

**TEACHER'S PERCEPTIONS OF THE USE OF  
MULTIMODALITY IN EFL ELEMENTARY CLASSROOM**

**A PAPER**

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# **APPROVAL SHEET**

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## **DECLARATION**

I hereby declare that this thesis entitled **“TEACHER’S PERCEPTIONS OF THE USE OF MULTIMODALITY IN EFL ELEMMENTARY CLASSROOM”** is truly my work. I have quoted from other sources based on citation rules that are following applicable scientific ethics so that the contents of this thesis and all is accessories are original work. In this case, if later things are found that are not in accordance with the contents of this statement, then I will be responsible and willing to accept all risks and sanctions.

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## **PERNYATAAN**

Dengan ini, saya menyatakan bahwa skripsi yang berjudul **“TEACHER’S PERCEPTIONS OF THE USE OF MULTIMODALITY IN EFL ELEMENTARY CLASSROOM”** ini benar-benar karya sendiri. Pengutipan dari sumber-sumber lain telah saya lakukan berdasarkan kaidah-kaidah pengutipan yang sesuai dengan etika keilmuan yang berlaku sehingga isi skripsi serta semua kelengkapannya ini merupakan karya asli. Dalam hal ini, apabila kemudian hari ditemukan hal-hal yang tidak sesuai dengan isi pernyataan ini, maka saya akan bertanggung jawab dan bersedia menerima segala risiko dan sanksi.

Garut, 19 Juni 2024  
Yang membuat pernyataan,

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## **MOTTO**

“Tetaplah hidup meski hampir mati berkali-kali, tenanglah, ini hanya dunia”

“Lalu tentang apa-apa yang memang untukmu, akan menemukan jalannya kembali kepadamu”

“Jangan kau beri tahu aku tentang siapa saja yang membenciku atau yang bercerita tentang aibku atau mendholimiku atau melupakan kebaikanmu. Biarkan aku tertawa dan tersenyum dengan semua orang yang aku temui, hingga aku menyangka bahwa semua orang mencintaiku dan suka padaku”

(Habib Ali Zaenal Alkaff)

“Kalo backingannya Tuhan, sesulit apapun jalan hidup pasti terjamin aman sampai finish”

## **PREFACE**

Praise be to the presence of Allah SWT who thanks to His mercy and grace, we are still given the opportunity to worship Him, may peace and blessings be upon our prophet Muhammah SAW, to his family, his friends, and hopefully it will reach us as his people. By the merch and grace of Allah SWT, the paper entitled **"TEACHER'S PERCEPTIONS OF THE USE OF MULTIMODALITY IN EFL ELEMENTARY CLASSROOM"** has been completed.

This paper was submitted to the English Language Education Program of the Indonesian Education Institute (IPI) Garut as one of the requirements for completing a Bachelor's degree.

The author realizes that this paper still has many shortcomings and must be revised repeatedly to make it perfect. There are many things that need to be corrected in the content and linguistic components. Therefore, the author appreciates all input and suggestions that encourage further research.

The author hopes that this work will provide a useful source of knowledge for all readers.

Garut, June 19<sup>th</sup> 2024

The researcher

## **ABSTRACT**

This study aims to explore teachers' perceptions of the use of multimodality in teaching English as a Foreign Language (EFL) in elementary schools. Multimodality, which involves the use of multiple modes of communication such as text, images, audio, and video, is considered an innovative approach in education. Using qualitative methods, this research collected data from in-depth interviews with three EFL teachers in various elementary schools. The research results show that the majority of teachers have a positive view of the use of multimodality in their teaching. They stated that this approach helps increase student engagement, enriches the learning experience, and facilitates a deeper understanding of the material being taught. However, several barriers were also identified, including limited technological resources, lack of specialized training for teachers, and challenges in effectively integrating multimodality into existing curricula. This research concludes that although there are challenges to be overcome, the use of multimodality in EFL teaching in primary schools has great potential to increase learning effectiveness and encourage student participation. Therefore, recommendations for further development include increasing access to technology, providing comprehensive training for teachers, and adapting the curriculum more flexibly to accommodate a multimodal approach. With proper implementation, multimodality can be a very useful tool in supporting more dynamic and interactive English teaching at the elementary school level.

**Keyword:** *Multimodal, perceptions, elementary classroom*

## ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi persepsi guru terhadap penggunaan multimodalitas dalam pengajaran Bahasa Inggris sebagai Bahasa Asing (EFL) di sekolah dasar. Multimodalitas, yang melibatkan penggunaan berbagai mode komunikasi seperti teks, gambar, audio, dan video, dianggap sebagai pendekatan yang inovatif dalam pendidikan. Melalui metode kualitatif, penelitian ini mengumpulkan data dari wawancara mendalam dengan tiga guru EFL di berbagai sekolah dasar. Hasil penelitian menunjukkan bahwa sebagian besar guru memiliki pandangan positif terhadap penggunaan multimodalitas dalam pengajaran mereka. Mereka menyatakan bahwa pendekatan ini membantu meningkatkan keterlibatan siswa, memperkaya pengalaman belajar, dan memfasilitasi pemahaman yang lebih mendalam tentang materi yang diajarkan. Namun, beberapa kendala juga diidentifikasi, termasuk keterbatasan sumber daya teknologi, kurangnya pelatihan khusus untuk guru, dan tantangan dalam mengintegrasikan multimodalitas secara efektif ke dalam kurikulum yang sudah ada. Penelitian ini menyimpulkan bahwa meskipun ada tantangan yang harus diatasi, penggunaan multimodalitas dalam pengajaran EFL di sekolah dasar memiliki potensi besar untuk meningkatkan efektivitas pembelajaran dan mendorong partisipasi siswa. Oleh karena itu, rekomendasi untuk pengembangan lebih lanjut termasuk peningkatan akses terhadap teknologi, penyediaan pelatihan yang komprehensif bagi guru, dan penyesuaian kurikulum yang lebih fleksibel untuk mengakomodasi pendekatan multimodal. Dengan implementasi yang tepat, multimodalitas dapat menjadi alat yang sangat berguna dalam mendukung pengajaran Bahasa Inggris yang lebih dinamis dan interaktif di tingkat sekolah dasar.

***Kata Kunci:*** *Multimodal, persepsi, sekolah dasar*

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## TABEL OF CONTECTS

<b>APPROVAL SHEET</b> .....	<b>i</b>
<b>DECLARATION</b> .....	<b>ii</b>
<b>PERNYATAAN</b> .....	<b>iii</b>
<b>MOTTO</b> .....	<b>iv</b>
<b>PREFACE</b> .....	<b>v</b>
<b>ABSTRACT</b> .....	<b>vi</b>
<b>ABSTRAK</b> .....	<b>vii</b>
<b>ACKNOWLEDGEMENTS</b> .....	<b>viii</b>
<b>TABEL OF CONTECTS</b> .....	<b>xi</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
1.1. The Background of the Study.....	1
1.2. The Reason for Choosing the Topic.....	3
1.3. The Research Question.....	3
1.4. The Research Objective.....	3
1.5. The Significance of the Study .....	3
1.5.1. Theoritically .....	3
1.5.2. Practically.....	3
1.6. The Definitions of Terminologies .....	4
1.6.1. Multimodality.....	4
1.6.2. Perception.....	4
1.6.3. Elementary Classroom .....	4
<b>CHAPTER II LITERATURE REVIEW</b> .....	<b>5</b>
2.1. Multimodality .....	5
2.1.1. The Definitions of Multimodality .....	5
2.1.2. The Importance of Multimodality .....	6
2.1.3. Types of Modes in Multimodality.....	7
2.1.4. Multimodal Intelligence .....	9
2.1.5. Advantages of Multimodal in the Classroom. ....	9
2.1.6. Challenges in Implementing Multimodal in the Classroom. ....	10
2.2. Perception.....	12
2.2.1. Types of Perceptions .....	13
2.2.2. The Process of Perception.....	13
2.2.3. Factors that Affect Perception.....	13

2.3.	Elementary Classroom.....	14
2.3.1.	Definition of Elementary School .....	14
2.3.2.	Functions and Objectives of Elementary School Education.....	15
2.3.3.	The Role of Teachers in Elementary Schools.....	15
2.3.4.	Learning Methods in Elementary School .....	16
2.3.5.	The Role of Parents and the Environment in Elementary School Education.....	16
2.3.6.	Challenges of Elementary School Education.....	16
2.4.	Previous Studies .....	17
<b>CHAPTER III RESEARCH METHOD .....</b>		<b>18</b>
3.1.	Research Method.....	18
3.2.	Research Design .....	18
3.3.	Research Setting and Participants .....	19
3.4.	Technique of Data Collection.....	19
3.4.1.	Classroom Observation .....	20
3.4.2.	Interviews.....	21
3.5.	Technique of Data Analysis .....	21
3.6.	Research Procedures.....	22
<b>CHAPTER IV RESEARCH FINDINGS AND DISCUSSION .....</b>		<b>24</b>
4.1.	Teacher’s Perceptions of the Use of Multimodality in EFL Elementary Classroom.....	24
4.1.1.	Teacher’s Familiarity with Multimodality Terms and Concepts. ...	24
4.1.2.	The Multimodal Modes Chosen by the Teacher .....	26
4.1.3.	The Impact of Mode Choice on Classroom Learning.....	27
4.1.4.	Barriers to implementing multimodality in the classroom.....	28
4.2.	Discussion.....	29
<b>CHAPTER V CONCLUSION AND SUGGESTIONS.....</b>		<b>32</b>
5.1.	Conclusion.....	32
5.2.	Suggestions.....	32
<b>REFERENCE .....</b>		<b>33</b>
<b>APPENDICES .....</b>		<b>39</b>
3.1.	APPENDIX A: Observation Grid .....	40
3.2.	APPENDIX B: Research Transcript & Informed Consent. ....	43
3.3.	APPENDIX C: Letters .....	53

3.4. APPENDIX D: Photos of Research Activities.....	57
<b>CURRICULUM VITAE.....</b>	<b>58</b>

# **CHAPTER I**

## **INTRODUCTION**

This chapter consists of the background of the study, the research question, the aim of the study, the scope of the study, the significance of the study, research methodology, organization of paper, and definitions of terms.

### **1.1. The Background of the Study**

Many education professionals are concerned about how changing communication and technology paradigms will affect the teaching and learning process (Bowman et al., 2020; Martins, 2014). One of the effects of this technology is that it makes the learning system unique, as it incorporates multiple modes. This means that, in addition to written and verbal communication, interactions between people include visuals, images, audio, and other forms of digital media. This is referred to as "multimodal."

The use of multimodality represents a significant shift in teaching methods. Multimodal is an action process that enables students and teachers to use a variety of text sources as learning resources. According to Murray (2013), multimodal means the use of audio, textual, and visual modes, as well as media and materiality, to create meaning. The multimodal learning model is an attempt to solve learning problems and increase student creativity independently by combining various modes (media) or technology into a single meaningful whole. This model improves learning outcomes by enabling students to learn more effectively through the use of various media or technology.

Multimodal can assist students in determining which methods of learning they prefer. Through the use of multimodal, students can choose the most appropriate mode of learning for them based on their preferred learning style. With a multimodal approach, students can choose the best learning object or representation for themselves based on their preferred learning mode (Sankey, Birch, & Gardiner, 2010).

While this concept has great potential for improving student learning, how teachers perceive multimodal use in English as a foreign language classroom is

critical to its success. The success of learning English as a foreign language is influenced by students' beliefs and learning preferences (Vayaravasamy and Abdullah, 2011). According to Kurnia (2017), language lessons can be challenging for students, but teachers must make them interesting, lively, and enjoyable. In other words, ensuring that students are happy and comfortable in the classroom can improve learning outcomes. Teachers play a critical role in teaching students how to use English effectively.

Teachers' perceptions of multimodality in English classes have a significant impact on how these strategies are implemented in practice. Teachers believe that incorporating multimodality into the classroom will greatly benefit students. According to Asfar and Zainuddin (2015), understanding teachers' perceptions of multimodality in English as a foreign language class is critical for identifying factors that support or hinder the implementation of this practice.

In addition to this topic, previous research has demonstrated the impact of pedagogy and multimodal approaches on EFL students in the classroom. The multimodal pedagogy used in the classroom has increased students' willingness to communicate in English throughout their studies (Souzandehfar, Saadat, & Sahragard, 2014) (Peng J., 2019) (Li, 2020).

Furthermore, the analysis of multimodality framework, especially for teachers, has been very helpful in creating guidelines to implement the practices of using multimodality in ESL classroom (Ryan, Scott, & Waish 2010, Ajayi 2010, Choi & Yi 2015, Kustini, Suherdi, & Musthafa 2020, Magnusson & Godhe 2019). Some researchers even made it very limited to certain genre of the texts and is using two kinds of mode such as text and picture (Chand & Chia 2014, Fajriah, Hamdani, Suminar, Nurjamin, & Hidayat 2021, Barcelo, 2015, Fajriah, Hamied, & Gunawan, 2021).

Research on multimodality had been widely conducted, and this research intended to expand researchers' knowledge regarding teachers' perceptions of the use of multimodality in EFL elementary classrooms.

## **1.2. The Reason for Choosing the Topic**

The reason the researcher chose this research was to find out teachers' perceptions of the use of multimodal in EFL classes at the elementary school level so that the learning process in the future could be better.

## **1.3. The Research Question**

Based on the background of the problem, the author has research questions: What are the teacher's perceptions of the multimodal usage in the EFL elementary classroom?

## **1.4. The Research Objective**

To find out the teacher's perceptions of multimodal usage in the EFL elementary classroom.

## **1.5. The Significance of the Study**

### **1.5.1. Theoretically**

The results of this study are useful for current and future researchers to provide a theoretical basis for teachers' perceptions of the use of multimodality in EFL classrooms.

### **1.5.2. Practically**

This research is useful for providing information about practices related to the use of multimodality in English classes in EFL classes.

#### **1.5.2.1 Teachers**

It is hoped that this research can help teachers, especially EFL teachers, to recognize the types of multimodal resources and how they integrate them, especially in English language teaching. Furthermore, the information written in this study is intended to help teachers understand and integrate multimodal resources.

### **1.5.2.2 The Other Researchers**

The results of this study are anticipated to serve as a further source of reference for future research with a distinct theme.

## **1.6. The Definitions of Terminologies**

Based on the focus and formulation of the research problem, the definitions of the terms in this study are as follows:

### **1.6.1. Multimodality**

In this study, multimodality is defined as meaning created through various sources of representation and communication in various modes, such as images, gestures, eye gaze, body posture, voice, writing, music, speech, and so on, as a collection of semiotic sources of meaning. its creation (Jewitt, 2008; see also Kress & van Leeuwen, 2001).

### **1.6.2. Perception**

According to Robinson and Judge (2013), perception is the process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment.

### **1.6.3. Elementary Classroom**

Ahmadi (2008), Elementary Classroom is a formal educational institution that provides basic education to children aged 6 to 12 years. At this level, education focuses on intellectual, social, emotional development, as well as basic values that are the foundation for the next level of education.

## **CHAPTER II**

### **LITERATURE REVIEW**

In this chapter, researcher explained the literature review in two immense parts: Multimodality and Teacher Perceptions. Each part explained more detailed about the definition, framework, and another detail.

#### **2.1. Multimodality**

In a traditional classroom, teacher-student interaction with materials is most likely moderated by the textbook. As a result, introducing a new approach that is consistent with the rapid advancement of technology is viewed as a breath of fresh air in our educational environment. This section discusses the definition and significance of multimodality, the various modes of multimodality, and multimodal intelligence.

##### **2.1.1. The Definitions of Multimodality**

'Multimodality' is a term that is now commonly used in academic settings. The term multimodality derives from the word multimodal. According to its lexical meaning, the term multimodal' refers to many different things. As a result, the word multimodal' generates the term multimodality' as a developing scientific discipline. Multimodality is a term used to describe how people communicate using multiple modes at the same time (Kress & Van Leeuwen, 1996), emphasizing that people use various methods to convey meaning.

According to Jewitt (2008) and Kress & van Leeuwen (2001), the concept of multimodality begins with the understanding that language is only one of many communicative resources available for producing, transmitting, and interpreting meaning. Thus, the central assumption of multimodality theory is that all communication is multimodal and that every communicative event involves the simultaneous use of multiple modes capable of actualizing meanings that complement, expand, and/or conflict with one another (Kress, 2010; Van Leeuwen, 2005). The term "multimodal" is appropriate because it encompasses both types of text and the process of understanding text. To understand a text, we must process

multiple modes of print, image, sound, gesture, and animation at the same time (Jewitt & Kress, 2003).

However, the term "multiliteracies" refers to the use of multiple communication channels and media, with a focus on cultural and social representation as a bias in the meaning-making process. While multimodality in this study is focused on how students can decode the message transferred by their teacher in a classroom without having to use only written form (Cazden, Cope, Fairclough, & Gee, 1996; Ocriciano, 2021).

Therefore, from the above definition, it can be concluded that multimodality is the way students process the information from their teacher to create meaningful understanding other than in written form.

### **2.1.2. The Importance of Multimodality**

Emphasizing the importance of multimodality, Souzandehfar et al. (2014, p. 138) argue that the multimodality available to EFL/ESL students will help them understand the way they view texts—because if it were only available in English, their multidimensional ways of exploring and interpreting texts would be limited. They emphasize how modes such as pictures and graphs have encouraged students to use English more during lessons. Likewise, Fajriah et al. (2021, p. 423) found that the use of visual literacy (images) as a complement to digital storytelling has helped students achieve the social function of narrative texts, which is in line with what Ajayi (2011) stated, that various materials from different types of texts will have the potential to "excite, motivate, and engage" all learners because they will be given the freedom to interpret and explore texts using a multimodal approach that allows them to relate them to their "sociocultural experiences and perspectives.". Furthermore, Lawless (2019) stated in his article that multimodal learning involves stimulating multiple senses at the same time, resulting in an increase in the amount of knowledge that students comprehend and remember during the learning process.

As a result, multimodality is a proven significant approach to investigating early childhood literacy because the primary goal of teaching literacy to young

learners is to lay a solid foundation for understanding what they learn (scaffolding) rather than exploring broader branches of knowledge to alternate their external engagement (Vygotsky, 1981, p. 162).

### **2.1.3. Types of Modes in Multimodality**

However, the term "multiliteracies" refers to the use of multiple communication channels and media, with a focus on cultural and social representation as a bias in the meaning-making process. While multimodality in this study is focused on how students can decode the message transferred by their teacher in a classroom without having to use only written form (Cazden, Cope, Fairclough, & Gee, 1996; Ocriciano, 2021). Furthermore, a study by Early et al. (2015) perceived a key theory of multimodality conveyed by Kress (2010) that multimodality is something inevitable because "all communication is multimodal and any communicative event entails simultaneous use of multiple modes which may realize meanings that complement, extend, and/or contradict one another."

Fundamentally, this study will use the VARK psychometric model developed by Fleming and Mills (1992), which literally means visual, auditory, reading/writing, and kinesthetic.

#### **2.1.3.1. Visual**

Visual mode includes anything that can stimulate students' eyes by utilizing visual resources such as still and moving images (Victoria, 2020). Images, with the additional benefit of direct visualization, would help learners absorb the various connotations in cultural context because they depict different symbols and people.

Furthermore, visuals have been demonstrated to be both helpful and persuasive. Visual resources include graphs, infographics, cartoons, illustrations, videos, artwork, flowcharts, and diagrams (Lawless, 2019). Visual modes help learners distinguish the critical aspect of how a specific color, shape, or even the proportion of settings in an image can depict the literal meaning intended to be conveyed through the image. These characteristics are also thought to help students easily remember the conveyed idea (Kress, 2010).

### **2.1.3.2. Auditory**

The auditory mode is delivered through sounds, which help learners improve their listening skills. It could be a variety of sounds reflecting cultural diversity, context, silence, noise, or something as simple as a teacher speaking to his or her students with intention. Auditory focuses on how students absorb new information through listening interpretations that enable them to recognize different types of sounds. Provide meaning to sounds based on their cultural background and familiar language (Kress, 2010). Furthermore, Lawless (2019) mentions that this media mode can be in the form of a podcast, webinar, audiobook, or song lyrics. Simple activities for this mode include "listen and repeat" exercises during the drilling stage to help students learn new vocabulary.

### **2.1.3.3. Reading/Writing**

Reading/writing is a basic type of mode that is familiar to most students. This includes text-based learning involving books, PDFs, eBooks, and other printed documents.

According to the Victorian State Government's Education and Training website (2020), exploring this mode entails selecting words, phrases, and sentences that adhere to linguistic grammatical conventions. This implies that students must have a thorough understanding of sentence construction skills in order to comprehend the context. Fillmore (2014) states in his book that this mode is best suited for detailed information and lists. This category includes both written exams and the use of screen-based text. Reading and writing rely on word choice, so students will most likely use their own vocabulary to convey meaning.

### **2.1.3.4. Kinesthetic**

The primary goal of kinesthetic mode is to encourage students to move their bodies and take an active role in the learning process. This mode is commonly used during face-to-face interactions. This practice involves field trips, demonstrations, and multimedia presentations (Lawless 2019). Multimodality

entails combining multiple types of learning into a single mode, rather than using them separately.

As a result, the various modes of multimodality are not intended to distinguish one practice from another, but rather to inform teachers that their options are open and that it is up to them to make the most of the modes—allowing them to personalize their classes. Based on the students' characteristics.

#### **2.1.4. Multimodal Intelligence**

Multimodal intelligence emphasizes the ability to connect information from multiple sources (Ngiam et al., 2019). Because multimodality enriches the exchange of information between teachers and students, applying this approach in the classroom leads to the development of multimodal intelligence. Both students and teachers can achieve this level of intelligence by utilizing each other's learning methods. Because not only do teachers need to understand how to use each mode fluently, but students also need to be taught how the modes will benefit them differently (Callow, 2013). For example, teachers can explain the benefits of using iconic gestures when teaching—not only will this reduce speech barriers, such as using pause fillers, but it can also be a way for listeners to clarify the meaning of words (Grzyb & Vigliocco, 2020).

Furthermore, the characteristics of achieved multimodal intelligence include awareness of the ways they choose during presentations to create interactions that their audience can understand and create specific meanings (Moro, Mortimer, & Tiberghien, 2019, pp. 4-5).

#### **2.1.5. Advantages of Multimodal in the Classroom.**

The use of multimodal teaching methods has numerous benefits that can enhance the quality of learning. Learning diverse media and methods can make lessons more interesting and less monotonous, increasing student engagement and making it easier to attract students with different learning styles.

According to Faishol, Mashuri, Ramiati, Warsah, and Laili (2021), this multimodal learning innovation has been shown to help students who were previously quiet, shy, and lacking in self-confidence become more active, reactive,

and confident. Of course, this can increase students' participation in class as their self-confidence grows.

Individuals have different learning styles and a unique combination of intelligences, such as visual-spatial, verbal-linguistic, and kinesthetic. Multimodal instruction can address multiple intelligences. Students are encouraged to analyze information from various sources and media, which helps them improve their critical thinking skills. Multimodal learning can enhance students' conceptual engagement and higher-order thinking abilities (Murcia, 2014).

The multimodal approach is thought to benefit English language learners with limited English because it allows them to engage in multiple reading and writing activities. Shifting modes from visual to verbal, or vice versa, helps students better understand, appreciate, and interpret complex concepts written in English (Early & Marshall, 2008).

#### **2.1.6. Challenges in Implementing Multimodal in the Classroom.**

In using multimodal, of course there are shortcomings which are felt to be a source of obstacles or less support for achieving the desired learning.

Not all schools have adequate facilities and technology to support multimodal teaching, the lack of facilities and infrastructure to support multimodal learning activities is also a major obstacle in schools today, Utami (2020), a small example is the lack of internet access, computers and projectors. can support learning for students, because with existing limitations teachers and students will be hampered in achieving learning goals.

Apart from that, teachers' skills and understanding in technological developments is also one of the obstacles that is very often encountered, this is quite unfortunate because the use of technology and multimodality in today's learning is very important. Many English teachers who teach in a number of elementary schools are still technologically deficient and pose a threat to decreasing learning outcomes, Halimah, et al (2021). Not all teachers and students have the same access to the technology needed for multimodal learning. Additionally, teachers often

require additional training to use various tools and technologies effectively in teaching, Hobbs (2010).

In spite of positive aspects of multimodality, quite a number of teachers are reluctant to integrate multimodality into the classroom because of various barriers or challenges. Since multimodality usually involves using a computer, lack of computer availability or lack of teacher training in using technology present obvious barriers (Albirini, 2006). Other identified barriers are the lack of knowledge of learner-centered instruction (An & Reigeluth, 2011) or how to integrate multimodality into learner-centered classrooms (Edwards-Grves, 2010).

However, conditions such as class size and teachers' tight daily schedules discourage teachers from being sensitive to individual students' needs. In many instances, the teachers' insufficient training (e.g., in pedagogy and effective use of student-centered approaches) as well as a lack of confidence present additional barriers in implementing multimodal composition. Also threatening to non-native English-language teachers is that the ideal English teacher is defined as having perfect pronunciation rather than good teacher preparation (Huang, 2014). This misconception has a tremendous impact on teachers' (and students') perceptions and their level of confidence in using English; non-native English teachers regard themselves as having linguistic deficiency and develop conflicted views as both a teacher and learner (Medgyes, 1983).

This needs to be given special attention to be improved little by little to support student and teacher learning, so that the learning that you want to achieve can be realized.

Sweller (1988) suggests that using too many modalities simultaneously can increase students' cognitive load, disrupt the learning process, and reduce the effectiveness of understanding the material. Students cannot focus because there are so many modes being used simultaneously.

External barriers prevent teachers from employing student-centered, collaborative, and open-ended approaches supported by features of multimodality. For example, the student centered approach that is frequently used in multimodal

composition poses a challenge for teachers. In this approach, teachers have an obligation to consider students' diverse needs and uniqueness in order to provide students with personally meaningful, personalized learning opportunities (An & Reigeluth, 2011).

According to Kalantzis and Cope (2012) show that integrating various modalities into the curriculum and developing appropriate materials can be a big challenge for teachers. This requires careful planning and a deep understanding of how various modalities can be used effectively in teaching.

Evaluating the effectiveness of multimodal teaching can be difficult. Teachers need to ensure that the use of multiple modalities truly improves student understanding and retention, rather than simply adding complexity without significant benefit (Mayer, 2021)

## **2.2. Perception**

As a human being, dealing with the environment is something related to sensation and perception. This research phenomenon gives us a suggestion that perception is much more needed in language learning. Noe (2014) considered that perception is something people do, is not something that happens to us or even in ourselves. Perception requires the perceiver to understand implicitly the affects of movement on sensory stimulation.

Richardson as cited in Ferde (20212) defines perception briefly as the sorting out, interpretation, analysis, integration of stimuli involving sense, organs, brain, behaviour is essential. It is a reflection of how a person reacts, to and interprets stimuli from the world. It follows that perception influence to gain perspective, judgment, and practices. Thus, teaching needs perception which can influence teacher into their activities and practices in which perception in considerate activity due to capacities for action and thought (Noe, 2015). Perception grows up together with the development of the degree to which past experience enters into the result of new sensory excitation (Rowland, 1906). The perceptionis seen as an act of cognitive development as studies show that sensory perception and motor actions support human understanding of words and object concepts (Percher, 2005).

### **2.2.1. Types of Perceptions**

According to irwanto in shandi's thesis (2020), perception divide into two, those are positive and negative perceptions.

1. Positive perception is a perception that describes all knowledge and responses that continue with the effort to use it. This will be continued by activating or accepting and supporting the perceived object.
2. Negative perception is perception that describes all knowledge and responses that are not in harmony with the object in perception. It will proceed with passivity or reject and oppose the perceived object. Thus, it can be said that perception is both positive and the negative will always effect someone in doing something. Positive perception all depends on how individuals describe all their knowledge about an object that is perceived.

### **2.2.2. The Process of Perception**

Based on walgito (in Arifin, fuady, & kuswarno, 2017) the proceses of perception occurs in the following stages:

1. The first stage which is know as the natural process or physical process, is the process of capturing a stimulus by the human senses.
2. The second stage, a stage known as a stimulus that a physiological bye receptors (sensory organs) through sensory nerves.
3. The third stage, which is known as the psychological process, is a process of arising individual awareness about the stimulus that received bye receptor.
4. The fourth stage is the result obtained from the process of perception, which is in the form of responses and behaviour.

### **2.2.3. Factors that Affect Perception.**

Perception is determined by personal perception and situasional factors (Rahmat in Arifin, fuady & kuswarno, 2017). The explanation as follows;

1. Functional factors: functional factors come from needs, experience, and other things that are include in personal factors.

2. Structural factors: structural factors originate from the nature of physical stimuli and the neurological effect they cause on the individual nervous system. Restiyanti prasetijo (in Arifin, fuady & kuswarno, 2017), state that the factors that influence perception can be grouped into two main factors:
  - 1) Internal factors, including experience, needs, rating and expectations.
  - 2) External factors, including external appearance, the nature of the stimulus, and environmental situation.

According to Toha in Arifin, fuady & kuswarno, 2017), there are some factors that influence someone's perceptions as follow:

1. Internal factors: feeling, attitudes, desires or hopes attention (focus), learning process, physical state, psychiatric disorders, values and needs are also interest and motivation.
2. External factors: family background, information obtained, knowledge, intensity, size, resistance, repetition and motion, new and familiar things, or alienation of an object.

In additions, Davis (1989) stated that there are two external factors that influenced someone perception those are perceived usefulness and perceived ease of use. Perceived usefulness is defined as the degree to which a person believes that using a particular system would enhance his or her job performance. Whereas perceived ease of use refers to the degree to which a person believes that using a particular system would be free of effort.

### **2.3. Elementary Classroom**

#### **2.3.1. Definition of Elementary School**

Elementary School is a form of formal education that is the earliest level of education in the national education system. Education in Elementary School is intended for children aged 6 to 12 years and serves as a foundation in the formation of knowledge, skills, and character of children (Ahmadi, 2008). According to Hamalik (2009), Elementary School is a place of basic education that aims to prepare students with basic knowledge as a provision to continue higher education.

From a psychological perspective, Piaget's cognitive development theory states that children at Elementary School age are in the \*Operational Concrete\* stage. At this stage, children begin to understand concrete concepts and begin to be able to think logically (Piaget, 1971). Therefore, education in Elementary School must be adjusted to the stages of child development to optimize their potential.

### **2.3.2. Functions and Objectives of Elementary School Education**

According to Sukmadinata (2007), the function of elementary school education is to provide basic knowledge and skills to students. Elementary schools are expected to be able to shape children's personalities to be disciplined, responsible, and have a positive attitude in social life. The main objective of elementary school education is to equip students with the ability to read, write, count, and other basic skills needed in everyday life.

According to Law No. 20 of 2003 concerning the National Education System, the objective of elementary school education is to develop students' abilities to become individuals who are faithful, pious, have noble character, are healthy, intelligent, creative, independent, and become democratic and responsible citizens.

### **2.3.3. The Role of Teachers in Elementary Schools**

Elementary School teachers have a very important role in educating and guiding children. According to Driyarkara (1980), teachers are figures who act as facilitators for students in exploring basic knowledge and skills. Teachers in Elementary Schools are expected to be able to create a pleasant learning atmosphere so that children can learn well according to their developmental stage.

In addition to being facilitators, teachers also act as \*role models\* who provide exemplary examples for children. Therefore, the pedagogical skills and social competence of teachers in Elementary Schools are the key to the success of elementary education (Hamalik, 2009).

#### **2.3.4. Learning Methods in Elementary School**

Learning methods in Elementary School must be adjusted to the cognitive development stage of students. Learning based on concrete experiences and the use of teaching aids are effective methods at this level. Piaget stated that children at Elementary School age find it easier to understand concrete concepts than abstract ones (Piaget, 1971). Learning methods such as educational games, group discussions, and simple experiments are strategies that are widely used in learning in Elementary School.

According to Bruner (1966), the Discovery Learning approach that encourages children to discover concepts through exploration and observation is very suitable for application in Elementary School. This approach helps develop children's critical thinking skills and creativity.

#### **2.3.5. The Role of Parents and the Environment in Elementary School Education**

In addition to teachers, parents and the environment have an important role in supporting children's education in Elementary School. Parents are expected to be actively involved in the education process, both at school and at home. According to Bronfenbrenner (1979), the family environment and school environment are two environments that have a major influence on the development of children at Elementary School age.

Parents can provide moral and material support to their children so that they remain enthusiastic about learning. Collaboration between teachers and parents can also help overcome learning difficulties faced by children, as well as build good communication for the progress of children's education in Elementary School.

#### **2.3.6. Challenges of Elementary School Education**

Elementary school education faces various challenges, both in terms of curriculum, facilities, and teacher quality. According to Tilaar (2009), one of the biggest challenges in elementary education is ensuring equal distribution of quality education, especially in remote areas. In addition, frequent changes in the curriculum also pose a challenge for teachers in adjusting learning strategies.

In the digital era, the integration of technology in elementary school learning is also a challenge in itself. Technology can be a means to increase the effectiveness of learning, but requires the readiness of teachers and students to utilize it optimally.

#### **2.4. Previous Studies**

Several previous studies found that research on multimodality has been widely carried out. However, researchers in this study wanted to expand knowledge about how teachers perceive the use of multimodality in teaching students in EFL classes. Previous research includes; research by Oman and Hashemi (2015) from Sweden found that the use of multimodal resources in the classroom helps the learning process. However, they only focus on digital modes and do not detail the types and ways in which multimodal resource processes are used in the classroom. Fedorenko (2023) in Ukraine revealed that the use of multimodal resources in language learning provides many benefits but does not provide a clear type or process in the classroom. So it can be concluded that research on multimodal resources in a global context has not been carried out in detail.

Conducting research on multimodal resources had been widely researched, but this research is intended to broaden the view of teachers' perceptions of multimodal use in elementary EFL classrooms. Research conducted by Fauziah & Diana, (2022), uses multimodal resources as learning support tools. However, the type and process of using this mode is not explained in detail. Furthermore, Wulan, Drajadi, and Supriadi's (2022) research on multimodality only focuses on digital mode, and the term multimodal resources is only mentioned and does not provide a more detailed explanation regarding this. Nurlely (2023) also focuses on multimodality as an approach and multimodal resources are only briefly mentioned as part of multimodality..

Therefore, in the context of perception, researchers want to further expand knowledge about teachers' views on the use of multimodality in teaching students in EFL classes

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter discusses the research method to answer the statements of problems proposed in the first chapter. This chapter comprises research methodology, research design, research setting and participants, data collection, data analysis, and research timeline.

#### **3.1. Research Method**

Qualitative methods were used to answer the RQ because this research investigated how teachers perceived the use of multimodality in their classrooms. As Cresswell (2018) emphasized in his book, qualitative research issues required in-depth exploration of the problem as well as developing a detailed understanding of certain events (Cresswell & Cresswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 2018). In-depth understanding of the topic was achieved by talking directly with the participants, while detailed understanding was developed by interpreting data both from observations made by the author in the participants' classes and drawing conclusions from interview data with the participants. Therefore, a qualitative approach was deemed appropriate for this research.

#### **3.2. Research Design**

This research showed how three teachers at the elementary school level viewed multimodality in their classroom practice. Therefore, this research used a case study design. A case study design was used in accordance with Crowe et al. (2011), an approach that allowed in-depth analysis to solve complex problems in real life (Crowe et al., 2011)—including individuals as the object of study (Yin, 2018).

This approach was relevant to this research in several circumstances. First, this research was conducted on English teachers in elementary schools in the city of Garut. This was because the researcher lived in that city at the time of conducting the research. Second, this research addressed specific topics in the multimodality practices used by EFL teachers, specifically modes. Therefore, this case study

design assisted researchers in obtaining the desired results in accordance with the circumstances mentioned above.

### **3.3. Research Setting and Participants**

This research was conducted in three elementary schools in Garut district. These schools were chosen because they met the needs of the researchers in conducting the study, both in terms of setting and participants.

Subjects were selected based on research objectives with the hope that each participant would provide unique information and be rich in research value (Etikan, Musa & Alkassim, 2016), which required researchers to select participants depending on the specific research objectives. This research involved three English teachers who taught using multimodality at the elementary school level. The selected teachers were able to represent the data needs of this research, namely the heterogeneous students represented at the school. The participants in this research were three teachers who taught reading and writing English to students in grades 2 and 3. These teachers were selected after considering several factors, such as teaching English to young students and using an interactive mode in teaching students in class.

Therefore, it was hoped that the selection of locations and participants for this research would provide the best environment for exploring multimodal resource use.

### **3.4. Technique of Data Collection**

This research used two data collection techniques to meet data needs: classroom observations, and interviews. These two data sources were chosen to obtain validity and efficiency (Morse & Niehaus, 2009). Furthermore, Bekhet and Zauszniewski (2012) stated that validity was achieved by using various data collection approaches to carry out triangulation. Data collection using the three sources mentioned above was a type of triangulation that was often used in qualitative research (Triangulasi, 2014).

### 3.4.1. Classroom Observation

In qualitative case study research, observation was one of the recommended data collection methods. It was an activity where researchers captured and analyzed the behavior and activities of individuals or groups at the research location (Creswell, 2017). Observation was very useful when the research aimed to investigate 'processes' involving several parties and events, which became commonplace for assessing teaching processes (Ritchie and Lewis, 2003). Classroom observations were also described as “a bridge between the worlds of theory and practice” (Reed & Bergemann, 2001). Thus, observations could reveal a lot about how and why certain theories or methods worked or did not work in local contexts (Zaare, 2013).

In this research, all classroom observation activities and interactions were written down, and these events were used as field notes at the end of the teaching session. In addition, photos were used to document the activity process in real time. Observations were also written down and interpreted. The table below described the preparation for classroom observations for this research.

**Table 3.4.1**  
**Classroom Observation Planning**

No.	Date	Focus Lesson	Methods
1.	...	<p><b>Preliminary study:</b></p> <p>Observing the teaching and learning practice to figure out the teacher’s and students’ daily classroom activities and the availability of multimodal resources at school and in the classroom.</p>	Field Notes
2.	...	<p><b>Classroom Observation</b></p> <p>Observing teacher and students interaction during the teaching and learning process with the use of multimodal resources in detail with the use of the checklist.</p>	Field Notes, Checklist

In the preliminary study, classroom observations began by observing the teacher's practice before learning, as well as teacher and student interactions in the

classroom. This activity identified the use of multimodal resources that teachers used in each learning process. After preliminary observations, classroom observations were carried out with a checklist guide (see Appendix 1) and field notes regarding the use of multimodal resources in the classroom learning process in detail to collect data.

### **3.4.2. Interviews**

Interviews were used as the second piece of evidence in this investigation. Interviews encouraged participants to express their own thoughts, opinions, and impressions in depth (Yin, 2014). This allowed researchers to gather appropriate information from participants while keeping their attention on the research problem (Yin, 2014). Semi-structured interviews allowed exploration of topics from the participants' perspectives as well as the expression of attitudes, ideas, and opinions (Cohen, Manion, & Marrison, 2007). Additionally, semi-structured interviews were chosen because they allowed the addition or removal of any aspect of the pre-planned questions. To create an organized interview process and allow participants to build ideas from one issue to the next, the interview questions were structured, sequenced, and grouped.

The interview included open-ended questions such as the extent to which the teacher understood and was familiar with the term multimodal, the mode used by the teacher, and the challenges and reasons the teacher used that method (see Appendix 2) to allow participants to express their thoughts and experiences, as well as focus on opinions and subject-specific experiences as well as specific theme structures after the research questions (Cohen et al., 2007). Because the researcher did not want the language of the interview to be a barrier to the participants' ability to express themselves, the interview was conducted in Indonesian. To avoid data loss, the interviews were recorded. During the interview, extensive notes were taken. The researcher transcribed the interview excerpts into English.

### **3.5. Technique of Data Analysis**

In analyzing the data, researchers extracted data using the steps presented in Cresswell's book (2019), namely:

1. Organize and prepare data for analysis by transcribing interviews, scanning material optimally, and cataloging any visual material.
2. Read or view all the data. This step aims to gain a general understanding of the information and get an opportunity to reflect on its overall meaning.
3. Categorize data. In this case, a researcher organizes the data collected by categorizing and labeling these categories with a term.
4. Telling the data. It is used to describe people, settings, or categories/themes for analysis. This step is important because it helps design detailed descriptions for various forms of research initiatives.
5. Represent themes and descriptions in qualitative narratives. For example, a researcher may choose to use a narrative passage to convey the results of his or her analysis.
6. Interpret the findings or results. This phase requires a researcher to ask himself or herself about the lessons learned.

As the participants expressed their answers, the researcher recorded the process so that it could be checked and transcribed accurately. The participants answered questions given by the researcher according to their personal experiences in the classroom and were asked several additional impromptu questions that arose when the researcher observed the teaching process. Finally, in drawing conclusions from the findings, researchers interpret the data obtained and then align it with underlying theories and related previous research.

### **3.6. Research Procedures**

In this research, researchers used several steps and procedures. Following are some of the procedures in this research:

1. Researchers look for participants as research objects.
2. Researchers collect information about the school where the research is conducted by conducting a survey of the school.
3. The researcher chose three elementary school English teachers as participants.
4. The researcher gave a permission letter to the school.
5. Then the researcher met the participants at school to determine the research schedule.

6. After obtaining permission from the elementary school principal and meeting with an English teacher who was willing to collaborate, the researcher made observations by taking pictures and sound recordings for interviews.
7. After all the data has been collected, the researcher processes the data by selecting and sorting the data according to the rules.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter presents the findings and discussion of this research. The first part discusses the results of data collection which consists of four points. The second section discusses the elaboration of the findings and the theories. Below is further elaboration.

#### **4.1. Teacher’s Perceptions of the Use of Multimodality in EFL Elementary Classroom.**

To answer the research question, the researcher explains the findings in this section. This research data comes from observations and interviews conducted with 3 English teachers in 3 elementary schools. Researchers first make observations before conducting interviews. Data from interviews were collected through semi-structured interviews. Below is an explanation of teachers' perceptions of the use of multimodal in the classroom.

##### **4.1.1. Teacher’s Familiarity with Multimodality Terms and Concepts.**

The term of “multimodality” was emerged when the New London Group (1996) introduced a new approach to excel new literacy demands towards young learners. It was followed by the idea of changing school literacy curricula in order to meet the new technology shifts in teaching practice. Additionally, multimodality is still be considered as something new compared to what most teachers know as integrated learning.

Based on the results of data collection and interviews regarding teachers' understanding of multimodality, teachers explained that they were still unfamiliar with the term multimodality, but in its implementation, teachers had used and applied multimodality in the classroom. Therefore, when the interviews were conducted, 2/3 of the participants were still unsure about what multimodality was, so the author provided a brief explanation of this concept. This is in line with the results of their interviews.

After understanding the idea of how multimodality should be applied in the classroom, participants are able to understand the concept of multimodality in their own understanding. as said by participant 1 in answering questions in the research as follows:

"Actually, I am not aware of the use of multimodal that I do in class, because I don't understand the concept of multimodal itself, but I often use or implement multimodal, but I am not aware and don't know that it is multimodal"

Teachers stated that the terms and concepts of multimodal were not very familiar, or even teachers tended not to know these multimodal terms, but they had implemented them in the classroom. This is also in line with what participant 2 said, according to the results of the interview.

"Yes, actually I'm not familiar with this multimodal term, but in class there is relaxation learning such as quiz games, or singing in class to increase vocabulary. "I understand multimodal as a way for teachers to convey learning to students."

Ignorance of this term, as stated by Participants 1 and 2 above, shows that even though they have practiced its implementation in their respective classes, the term and concept of multimodality are still quite foreign to them.

However, even though teachers are not very familiar with the terms and concepts of multimodality, they still recommend its use in the classroom, as in the following statement:

"I recommend the use of multimodal, especially at the elementary level, so that there is more effective and interesting student learning progress so that it can improve student achievement in learning"

This multimodal learning can be implemented well, with more seminars for teachers and assistance with adequate facilities and infrastructure. That way, learning will be carried out as optimally as possible.

Even though teachers are not yet familiar with multimodal terms and concepts, when practicing, teachers have implemented them well. When the researcher conducted observations, the researcher saw that even though the teachers were still unfamiliar with the term multimodal, they had already practiced it very

well. The teachers used various multimodal learning materials, such as singing, playing games, reading, and writing.

According to Mayer and Moreno (2003), although theoretical understanding is important, teachers' practical experience in managing various modes of communication can significantly reduce students' cognitive load. Teachers who have implemented multimodal well despite not understanding the theory, often use effective practical strategies based on their experience. Experienced teachers can overcome limitations in their theoretical understanding through practical adaptation and experience.

This is of course a very big task for the world of education, especially the education department, to provide training or teaching to teachers so that they understand, not only in practice, but also in theory and understanding.

#### **4.1.2. The Multimodal Modes Chosen by the Teacher**

Learning mode is one of the important things that teachers must prepare for classroom learning. This learning mode is defined as a tool or way for teachers to convey material to students. There are many modes that teachers can use in the classroom to support children's learning needs. Teachers stated that the modes often used were reading/writing, kinesthetic, visual and audio.

During the interviews, participants were asked how much they understood the different modes of multimodality. Basically they just guess based on the media they often use in class. Here's the explanation:

Participant 1 said that he often uses writing and reading modes, as well as games, to support learning in class.

"I usually use reading and writing, as well as playing games, this aims to foster students' enthusiasm for learning."

Similar to participant 1, participant 2 used the same method, and the only difference was that participant 2 used songs for learning in class.

Meanwhile, participant 3 has started to utilize technological assistance to support learning in class, namely by using images displayed in front of the class using a projector.

"I usually use reading & writing for learning, but at certain times I also use pictures that I display in front of the class using a projector to teach the children, then after that I finish by playing games about the material that has been presented"

Of course, the three participants used different modes; this proves that the use of learning modes is very diverse. The results of observations made by researchers, teachers use various modes, including reading and writing, kinesthetic, auditory, and visual.

However, despite being unfamiliar with other multimodal modes, participants showed excitement when explaining how they explored as many learning modes as possible. This shows the participants' confidence in handling the classroom, atmosphere by using several useful technologies in the classroom such as screen presentations, as student learning facilities.

The selection of the mode most likely to be used in the participant's class will be based on the results of their students' input. For example, when students in Participant 1's class gave a positive response after being given the opportunity to use this mode, Participant 1 as a teacher then decided to continue involving them in similar activities to maintain the positive results that the students had given.

Therefore, it can be concluded that the most common modes of multimodality—which were also the most used in the participants' classes—were kinesthetic (getting students to move) and reading/writing.

#### **4.1.3. The Impact of Mode Choice on Classroom Learning.**

Overall, all teachers agree that this multimodal has several impacts in the classroom, such as the impact of forming student progress in motivation in learning, becoming more confident, progress in knowledge and enthusiasm in participating in each lesson. But what is most highlighted by teachers is the impact of motivation, as explained below.

Participant 1 uses writing and reading modes as well as games to support learning in class.

"The impact felt is that when studying in class, students do not get bored and become more enthusiastic when carrying out

learning. Of course, this also creates addiction for students, because they feel happy when learning while playing games. students become more motivated and like learning English because the method used is not boring"

Meanwhile, according to participant 3, she has utilized technological assistance to support learning in class by using images displayed using a projector.

"The impact of using image mode and ending with this game is that students are able to differentiate the shape, size and color of images, which means achieving student knowledge."

Because the three participants used different modes, the impacts used and felt were different, which proves that the learning mode greatly influences the impact or influence produced on student learning outcomes in class.

The impact of this motivation is highlighted by teachers because it is suitable and in accordance with elementary school children's learning. The focus and aim in elementary school is to form courage, enthusiasm, and shape children to be able to like learning English, because as we want, most children think learning English is a difficulty and is the subject they least like because it is difficult. and unpleasant.

Therefore, these teachers focus more on English here as a fun lesson for students, with the modes that the teachers use such as singing, playing games, etc. So that it makes students happy and not feel burdened in participating in class learning.

#### **4.1.4. Barriers to implementing multimodality in the classroom**

In implementing multimodal EFL classes in elementary school, of course, there are several shortcomings that become obstacles to creating the desired learning. Based on the findings from observations and interviews, several obstacles were found. This section provides more details about each barrier, along with a description.

The results of the observations found that the shortcomings found by the researchers were knowledge of the terms and concepts of multimodal itself, coupled with the technicalities of using multimodal in EFL classes in elementary school,

and what was a big obstacle was, of course, the facilities and infrastructure owned by the school.

This was also stated by the participants in interviews conducted by researchers with participants. The results of the interviews were as follows:

"The obstacle felt when implementing multimodal is the limited knowledge regarding the concept of multimodal itself, often I implement it, but I am not aware and do not know that it is part of multimodal. Then the second is the facilities and infrastructure, which are not very adequate, it is also the most frequently encountered obstacle."

The obstacles felt by participant 1 were also felt by participants 2 and 3, who stated that knowledge, facilities, and infrastructure were obstacles for them to implement multimodality in their classes.

"The obstacles felt in our school are the limited number of student textbooks, so not all students have study guides, the lack of projectors in schools makes it difficult for teachers to convey material in class, so I only use the blackboard to study and that takes up quite a lot of time students in learning."

This, of course must be a special concern for teachers, schools, and the government in dealing with obstacles that occur in schools. There is great hope that to overcome this obstacle, perhaps the government can hold seminars on knowledge about the use of multimodality to increase teacher knowledge and provide facilities in the form of better facilities and infrastructure to be able to support student success in learning.

#### **4.2. Discussion**

This research seeks to determine teachers' perceptions of the use of multimodality in EFL classes in elementary schools, and this is the main aim of this research. Based on research conducted on three teachers in different elementary schools, it was found that teachers had different perceptions about the use of multimodal in this class. The following discussion will provide further details regarding teachers' perceptions of the use of multimodality in EFL classes in elementary grades.

Based on the findings, teachers are not very familiar with the use and concept of multimodal; their understanding is only limited to the use or implementation of learning using reading and writing, and the teachers' learning does not involve much technology. This is quite an obstacle to achieving maximum results. This is in line with research conducted by Halimah et al. (2021), which states that many English teachers who teach in a number of elementary schools are still technologically illiterate, which is a threat to decreasing learning outcomes.

However, even though they were not familiar with the term "multimodality", the participants showed excitement when explaining how they explored as many learning resources as possible. This shows the participants' confidence in handling the classroom atmosphere by using several useful technologies in the classroom such as screen presentations, audio and video demonstrations, and the use of school computers as a facility for students. Because according to Lee (2019), the use of multimodality modes in the VARK model (visual, auditory, reading/writing, and kinesthetic) must be supported by the ability to be fluent in dealing with technology in the classroom to achieve learning goals.

Of course, knowledge and techniques are not the only problems that teachers feel and are aware of, but facilities and infrastructure are also a very influential problem. This is in line with Utami (2020), who states that the lack of facilities and infrastructure to support multimodal learning activities is also an obstacle. major in today's schools.

However, with the creativity and innovation that the participants have, the participants make various kinds of learning props and others to meet learning needs. According to Burner (1960), making props or manipulatives can help facilitate this knowledge construction process by providing direct experience and concrete. This means that teachers can solve existing problems.

The use of modes is also one of the important things in multimodal use; Therefore, it can be concluded that the most effective modes in multimodality—which are also the most widely used in the participants' classes—are visual and reading/writing. These modes are stated to be the modes that most complement each other because they are in accordance with the theory of Visual 'Grammar' by Kress

and Van Leeuwen (1996). On the other hand, there are many multimodal modes that teachers can use, such as the VARK psychometric model developed by Fleming and Mills (1992), which literally means visual, auditory, reading/writing, and kinesthetic.

The use of multimodal will certainly have an influence and impact on students in the class. This was conveyed by all participants that the use of multimodal had a good impact on students' motivation and feelings. This is in line with Faishol, Mashuri, Ramiati, Warsah, and Laili (2021) who stated that this multimodal learning innovation has proven to really help students who were previously quiet, shy and lacked confidence in learning. Be active, creative and have high self-confidence.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

#### **5.1. Conclusion**

The purpose of this research is to find out how teachers perceive the use of multimodal in EFL elementary classrooms. The results show that EFL teachers show positive attitudes towards multimodality and view multimodality as important in their teaching practice. These findings also suggest that EFL teachers are likely to choose modes according to their students' behavior—if the results of using a particular mode are positive, they are likely to maintain use of that mode to maintain interaction. Additionally, for EFL teachers, implementing a multimodality approach in the classroom allows them to think about how best to adapt learning materials to the characteristics of their students, giving them another advantage to also increase the practice of student-centered methods in line with multimodality practices. The impact of multimodal use can influence the progress of students' knowledge and motivation in learning. And finally, the teacher's obstacles or challenges to implementing multimodality in the classroom must be facilitated more in terms of infrastructure and knowledge.

#### **5.2. Suggestions**

The author realizes that there are many limitations that cause several topic areas not to be covered in this research. Therefore, because this research is descriptive and qualitative in nature, it is recommended that future researchers follow up on this research by conducting research that covers things that support EFL teachers in implementing multimodality in the classroom. Thus, it is hoped that more comprehensive data will enrich and expand understanding of multimodality practices in EFL teaching in elementary classrooms.

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# **APPENDICES**

### 3.1. APPENDIX A: Observation Grid

#### OBSERVATION GRID

No	Instructors	Stage			Mode
		Pre-Activity	Main	Closing	
1.	14/05/2024 10.00-11.00 am  Participant 1	Engage and explain what to expect during the class.  Review prev. Activity, guided questions and explanations, questions and answers	Explaining the material, playing games regarding the material presented, writing the material, reading the material with the correct tone, correct pronunciation, listening and repeating.  Individual practice, answering questions given by the teacher.	Wrap up, review, feedbacks, preview next activities	<ul style="list-style-type: none"> <li>• Reading &amp; Writing</li> <li>• Kinesthetic</li> </ul>
2.	20/05/2024 07.00-08.30	Pray, read a short letter in	Explain the material to the	Ice breaking	<ul style="list-style-type: none"> <li>• Reading &amp; writing</li> </ul>

	Participant II	the Al-Qur'an, take attendance, explain what students will learn today	children, then write the material on the whiteboard and do questions and answers with the students.  Carry out exercises given by the teacher regarding the material that has been taught.	(singing about English language),  Reflect on the material that has been given, then preview next activities	<ul style="list-style-type: none"> <li>• Auditory</li> </ul>
3.	24/05/2024 11.00-12.00 Participant III	Praying, Attendance, Reviewing previous material  Prepare equipment (laptop and projector) to display images	After the equipment is ready, the teacher begins to explain first what the students will learn.  Then after that, the teacher shows a picture.	Reflect on the material that has been given, then preview next activities  The teacher closed the	<ul style="list-style-type: none"> <li>• Reading and writing</li> <li>• Visual</li> </ul>

			<p>After the class with picture is a prayer displayed, the teacher begins to explain using picture media</p> <p>The teacher gives a quiz to the children using the image media that has been explained.</p>	
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### 3.2. APPENDIX B: Research Transcript & Informed Consent.

#### TRANSCRIPT INTERVIEW

No	Interview Question	Participant 1	Participant 2	Participant 3
1.	<p>Apa yang Bapak/Ibu ketahui tentang istilah atau konsep multimodal?</p> <p>(Jika tidak, berikan penjelasan singkat)</p>	<p>Sebenarnya saya tidak begitu familiar dengan istilah atau konsep multimodal ini, namun sepertinya saya menggunakan atau mengimplementasikan konsep multimodal ini di kelas tanpa menyadarinya dikarenakan kurangnya pengetahuan saya tentang istilah atau konsep multimodal ini. Jadi saya tidak begitu memahaminya.</p>	<p>Sebetulnya saya kurang familiar dengan kata multimodal ini, tetapi di kelas saya sepertinya menggunakan konsep multimodal ini. Di kelas ada pembelajaran relaksasi seperti permainan kuis, atau bernyanyi di kelas untuk menambah kosa kata.</p>	<p>Saya hanya mengetahui istilah multimodal ini sedikit, yang saya tahu multimodal ialah pembelajaran yang melibatkan berbagai mode untuk menunjang pembelajaran, hanya itu yang saya tahu.</p>
2.	<p>Bagaimana Bapak/Ibu menggunakan / mengimplementasikan</p>	<p>Saya menyampaikan materi di dalam kelas dengan</p>	<p>Biasanya saya menyampaikan materi pembelajaran</p>	<p>Dalam penyampaian materi di dalam kelas saya</p>

	<p>penggunaan multimodal di kelas?</p>	<p>membangun suasana kelas terlebih dahulu, setelah itu menyampaikan materi dengan cara menjelaskan materi sambil bernyanyi atau bermain game tebak-tebakan, lalu setelah itu menulis dan mengerjakan latihan</p>	<p>dengan langsung menjelaskan mengenai materi yang akan di pelajari oleh anak-anak, lalu setelah itu saya menjelaskan materi sambil melakukan sesi tanya jawab dengan anak, lalu setelah itu memberikan latihan untuk evaluasi. Di kelas saya juga biasanya bernyanyi.</p>	<p>biasanya langsung mengulas materi yang minggu lalu terlebih dahulu, lalu setelah itu kepada inti materi, dan terkadang di akhir pembelajaran saya memberikan kuis.</p>
3.	<p>Menurut Bapak/Ibu, mode dalam multimodal itu ada apa saja?</p>	<p>Saya tidak mengetahui semua modenya secara detail, yang saya ketahui hanya audio visual, reading &amp; writing.</p>	<p>Sebetulnya saya kurang begitu paham mengenai multimodal ini, tapi hanya tau beberapa saja seperti reading-writing, kemudian visual karena sering ada gambar didalam buku teks.</p>	<p>Yang saya ketahui hanya beberapa saja, seperti gambar, video, music, dan juga permainan, tetapi saya juga tidak terlalu yakin.</p>

4.	Mode apa yang biasanya Bapak/Ibu gunakan di dalam kelas? Dan Kenapa mode itu cocok digunakan di kelas?	Saya biasanya menggunakan games, reading dan writing, juga menggunakan gambar. Karena menurut saya mode tersebut sangat cocok digunakan kepada anak-anak sd. Karena mode tersebut bisa membuat suasana kelas menyenangkan untuk anak-anak dan membuat siswa candu dalam belajar	Saya menggunakan reading/writing, nyanyian, juga terkadang menggunakan permainan. Karena menurut saya untuk elementary school mereka setidaknya mengetahui dasarnya terlebih dahulu, seperti membaca dan menulis dalam bahasa inggris.	Saya biasanya menggunakan reading/writing, dan juga gambar. Karena menurut saya siswa sd itu belum terlalu banyak menggunakan media teknologi yang terlalu banyak, jadi yang paling cocok ialah reading dan writing, terkadang penggunaan gambar.
5.	Menurut Bapak/Ibu apakah dengan penggunaan mode tersebut memberikan dampak bagi siswa?	Dampak dari penggunaan games dalam belajar ialah siswa menjadi ketagihan dan membuat motivasi belajar mereka lebih tinggi.	Dampak yang terlihat ialah siswa menjadi percaya diri dalam mengatakan kata dalam bahasa inggris karena sudah terbiasa menyebutkannya saat bernyanyi, dan siswa sedikit demi sedikit bisa	Saat menggunakan gambar sebagai mode pembelajaran, dampak yang saya rasakan ialah siswa menjadi tidak bosan dalam belajar dan

			menulis kata dalam bahasa inggris.	lebih bersemangat.
6.	Menurut Bapak/Ibu penggunaan multimodal di dalam kelas ini apakah penting atau tidak? Kenapa?	Iya, sangat penting. Karena penggunaan multimodal ini bisa membuat siswa lebih bersemangat dalam belajar, tidak bosan di kelas, bisa membangun suasana, membuat guru juga jadi lebih kreatif dan berinovatif.	Ya, menurut saya penting. Karena dapat membantu guru untuk menghidupkan kelas dan tidak membuat bosan anak-anak. Karena di sd yang paling penting menurut saya adalah membuat siswa senang dan bersemangat dalam melakukan pembelajaran, dan multimodal ini membantu untuk mengatasi permasalahan itu.	Karena bisa lumayan membantu guru dalam pembelajaran dan membuat siswa tidak bosan, siswa jadi lebih bersemangat dalam belajar.
7.	Apa yang bapak/ibu rasakan saat menggunakan multimodal dalam pembelajaran di kelas?	Menurut saya penggunaan multimodal di dalam kelas sangat membantu sekali guru dalam membangun suasana kelas dan	Multimodal membantu saya untuk lebih menarik dalam pembelajaran, apalagi disaat menyanyi mengenai materi contohnya buah-	Yang saya rasakan plus minus, jika penggunaan reading dan writing itu lebih gampang, karena tidak begitu banyak

		menumbuhkan semangat siswa.	buah siswa antusias dalam bernyanyi,tanpa disadar siswa pun itu sedang belajar.	media yang digunakan, hanya terlalu banyak menghabiskan waktu. Penggunaan gambar, biasanya terkendala dalam internet dan infokus.
8.	Apa tantangan yang Bapak/Ibu rasakan saat menggunakan multimodal ini?	Guru harus lebih kreatif, dan inovatif dalam merancang materi yang akan dilaksanakan di kelas, dan itu cukup menjadi tantangan karena biasanya sering kebingungan akan menarik siswa seperti apa dan bagaimana agar siswa tidak bosan dalam melaksanakan pembelajaran.	Tantangan yang saya rasakan ialah, biasanya siswa menjadi tidak focus dalam pembelajaran, misal siswa ingin terus beryanyi padahal waktunya untuk menulis, atau siswa ingin terus bermain games dari pada menulis/membaca , dan itu cukup menjadi tantangan.	Biasanya tantangan yang saya temui adalah saya harus lebih banyak mencari referensi untuk pembelajaran agar siswa tidak bosan dengan materi atau gambar yang ditampilkan, dan saya harus terus mencari inovasi baru untuk menyampaikan materi.

9.	Apa ada hambatan yang Bapak/Ibu rasakan?	Hambatan yang dirasakan saat pengimplementasian multimodal ini yaitu masih terbatasnya pengetahuan mengenai multimodal itu sendiri, sering kali kita menggunakannya tetapi kita tidak sadar bahwa sebenarnya kita menggunakan multimodal. Kedua, hambatan dari sarana dan prasarana, peralatan dan tempat yang tidak begitu memadai	Hambatan yang dirasakan di sekolah kami yaitu terbatasnya buku teks siswa jadi tidak semua mempunyai buku, dan harus guru yang mendownload dari internet, tidak adanya proyektor membuat guru kesusahan dalam menyampaikan materi. Jadi saya hanya memanfaatkan papan tulis, dan itu cukup banyak menghabiskan waktu.	Yang pertama mungkin dalam pengetahuan guru tentang penggunaan multimodal itu sendiri, yang kedua ya sarana dan prasarana yang terbatas seperti internet dan proyektor.
10.	Apakah Bapak/Ibu merekomendasikan penggunaan multimodal ini?	Ya, saya sangat merekomendasikan penggunaan multimodal ini kepada guru-guru.	Ya, saya merekomendasikannya, apalagi di level elementary ini, supaya ada kemajuan belajar siswa yang lebih efektif dan menarik sehingga	Ya, saya merekomendasikan apalagi jika sekolahnya sudah memiliki fasilitas yang baik dalam teknologi

			bisa meningkatkan prestasi siswa dalam pembelajaran.	
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**PERNYATAAN KESEDIAAN MENGIKUTI PENELITIAN  
(INFORMED CONSENT)**

Saya yang bertanda tangan di bawah ini:

Nama : Partisipan 1

Setelah mendapat penjelasan mengenai maksud dan tujuan serta memahami penelitian yang dilakukan dengan judul:

**TEACHER'S PERCEPTIONS OF THE USE OF MULTIMODALITY IN  
EFL ELEMENTERY CLASSROOM**

Yang dibuat oleh:

Nama : Fitria Amalia

NIM : 20226005

Dengan ini saya menyatakan kesediaan untuk menjadi subjek penelitian dan bersedia melakukan pemeriksaan sesuai dengan data yang diperlukan.

Demikian pernyataan ini dibuat dengan penuh kesadaran tanpa ada paksaan dari pihak manapun.

Garut, 14 Mei 2024

Yang membuat pernyataan



Guru

**PERNYATAAN KESEDIAAN MENGIKUTI PENELITIAN  
(INFORMED CONSENT)**

Saya yang bertanda tangan di bawah ini:

Nama : Partisipan 2

Setelah mendapat penjelasan mengenai maksud dan tujuan serta memahami penelitian yang dilakukan dengan judul:

**TEACHER'S PERCEPTIONS OF THE USE OF MULTIMODALITY IN  
EFL ELEMENTERY CLASSROOM**

Yang dibuat oleh:

Nama : Fitria Amalia

NIM : 20226005

Dengan ini saya menyatakan kesediaan untuk menjadi subjek penelitian dan bersedia melakukan pemeriksaan sesuai dengan data yang diperlukan.

Demikian pernyataan ini dibuat dengan penuh kesadaran tanpa ada paksaan dari pihak manapun.

Garut, 20 Mei 2024

Yang membuat pernyataan



Guru

**PERNYATAAN KESEDIAAN MENGIKUTI PENELITIAN  
(INFORMED CONSENT)**

Saya yang bertanda tangan di bawah ini:

Nama : Partisipan 3

Setelah mendapat penjelasan mengenai maksud dan tujuan serta memahami penelitian yang dilakukan dengan judul:

**TEACHER'S PERCEPTIONS OF THE USE OF MULTIMODALITY IN  
EFL ELEMENTERY CLASSROOM**

Yang dibuat oleh:

Nama : Fitria Amalia

NIM : 20226005

Dengan ini saya menyatakan kesediaan untuk menjadi subjek penelitian dan bersedia melakukan pemeriksaan sesuai dengan data yang diperlukan.

Demikian pernyataan ini dibuat dengan penuh kesadaran tanpa ada paksaan dari pihak manapun.

Garut, 24 Mei 2024

Yang membuat pernyataan



Guru

### 3.3. APPENDIX C: Letters

#### 1. SURAT PERMOHONAN IZIN PENELITIAN



YAYASAN GRIYA WINAYA GARUT  
**INSTITUT PENDIDIKAN INDONESIA**  
FAKULTAS PENDIDIKAN ILMU SOSIAL, BAHASA DAN SASTRA  
Jalan Terusan Pahlawan No. 32 Sukagalih - Tarogong Kidul, Garut  
Telp. (0262) 233556 Fax. (0262) 540469 Kode Pos : 44151  
email : [fpisbs@institutpendidikan.ac.id](mailto:fpisbs@institutpendidikan.ac.id) web : [www.institutpendidikan.ac.id](http://www.institutpendidikan.ac.id)

Nomor : 787/IPI.D1/AKD/ V/2024  
Lampiran : -  
Perihal : Permohonan Izin Penelitian

Yth. Bapak/Ibu  
SDN 3 Neglasari  
di Tempat

Disampaikan dengan hormat, bahwa mahasiswa kami:

Nama : Fitria Amalia  
Nomor Induk Mahasiswa : 20226005  
Program Studi : Pendidikan Bahasa Inggris/ S1  
Tingkat/ Semester : 4 / 8  
Alamat : Kp. Nagara Tengah Rt 002/ Rw 012, Ds.  
Cimanganten , Kec. Tarogong kaler, Kab. Garut.  
Judul : Teachers' Perceptions of The Use of  
Multimodality in EFL ( Elementary Clasroom)

bermaksud memohon izin melakukan pengambilan data melalui wawancara dan/atau observasi di tempat Bapak/ Ibu memimpin untuk keperluan penelitian dalam rangka penulisan Tugas Kuliah/ Skripsi.

Kami berharap Bapak/ Ibu berkenan untuk memberikan izin bagi mahasiswa tersebut.

Demikian surat ini dibuat, atas perhatian dan kerjasama Bapak/ Ibu kami ucapkan terima kasih.

Garut, 28 Mei 2024

Dekan,

Dr. Lina Siti Nurwahidah, M.Pd.  
NIP. 196805271993032001





YAYASAN GRIYA WINAYA GARUT  
**INSTITUT PENDIDIKAN INDONESIA**

FAKULTAS PENDIDIKAN ILMU SOSIAL, BAHASA DAN SASTRA  
 Jalan Terusan Pahlawan No. 32 Sukagalih - Tarogong Kidul, Garut  
 Telp. (0262) 233556 Fax. (0262) 540469 Kode Pos : 44151  
 email : [fpisbs@institutpendidikan.ac.id](mailto:fpisbs@institutpendidikan.ac.id) web : [www.institutpendidikan.ac.id](http://www.institutpendidikan.ac.id)

Nomor : 787/IPL.D1/AKD/ V/2024  
 Lampiran : -  
 Perihal : Permohonan Izin Penelitian

Yth. Bapak/Ibu  
 SDN 3 Wanamekar  
 di Tempat

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 Nomor Induk Mahasiswa : 20226005  
 Program Studi : Pendidikan Bahasa Inggris/ S1  
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Garut, 28 Mei 2024

Dekan,

Dr. Lina Siti Nurwahidah, M.Pd.  
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Nomor : 787/IPL.D1/AKD/ V/2024  
Lampiran : -  
Perihal : Permohonan Izin Penelitian

Yth. Bapak/Ibu  
SD AL-Kindi Islamic Excellent School  
di Tempat

Disampaikan dengan hormat, bahwa mahasiswa kami:

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Garut, 28 Mei 2024


Dekan,

Dr. Lina Siti Nurwahidah, M.Pd.  
NIP. 196805271993032001



## 2. KARTU BIMBINGAN

FA



**Institut Pendidikan Indonesia Garut**

Tingkat Akhir > Daftar Tugas Akhir > Daftar Bimbingan Tugas Akhir Mahasiswa

### Bimbingan Tugas Akhir Daftar Bimbingan Tugas Akhir Mahasiswa

← Kembali ke Daftar
+ Tambah

**Detail**

Bimbingan

Rekap Pelaksanaan Bimbingan

Syarat Ujian

Jadwal Ujian

Nilai Ujian

Nilai Akhir

NIM  
20226005  
Nama Mahasiswa  
Fitria Amalia  
Program Studi  
Pendidikan Bahasa Inggris  
SKS Lulus  
**140 SKS**  
Tgl. Mulai  
6 Februari 2024  
Judul Tugas Akhir  
Teachers perceptions about the use of multimodality in English classes in EFL classes.

No	Tanggal	Dosen Pembimbing	Topik	Disetujui	Aksi
1	10 Januari 2024	SINTA DEWI	Bab 1	✓	🔍 🗑️
1	24 Oktober 2023	WAHID HASIM	research proposal	✓	🔍 🗑️
2	7 November 2023	WAHID HASIM	bab 1	✓	🔍 🗑️
2	18 Januari 2024	SINTA DEWI	bab 1	✓	🔍 🗑️
3	20 Februari 2024	SINTA DEWI	bab 1	✓	🔍 🗑️
3	20 Maret 2024	WAHID HASIM	bab 1,2,3	✓	🔍 🗑️
4	18 Maret 2024	SINTA DEWI	bab 2	✓	🔍 🗑️
4	23 Maret 2024	WAHID HASIM	bab 1,2,3 dan pertanyaan wawancara	✓	🔍 🗑️
5	26 Maret 2024	SINTA DEWI	bab 2	✓	🔍 🗑️
5	26 Maret 2024	WAHID HASIM	pertanyaan wawancara	✓	🔍 🗑️
6	30 April 2024	SINTA DEWI	bab 2	✓	🔍 🗑️
6	23 April 2024	WAHID HASIM	bab 2	✓	🔍 🗑️
7	27 April 2024	WAHID HASIM	bab 1 dan bab 2	✓	🔍 🗑️
7	3 Mei 2024	SINTA DEWI	bab 2 & bab 3	✓	🔍 🗑️
8	11 Mei 2024	SINTA DEWI	bab 2 & 3	✓	🔍 🗑️
8	11 Mei 2024	WAHID HASIM	bab 2	✓	🔍 🗑️
9	21 Mei 2024	WAHID HASIM	bab 4	✓	🔍 🗑️
9	29 Mei 2024	SINTA DEWI	bab 3	✓	🔍 🗑️
10	28 Mei 2024	WAHID HASIM	bab 4 dan bab 5	✓	🔍 🗑️
10	4 Juni 2024	SINTA DEWI	bab 3	✓	🔍 🗑️
11	4 Juni 2024	WAHID HASIM	bab 4	✓	🔍 🗑️
11	21 Juni 2024	SINTA DEWI	bab 4 & 5	✓	🔍 🗑️
12	11 Juni 2024	WAHID HASIM	bab 4 dan bab 2	✓	🔍 🗑️
12	25 Juni 2024	SINTA DEWI	bab 4 dan bab 2	✓	🔍 🗑️
13	18 Juni 2024	WAHID HASIM	bab 4 & bab 2	✓	🔍 🗑️

### 3.4. APPENDIX D: Photos of Research Activities

#### PHOTOS OF RESEARCH ACTIVITIES



## CURRICULUM VITAE



The author's name is Fitria Amalia. She was born in Garut, January 13 2002, at 22.30 WIB. The author is the second child of a husband and wife couple named Ajang Rohimat and Susi Widyaningsih. The author has an older sister named Widya Rahmawati. The author was raised by a husband and wife couple named Ade Sutisna and Alm. Nina Hasanah. The author lives in Tarogong Kaler, Garut city. When she was a child, the writer had a hobby of cooking, so she dreamed of becoming a chef. When she

got older, the writer's hobby changed to someone who likes traveling, looking for new experiences, studying new cultures, climbing mountains and other extreme sports. Now the author has dreams of becoming a traveler and of course a teacher. The author's educational history is, early childhood 2007, kindergarten 2008 at TK Al-Amin, then continued elementary school at MI Al-Amin, after that the author continued junior high school at MTs Daruththolibin, and vocational school at SMK Negeri 1 Garut. After that the author continued his education at the Indonesian Education Institute (IPI), Garut, majoring in the English Education Program.