind to prepare them for the next material.

In core activities, students did some activities. First, they played vocabularies-alphabet game. They pronounced the word and guessed the alphabet of the word in Bahasa Indonesia to memorize and recognize the alphabet. After that, they played by using English. Second, students watched the video contained English Lessons based on the theme. After watching, teacher provoked communication with the child with several questions about what they had watched. Then, student responded to the teacher by mentioning some vocabularies or saying something mixed in Bahasa Indonesia and

English – in this part, not all students answered because the activeness of them was various because of their braveness.

Third, after watching the learning video, students were given songs and movements according to the theme given at that time. The songs at this time were bilingual, in other words, they were given both Indonesian songs and English songs. This aimed to make children more aware of vocabulary and not got bored.

In this closing activities, students practiced their vocabularies given by the teachers. They could sing a song, dance or socio drama practice. For the brave students who for who was willing to perform and practice their previous study would get reward. The rewards given by teachers were in the form of stickers in the shape of stars or certain characters.

Table 3. The Interview Related Teachers Opinion towards Multimodality

Interviewer:	<i>Yang terakhir, mana yang lebih baik antara menggunakan drilling saja dan multimodality?</i> Lastly, which one is better between using drilling only or multimodality?
Teacher:	<i>Multimodality. Karena gaya belajar anak lebih tersalurkan. Anak anak dengan berbagai gaya belajarnya merasa lebih senang dan lebih mudah menyerap pelajaran. Dengan menggunakan berbagai media belajar. Proses pembelajaran lebih menyenangkan seolah tidak terasa seperti sedang belajar. Anak semakin tertarik untuk mengikuti materi yg disampaikan dan lebih cepat menerima materi pembelajaran dan mengasah guru untuk lebih kreatif.</i> Multimodality. Because children's learning styles are more channeled. Children with various learning styles feel happier and absorb lessons more easily. By using various learning media, the learning process is more enjoyable as if it doesn't feel like studying. Children are increasingly interested in following the material presented and receive learning materials faster and hone teachers to be more creative.

In line with what Cope and Kalantzis (2009) said that using multimodal teaching strategies in the classroom could engage the students more. According to the teacher, multimodal was also better compared to only drilling in teacher's opinion.

In her opinion, the teacher mentions several reasons why she used multimodal in learning. First, with multimodalities, learning was more fun. Second, children were increasingly interested in following the material presented. Third, Children received learning material more quickly; and it encouraged teachers to be more creative. Moreover, teacher way of teaching was in line with Merdeka curriculum that concern about differentiated learning activity on the learning process. Based on the teacher's explanation, multimodality was able to support differentiated learning that governments issued about recently.

CONCLUSION

Based on the analysis, students and teacher were fun in conducting English lesson study by multimodality. The activities happened in RA Nurul Falah had many variations and divided into some parts. These were before class and in the class. In the class was divided into opening activities, core activities and closing activities. All of the teaching-learning activity supported the learning process not only cognitive but also affective and psychomotor.

There were many media and activities that teacher used in the implementation of multimodality. These were audio-visual media; which were laptop, flashcard, speaker active and audio media; which was handphone. Besides that, teacher used some techniques. These were learning while playing; learning through running and other movement; learning with watching videos; learning by using with flash cards and learning ask and answer questions to improve their critical-thinking. These various activities, media and technique were conducted to facilitate all individual differences in learning or learning styles.

Furthermore, the teacher stated that teaching English with multimodal usage was better than only drilling. The multimodal learning especially in RA Nurul Falah could facilitate all different learning style, visual, auditory, kinaesthetic and audio-visual. Moreover, through question-answer session, teacher also trained students to think critically.

This result was in line with what Marantika et al (2021) revealed that the characteristics, benefits, and procedures of multimodal teaching vary significantly according to the needs and abilities of teachers to design the teaching and learning activities. Multimodality affected the students' motivation. In Nurul Falah, through Multimodality, students with various learning styles found it easier and more fun and did not feel like they were studying when using multimodality. Children were increasingly interested in following the material presented and accepted the learning material more quickly and required teachers to be more creative.

The research suggested for the other researchers to directly conduct the study for multimodality in the class. In addition, this multimodality was also proposed to be implemented in other educational levels such as elementary school, middle school and high school.

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