



Students' Perspectives Using Multimodal Approach in Language Teaching

Rachmi Retno Nursanti^{1*}, Hilma Azmi Azizah² 

¹Pendidikan Bahasa Inggris, Universitas Pattimura, Ambon, Indonesia, ²Pendidikan Bahasa dan Sastra Indonesia, Universitas Jember, Jember, Indonesia

E-mail addresses: rachmiretno@gmail.com

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ABSTRAK

Studi ini bertujuan untuk menganalisis persepsi mahasiswa terhadap penggunaan multimodal dalam pengajaran bahasa. Penggunaan multimodal, seperti video, audio, gambar, power point, dan sumber daya digital dalam pengajaran bahasa, khususnya dalam Bahasa Inggris, yang bermanfaat untuk meningkatkan pemahaman mahasiswa dalam memperoleh bahasa sasaran. Hasil penelitian ini diungkapkan melalui analisis desain penelitian metode campuran. 36 mahasiswa dari program studi Pendidikan Geografi mengungkapkan bahwa pemanfaatan multimodal dalam pembelajaran menghasilkan lebih dari 38,9% mahasiswa terlibat dan termotivasi, 44,4% mahasiswa menerima bahwa multimodal memberikan kontribusi efektivitas pembelajaran dan pemahaman, 36,1% mahasiswa dapat mengembangkan keterampilan dan preferensi bahasa Inggris, dan 41,7% mahasiswa mendapatkan akses yang mudah terhadap materi. Meskipun demikian, studi ini membutuhkan perbaikan untuk mengembangkan kebutuhan pembelajaran yang lebih mendalam tentang pengaplikasian multimodal di kelas bahasa Inggris. Selain itu, studi ini memberikan implikasi bagi dosen, guru, dan pendidik untuk meningkatkan kesadaran dan keterlibatan mahasiswa dalam pembelajaran bahasa asing dan bahasa Indonesia dengan memanfaatkan pendekatan melalui multimodal.

ABSTRACT

This study aimed to analyze students' perception using multimodal in language teaching. The use of multimodal, such as video, audio, picture, power point, and digital resources in language teaching, particularly in English language, is beneficial to improve students' understanding in acquiring target language. The outcomes of this study were revealed by the analysis of mixed-method research design. 36 students of the Geography Education Study Program revealed that more than 38,9% students were engaged and motivated, 44,4% students contributed learning effectiveness and comprehension, 36,1% students were able to develop English skills and preferences, and 41,7% students were getting easy access to the materials. Nevertheless, this study needed improvement to develop deepens learning needs in applying multimodal in English class. Furthermore, this study has implication to lecturers, teachers, and educators to increase students' awareness and engagement in learning foreign language and bahasa Indonesia by utilizing multimodal approach.

1. INTRODUCTION

In this 21st century, the education system has the advantage of enhancing the digital application to increase students' creativity in realistic, vivid, and alive stories from their talent (Balaman, 2018). Digital media has brought about a major transformation in communication patterns with the development of information technology. Digital media in language teaching is beneficial to engage students' motivation to learn target language, particularly English. In this 21st decade, the use of digital media has had a significant effect to incorporate textbook materials and media in one hand. In education, there is a shift in the pattern from monomodal text-based learning to multimodal imagery-based learning that focuses on the integration of images, audio, video, text, and interactive elements (Wahyuni, 2024). Nowadays, students are able to enrich daily sources using multimodal media, such as YouTube, Instagram, Tiktok, streaming series, video games, and blog posts (Donaghy, 2025). A multimodal approach in language learning will be aligned because modern communication is no longer carried out using only one mode but can be done in combination with various modes of meaning representation. The combination of language with images,

sounds, movements, and spatial designs are requiring pupils to interpret and respond to multimodal modes simultaneously (Donaghy, 2025). The multimodal approach can make communication practices intense, complex, and dynamic; therefore, learning can become more reliable and meaningful, so teachers can also design learning that uses visual, audio, verbal, spatial, and gestural modes in unity (Dewi et al., 2025). This approach has benefits to improve students' literacy skills in composite classes and convey their knowledge from an authentic technology with rich context to verbal and non-verbal elements (Balaman, 2018). This approach can provide an opportunity to gain understanding of the material through the information process.

The multimodal approach not only affects cognitive ability aspects but also affective aspects in language learning. Where some students can give positive responses regarding multimodal-based learning because it can be more interesting, interactive, and relevant to their daily lives, so multimodality has the potential to increase motivation, self-confidence, and student participation (Studi, in Dumarista & Kembaren, 2023). According to the use of multimodal media in language learning has a positive impact on improving productive skills, especially writing. This indicates that multimodality does not just have a supplementary function but also has a pedagogical method that facilitates the structure of meaning broadly and completely (Firmansyah et al., 2025). The multimodal approach can also enhance receptive abilities such as reading and listening. Students' reading comprehension can increase significantly when multimodal texts are applied in learning, because multimodality encourages visual and contextual support so students can understand the content of the text more deeply (Putri et al., 2024). Aligned with the previous research, the multimodal maintained reading and writing, followed by vocabulary, speaking, general English language skills, literacy, and textbooks (Hendrawaty et al., 2024). Indeed, the multimodal approach in English Language Teaching is commonly produced by the improvement of students in academic writing and vocabulary. Also, the four skills of language including listening, speaking, reading, and writing contributed significant effects on multimodal (Maria Noenoek Februati & Maria Ratna Tungga Dewa, 2025).

In English learning, particularly in Indonesia as a country without English as a second language, learning English is like learning a foreign language. Thus, learners should acknowledge the English materials easily using multi modes. In this case, students are required to analyse visual and other non-linguistic modes in writing and speaking activities to construct the meanings (Donaghy, 2025). These activities are expected to accommodate students with real world experiences. Furthermore, multimodal learning also requires a comprehensive methodological approach to student understanding to explore real experiences and statistical opinions simultaneously (Zarra, et al., 2025). Teachers are able to use multimodal to derive holistic students' views to solve problems and deliver feedback (Cohn et al., 2025).

This research titled "Student Perceptions Using Multimodal in Language Teaching" was structured to measure students' perceptions in using a multimodal approach. The concern on language teaching was expected to foreign languages and bahasa Indonesia. The reason for Bahasa Indonesia was related to accommodating students comprehending language skills, especially in reading because Indonesian students tended to have difficulties in comprehending reading content. Furthermore, in this study, students from the Geography Education study program were assessed because of their needs to have high engagement in learning English. The reason in English class was to explore the results of how students acquired foreign language using multimodal. By utilising multimodal, students were able to acknowledge the materials about geography in English, although during the activities, translanguaging in bahasa Indonesia and English was a prominent strategy to deliver the English materials. This condition was necessary to increase students' understanding in learning English. This research is supposed to provide theoretical and practical contributions that advance multimodal literacy in language learning, so that theoretically, this research can be used as an exchange of ideas regarding multimodal pedagogy. Also, this research will be a basis for making policies to design learning that is adaptive, contextual, and in accordance with the evolving digital literacy in this era.

2. METHODS

Research Design

This research uses a mixed-methods approach; this research design combines quantitative and qualitative methods in order to obtain a more comprehensive understanding of the research phenomenon. Mixed methods allow researchers to combine numerical data and descriptive data so that a more complete picture can be integrated compared to using just one approach. In the context of this study, the mixed-methods approach was used to investigate student opinions regarding the use of multimodality in learning through survey data and interviews (Creswell & Plano Clark, 2018).

The subjects in this study were 36 students who had participated in language learning. Furthermore, the sampling technique used was purposive sampling, where participants were selected based on specific

criteria, namely involvement in a multimodal class for at least one semester of learning. This research was conducted at an education university that implements multimodal learning in its curriculum.

Data Collection

Data collection in this study was carried out using two main instruments: a Likert scale questionnaire and semi-structured interviews. The questionnaire used a Likert scale: (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, (5) strongly agree. This instrument was used to measure aspects of the effectiveness of multimodal learning, learning motivation, student engagement, and perceived benefits in language learning. In agreement with this, the Likert scale is capable of measuring attitudes and perceptions quantitatively using descriptive and inferential statistical analysis. In addition, semi-structured interviews were conducted to gain a broader view from respondents regarding their learning experiences using multimodality (Sugiyono, 2021).

Before delivering the questionnaires, the researchers took observation to the class for about eight (8) meetings. In this case, the researcher was teaching the class of geography education students. During eight meetings, the researcher explored the results that students were having difficulties in acquiring English, due to the fact that the students were Indonesian who rarely applied English in their daily activities. Starting in the sixth meeting, the researcher implemented multimodal in the class in the form of a video about geography and world map. The topic was chosen about world map due to the materials were about continents in the world. During first to fifth meeting, the materials were about conversation and grammar, thus the researcher did not apply multimodal. Therefore, after implementing video and sound, the questionnaires were shared to 36 students of Geography Education in English class. All students took the questionnaire's questions and answered all of them. There were 20 questions in questionnaires list given and answered by the students related multimodal approach.

Data Analysis

Data analysis in this study used a sequential explanatory design approach, meaning that quantitative analysis was conducted first, followed by qualitative analysis to strengthen and explain the numerical results. In quantitative analysis, descriptive statistics, namely mean, percentage, and standard deviation, were used. However, the qualitative data was analysed using thematic analysis techniques based on the model which involves processes of coding, categorisation, and theme determination (Braun & Clarke, 2019). Then, both the quantitative and qualitative findings were combined through a triangulation process to obtain a broad and complete final interpretation result. Contains how data is collected, data sources and ways of data analysis.

Due to this research using mixed-methods, the data were analyzed quantitatively and qualitatively. The quantitative data were presented in the form of statistical results that employed the findings of questionnaires. Meanwhile, the qualitative outcomes were presented in description of quantitative results and determinations. The scores and presentations determined the students' perception in using a multimodal approach including engagement, learning effectiveness, skill development, and challenges during English class.

3. RESULT AND DISCUSSION

Results

A total of 36 students submitted the survey data, representing a 100% response rate from the participant population. Descriptive statistics using the mean and standard deviation provides a powerful and standard way to summarize a dataset. Together, these statistics allowed researchers to effectively describe the typical characteristics of students' perceptions using multimodal, including video and sound in learning English.

Table 1. Indicators of Multimodal Approach

	Engagement and Motivation		Learning Effectiveness and Comprehension		Skill Development and Preferences		Challenges and Accessibility	
	Mean	Str Dev	Mean	Str Dev	Mean	Str Dev	Mean	Str Dev
Strongly Agree	1,90	0,38	1,75	0,43	2,05	0,69	1,08	0,52
Agree	2,40	0,24	2,43	0,41	2,20	0,32	2,47	0,61
Neutral	0,96	0,17	1,03	0,46	0,84	0,25	1,40	0,48
Disagree	0,50	0,29	0,41	0,12	0,60	0,12	0,50	0,10

Strongly Disagree	0,25	0,09	0,29	0,08	0,26	0,07	0,25	0,09
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The table above indicates the overall statistics results of students' perception using a multimodal approach in language teaching. The data analysed and collected using Likert Scale by employing a psychometric rating scale, typically with five points of Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree, to measure the intensity of participants' perspectives toward specific statements of using multimodal approach in the process of teaching and learning language. The range score was from 5 to 1 started with Strongly Agree to Strongly Disagree. Based on the table, the highest percentage scale is agreed scale, followed by strongly agree scale, neutral scale, disagree scale, and the last is strongly disagree scale. According to the results survey, students engaged to learn English particularly as the material by using video and sound garnered the highest number of agreed responses.

The highest indicator scale from the table is going to engagement and motivation during the class activities by employing multimodal, such as power point or digital presentation, video, audio, and infographics. Indeed, due to geography education, who should comprehend mapping, the use of map pictures is quietly good. The second indicator is learning effectiveness and comprehension where the use of digital pictures is beneficial to improve students' understanding. These results were followed by the indicator of skill development and preferences that discussed students' productive skills improvement. As a result, during the process of teaching and learning, the use of multimodal was also faced hindrance, therefore, the challenges and accessibility appeared. This condition was related to the minimum access to the internet because some students had difficulty getting internet access due to economic conditions.

Discussion

Engagement and Motivation

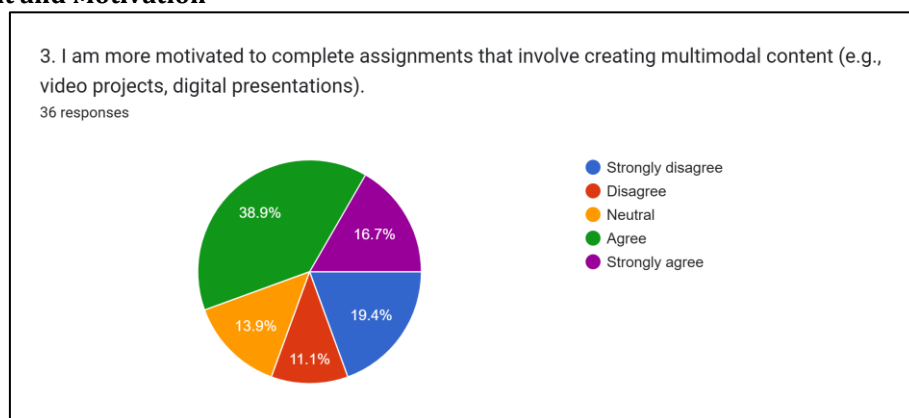


Figure 1. Questionnaires Question About Engagement

From 36 students who responded to the surveys, the engagement and motivation results resulted in 38,9% students agreeing to feel motivated completing the assignments using multimodal content by creating video projects or digital presentations. The new teaching strategy using multimodal approach boosted attention, participation, and focus during the lessons (Februati & Dewa, 2025). Furthermore, observations revealed that 85% of students increased better engagement than 55% of students preferred to traditional lecture-based settings (Nur & Lubis, 2025). Meanwhile, in this research, 11,1% students were demotivated to complete assignments using multimodal media. In this case, the students who were encouraged to gain a multimodal approach such as digital media were highly motivated. It was due to the use of multimodal, an enjoyable method for students and heightened attention to the students' interaction (Guo, 2023). Students also enhanced engagement and had willingness to participate in the class because the teachers applied multimodes in the class (Februati & Dewa, 2025). On one hand, using multimodal, particularly computer assisted language learning (CALL) that consisted of pictures, audio, video, and infographics enhanced students' motivation to learn English and reduce anxiety (Hasnur et al., 2025). Furthermore, students with different learning styles, whether visual, auditory, or kinaesthetic were able to engage with the materials appropriate to their strengths that developed their understanding in the content (Nur & Lubis, 2025).

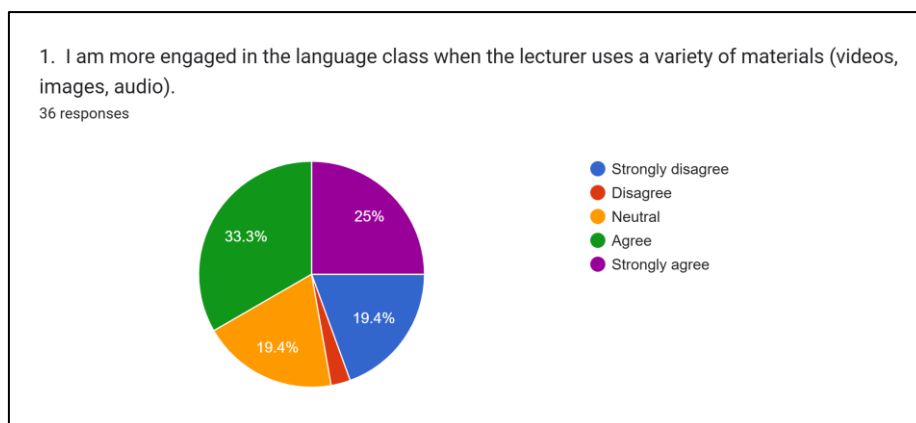


Figure 2. Questionnaires Question About Engagement

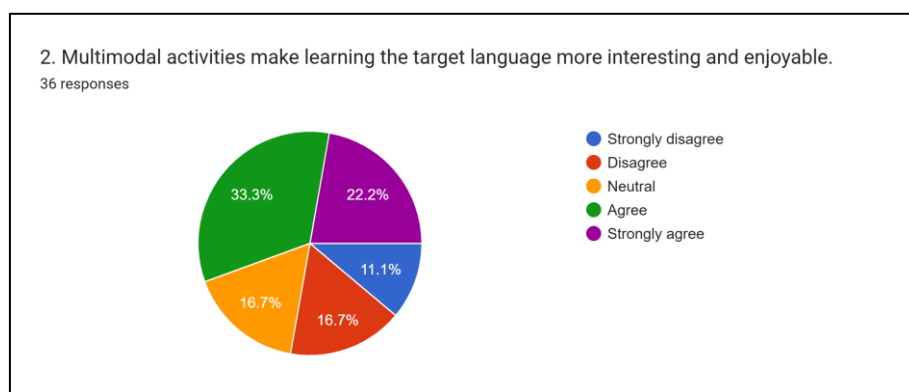


Figure 3. Questionnaires Question About Engagement

The charts above represented 33,3% students who engaged the materials when the lecturer used various materials including videos, images, and audio. The use of video, images, and sounds increased students' ability to enjoy the materials. The responses meant that more than 50% students from 36 students filled the responses showed positive engagement using multimodal and made students feel interested in participating in the lessons. (Putri et al., 2025) also found that the media including videos, photos, and Canva-based slide presentations demonstrated pedagogical methods with significant impact on students' behavior and emotional response. A student-responsive instruction was revealed by conducting this approach and increased students' curiosity and enthusiasm.

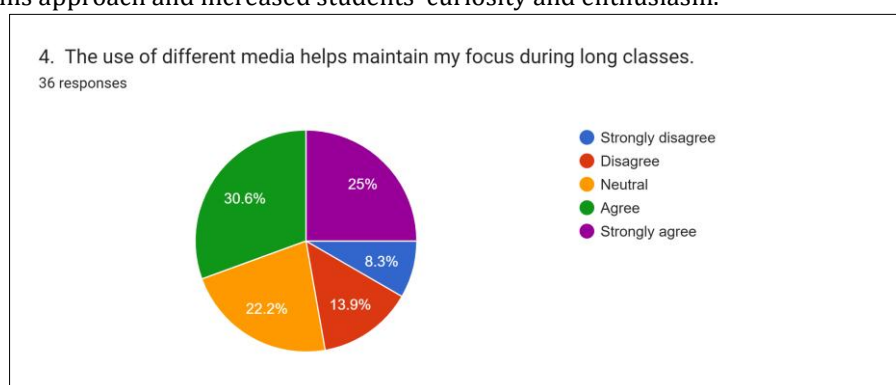


Figure 4. Questionnaires Question About Engagement

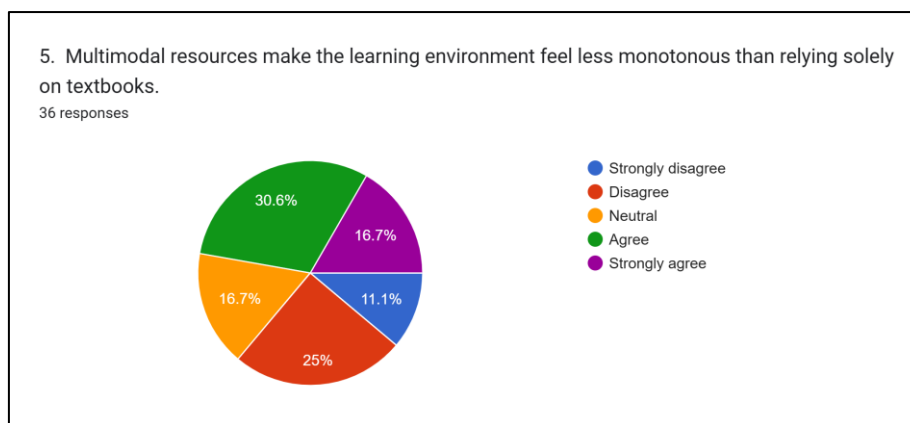


Figure 5. Questionnaires Question About Engagement

The charts above represented that 30,6% students maintained focus during class. This phenomenon was in line with the resources of multimodal that made students felt less monotonous than relying solely on textbooks with 30,6% agreements. The relevant images or gestures increased students’ understanding the materials because of the visual aids clarified the meaning (Rohi & Nurhayati, 2024). The effects of visual aids decrease the monotonous activities in the classroom and enhanced students; memorization. One example was learning poetry in English class without any picture and only words. However, the use of multimodal in literature class, like poetry enriched students’ creativity and inspiration because a learner-center was implemented (Freyn, 2017). In this case, the application of multimodal in several English lessons was advantageous.

Learning Effectiveness and Comprehension

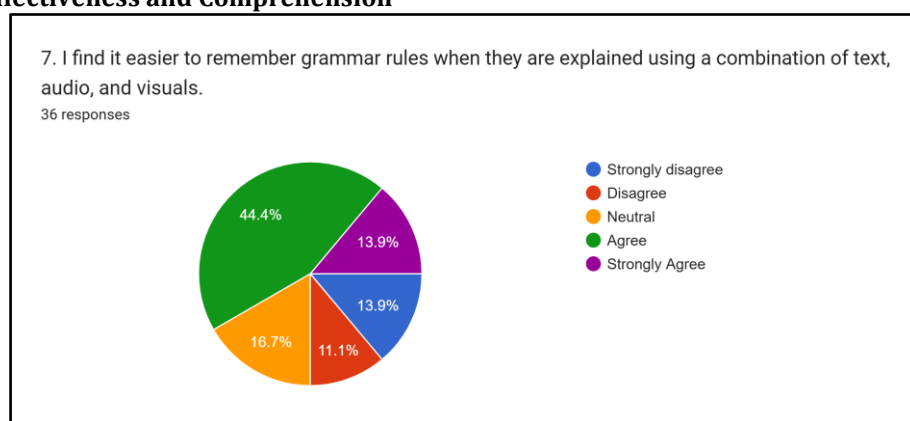


Figure 6. Questionnaires Question About Learning Effectiveness and Comprehension

In comprehending the grammar, students also found ease when the lecturer used a combination of text, audio, and visuals. There were 44,4% students who felt convenience in understanding the grammar rules. This abundance response was followed by 36,1% students who assured that learning English using video and audio simultaneously created faster information to be understood. This study aligned with previous research that examining Computer Assisted Language Learning increased students’ listening comprehension due to the utilization of various visual and audio media creating a more engaging and interactive learning environment (Hasnur et al., 2025). Also, it was proven in this study that utilising images, charts, and infographics helped the students more to build new vocabulary. Students did better comprehension in reading English text materials after applying a multimodal teaching approach (Pan & Zhang, 2020). Indeed, they were convenient in grasping the main idea more accurately and increasing reading speed. This phenomenon was in line with this study related to the gestures and body language of the lecturer helped students clarify the meanings and instructions. These conditions were valuable for non-English language students to develop their understanding in acquiring English.

In relation with the comprehension, the multimodal materials made students’ easy to understand and retain the information in the text that involved visual and auditory combinations (Daulay & Utami Dewi, 2025). Another significant findings were attributed to deliberate vocabulary learning when the visual aids provided, the information was easily transferred from short-term to long-term memory (Bansong et

al., 2023). Also, multimodal pedagogies highlighted students' potential to provide innovative learning experiences in diverse academic disciplines (Rahmanu & Molnár, 2024). The involvement of students foster active engagement through diverse activities (Rohi & Nurhayati, 2024). However, this study focused on geographical education students who learnt English for specific purposes by acquiring English materials in geographical aspects. Therefore, the previous research was in accordance with the higher education institutions goals that aimed to prepare students for the complexities of the modern world.

Skill Development and Preferences

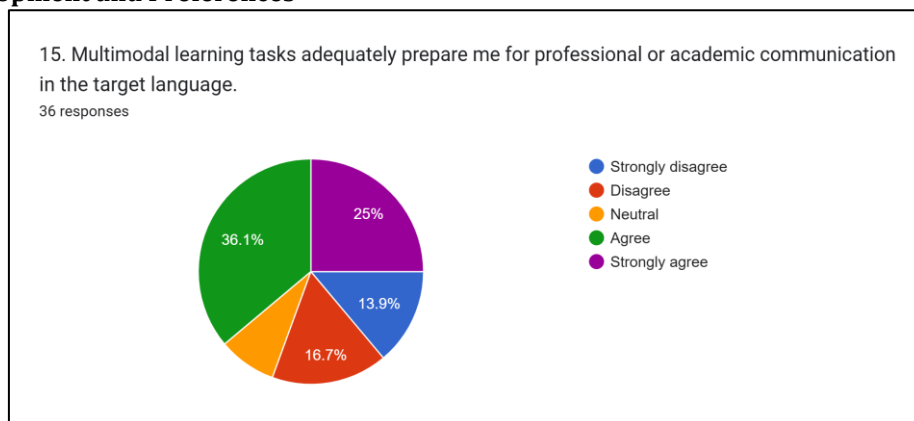


Figure 7. Questionnaires Question About Skill Development and Preferences

The implementation of multimodal itself also prepared students to get professional and academic communication in the target language. 36,1% students agreed with the motion and followed by 25% students were agreeing strongly the adequate multimodal for professional engagement. In this context, 33,3% students were willing to learn language by incorporating a multimodal approach. It was due to their belief that completing multimodal assignments enhanced their productive skills especially in speaking and writing. Indeed, students were fascinated in learning utilizing multimodal approaches, such as YouTube video due to the convenience to access multiple and to understand (Djamdjuri et al., 2021).

In writing skill, another useful multimodal scaffolding activity was to construct mind-mapping (Archer, 2022). A mind-mapping could enable a collaborative and negotiated approach to meaning-making to construct knowledge. By this circumstance, the students were also asked to have sophisticated presentations using multimodal, including video, audio, and power point slides using digital resources. (Abdullah et al., 2020) discovered that students planned to administer free time to learn multimodal teaching materials including learning to create innovative posters. Indeed, students had willingness to develop their multimodal materials to have presentations.

Challenges and Accessibility

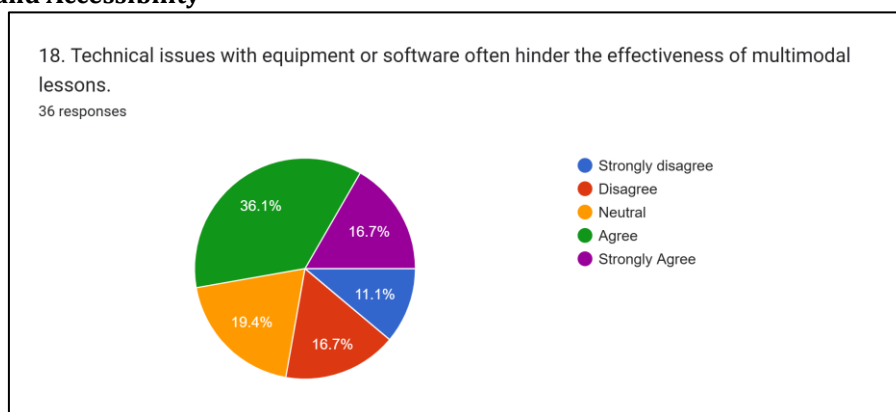


Figure 8. Questionnaires Question About Challenges and Accessibility

In other cases, related to the challenges faced by students were technical issues with equipment or software that hinder the effectiveness of multimodal lessons. Multimodality can be implemented in learning, but not without obstacles, even though the benefits are very significant. Limitations of technological facilities, uneven digital access are also distinct challenges. In addition, the ability of lecturers

and students to process and understand multimodal texts (Kayati, 2022). This indicates that these obstacles suggest the use of multimodality in learning requires the availability of facilities, digital literacy skills, and qualified pedagogical training.

There were 36,1% of students who agreed to this condition due to sometimes technical issues happening at the unpredictable time suddenly. This phenomenon increased students' anxiety to solve the problems. Indeed, the obstacles also included the issues in planning and implementing the materials, such as preparing teaching materials and selecting appropriate media (Marfuatun et al., 2024). Moreover, multimodality was not appropriate to be incorporated with summative assessments due to students' preference to conduct written task assessment (Marfuatun et al., 2024). Conversely, 36,1 % students felt neutral when the condition made them overwhelmed about the variety of information including text, video, and audio that were presented at the same time. This situation found 25% students were being overwhelmed, therefore students were accustomed with the situation.

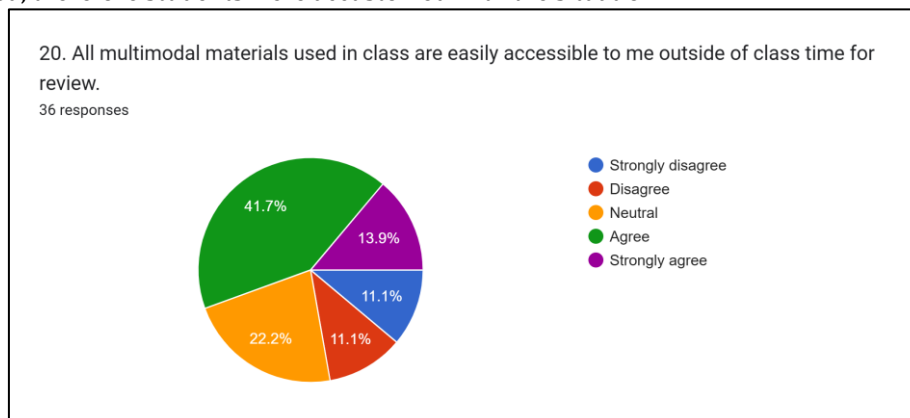


Figure 9. Questionnaires Question About Challenges and Accessibility

Related to the accessibility, 41,7% students were able to access the multimodal materials inside and outside the classroom to review after the class ended. This condition was in contrast with the research about the challenges faced by teachers related to the lack of resources and devices including phones, laptops, and computers (Azizaturrohmi & Sani 2023). Another challenge was also obtained by the students when they had inadequate knowledge to analyse pictures, sounds, and gestures (Abdullah et al., 2020). By this condition, the students learned from the peers at classroom by noticing classroom representation of other participants.

4. CONCLUSION

By those results above, the use of multimodal brought valuable outcomes for students' comprehension of language acquisition. The engagement of students in the class increased their motivation to learn language further by creating customized video and presentation. Also, the learning effectiveness in the classroom appeared by presenting multimodal media, such as video, audio, and sophisticated maps. The multimodal or multimedia could improve students' innovation to learn language by incorporating several media, such as video and map. Nevertheless, the use of multimodal also faced several obstacles concerning internet access and technical devices. Therefore, this study implied that applying multimodal language teaching had positive impacts to students and lecturers. Hereby, the language teaching is not only limited to learning a foreign language, but also expands to domestic language, as Bahasa Indonesia.

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