

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

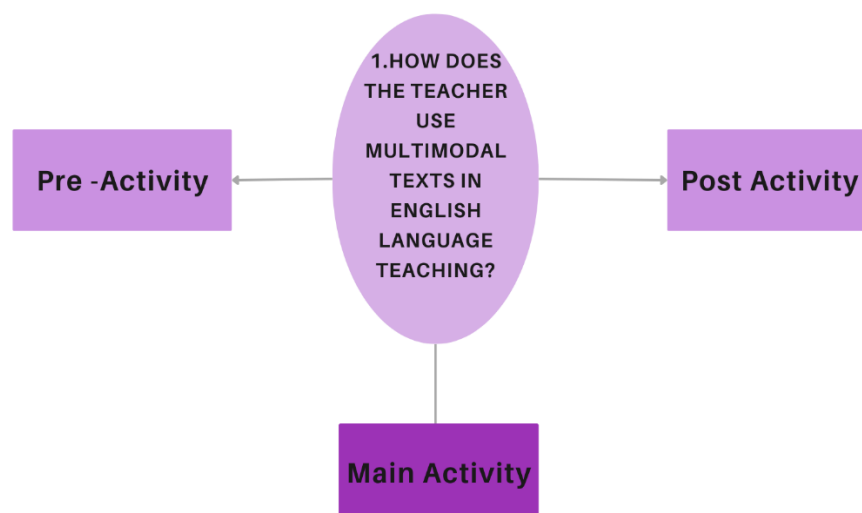
The final step in the research process is the writing of the research report, which is the most important stage in presenting the research findings and discussion. This chapter presents the findings and discussion on the application and challenges of using multimodal texts in teaching English at MAN 1 Banjarmasin based on the results of observations and interviews. The findings are analyzed using the interactive analysis method to ensure that the results are in line with the research objectives.

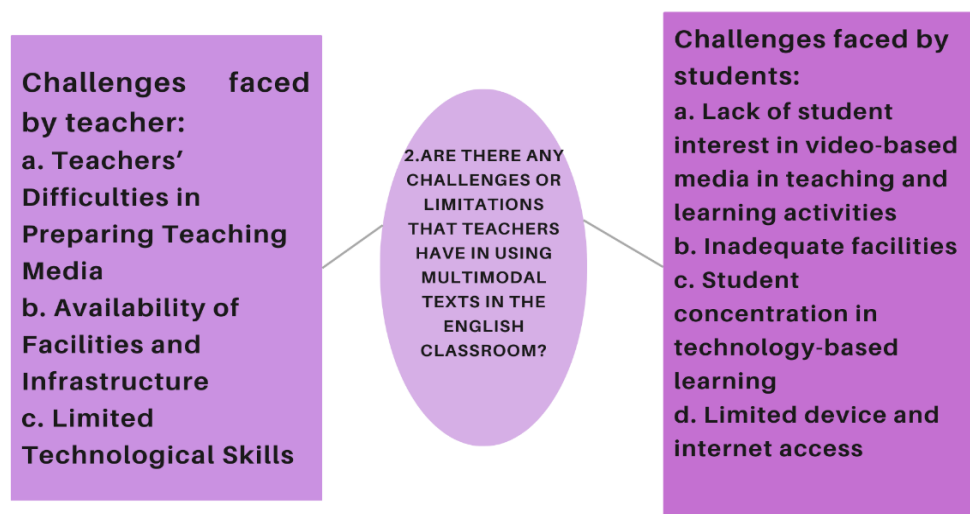
#### **A. Findings**

In this research, there was one English teacher and one class observed, namely class XI Advanced Level 3. The observation was conducted twice on Wednesday and Thursday. The number of students studying is 32 people. English learning is held every two meetings a week. Then for interviews, in this research researcher took seven participants consisting of one English teacher and six students. Called by the initials T, S1, S2, S3, S4, S5 and S6. There were four male students and two female students. The participant (S1) and (S4), based on the teacher's assessment, was a high achiever in English. The participant (S2) and (S5), based on the teacher's assessment, is a medium achiever in English lessons. Finally, the participant (S3) and (S6), based on the teacher's assessment is a student who is a low achiever in English language lessons.

This research has two main questions, namely: "How does the teacher use multimodal texts in English language teaching?" and "Are there any challenges or limitations that teacher faced in using multimodal texts in the English classroom?" To answer these two questions, the researcher identified various findings related to the use and challenges faced by teacher in implementing multimodal texts in English language teaching. The researcher also identified the challenges faced by students when learning English with multimodal texts. The data collection process was conducted through direct observation and in-depth interviews with an English teacher and six students in class XI Advanced Level 3 at MAN 1 Banjarmasin.

In this section of the findings, the researcher categorized the discussion data according to the research problem statement. The following table shows the data classification.





*Figure 4.1 Interactive Data Analysis Categories of Findings*

#### 1. Findings from Observations

The first step taken by the researcher was to make observations, which were then followed by interviews. The purpose of observation was to explain the English learning activities conducted by a teacher at class XI Advanced Level 3 at MAN 1 Banjarmasin and to explained the outcome of observation. The outcome of observation was explained in order to know how the teacher used multimodal text media in the learning process. Observation was conducted at four meetings.

The observation method used in this research is non-participant observation, where the researcher acts as an external observer during the observation process. The researcher only observed, recorded, and documented the results of observations from a position at the back of the class. During the process of observation, the researcher noted the entire series of learning activities and

video-recorded the process of learning. Recording is aimed at documenting all aspects that occur in learning activities, while documentation is conducted through taking photographs during the process of learning using the researcher's cellphone camera and also collected supporting documents like textbooks, learning materials, student exercises on the internet, and students' attendance lists. For further understanding and validity of the data presented notes and photos are included in the appendix. The following are the results of the data from the observations made.

**a. The using of multimodal text in teaching English by teacher at MAN 1 Banjarmasin**

**1) First Meeting**

The first meeting was held on Wednesday, February 5, 2025. In this meeting, the material taught was analytical exposition. Based on the observation at this meeting, there were three stages that the teacher did in learning, namely; pre-activity, main activity, and post activity.

**a) Pre – Activity**

In this activity, before starting class the teacher prepares the media to be used such as turning on the LCD, connecting the laptop to the speakers. After that the teacher starts the class by saying greetings and greeting the students. The teacher said: *“Assalamualaikum wr. wb., Good afternoon class, how are you today?”* then the teacher checked the students' attendance by mentioning the students' names one by one. After the teacher finished taking the students' attendance, the teacher asked the

students if they still remembered the lesson in the last meeting. The teacher asked: *“Do you remember what we learned last week?”* the students responded: *“Analytical exposition text ma'am.”* Then the teacher continued by saying: *“baiklah jadi untuk hari ini kita melanjutkan materi analytical exposition text dengan menonton tayangan video dari youtube ya.”*

b) Main Activity

In this activity, the teacher shows a YouTube video from the “Madam English” channel entitled “Analytical Exposition Text” and asks students to focus and listen to the learning video shown, the teacher said: *“Silahkan tonton video ini dengan seksama serta simak apa yang menunjukkan sebuah text analytical exposition.”*



*Figure 4.2 teacher displays video on projector*

After the students observed and recorded the explanation of the video, the teacher asked the students about the information they got from the explanation. The teacher said: *“Setelah kalian menonton tadi, coba ada yang tahu apa yg menunjukkan sebuah text analytical exposition?”* Some students answered and gave explanations about the information they got.

After that, the teacher continued by confirming and giving an in-depth explanation of the material.

c) Post Activity

In this activity, before the teacher gives individual exercises to students, the teacher asks again whether the students have really understood the material taught well. After that, because the students seemed to have understood, the teacher continued to send the exercises to their WhatsApp group.



Figure 4.3 capture of the link quiz

Then all of the students immediately responded to each of the exercises by using their handphone.



Figure 4.4 the students are doing exercise

After all students have finished working and submitted the Exercise link, the teacher checks whether all students did the Exercise correctly and got a good score. Then the teacher closes the lesson by saying “*alhamdulillah.*”

## 2) Second Meeting

The second meeting was held on Thursday, February 06, 2025. At this meeting the material taught by the teacher was a continuation of yesterday's learning which was still related to “*Analytical Exposition Text.*”

### a) Pre – Activity

The class begins with the teacher saying greetings first and asking students to say “*bismillahirrahmanirrahim*” together to get blessings during learning. Then the teacher checks the attendance of the students as well as giving a lecture or spiritual watering with the aim of providing inspiration for students.

After the teacher finishes checking the students' attendance, the activity continues with “ice breaking” by playing games. The game is called “*jika-maka*” so that students are more enthusiastic when entering learning.



*Figure 4.5 Ice breaking students*

### b) Main Activity

At this stage the teacher asks students to open the media, namely the “*Bahasa Inggris Tingkat Lanjut*” LKS book on page 11, which on that page contains a conversation text. Then students are asked to read the contents of the conversation, after students read the conversation, the teacher asks several students to come forward to practice it in pairs. After that, the teacher confirmed the students' pronunciation words that sounded lacking and continued by explaining the material.

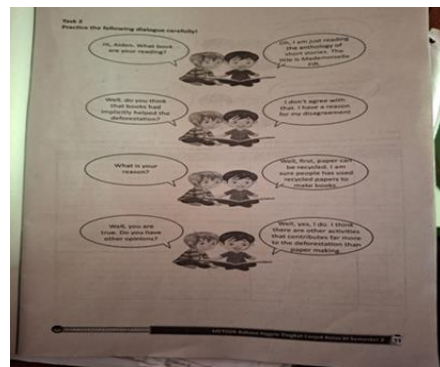


Figure 4.6 Conversation text

After that, as an additional understanding for students, the teacher shows a video from YouTube and asks students to watch and observe the English conversation video about “*Analytical Exposition Text*” carefully.

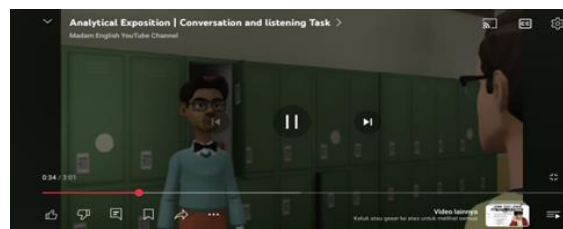


Figure 4.7 Capture of a short video on youtube

### c) Post Activity



In this activity, the teacher asks students to repeat back the material that has been learned. The teacher says: *“What have we learned today?”* Next, the teacher gives conclusions to strengthen students' understanding of the material that has been presented. Then the teacher closes the class by saying *“alhamdulillah”* and saying greetings to conclude the lesson.

### 3) Third Meeting

The third meeting was held on Thursday, February 13, 2025. At this meeting the material taught by the teacher was “Hortatory Exposition Text.”

#### a) Pre – Activity

In this third meeting during the observation, the researcher saw the teacher starting the activity by saying greetings, then asking students to read prayers together before starting the lesson. Then the teacher began checking student attendance after opening the class. The teacher also gave spiritual inspiration to students while checking attendance as motivation for students before starting learning. Activities like this create a positive learning atmosphere and help students prepare themselves mentally during learning activities.

#### b) Main Activity

At this meeting, the activity begins with the teacher preparing media such as laptops, LCDs, speakers, and others before the teacher explains the learning material. After the teacher finished preparing the media then he showed a video from YouTube and asked students to focus on watching and listening to the contents of the video that had been shown. This

method helps students to better understand the material before the teacher explains it.



*Figure 4.8 teacher displays a video using projector*

After showing video, she also gave additional explanations to make the material clearer by giving relevant examples so that students could understand it more easily. In addition, the teacher also ensures that students understand the material presented by asking students or explaining again if necessary.

After the teacher finishes explaining the learning material, the activity continues with the teacher providing individual exercises for students to test students' understanding of the material taught. The exercise is in the form of a google form that the teacher sends through their group WhatsApp. The exercise was done about 30 minutes before the homecoming bell.



*Figure 4.9 Capture of the link exercise*

#### c) Post Activity

In this activity, after the students finish sending the answers to their exercises. The teacher continues by checking and asking students about the level of difficulty of the questions when they do the exercises, besides that the teacher also provides reinforcement of students' understanding of the material by asking students. The teacher said: “what new things did you learn today?” After that, the teacher also reviewed the important points of the material explained before closing the lesson. Finally, the teacher closes the lesson by saying “alhamdulillah” and greetings.

#### 4) Fourth Meeting

At this meeting the observation was carried out on Wednesday, February 26, 2025.

##### a) Pre – Activity

At this stage the activity begins with the teacher saying greetings and asking students to pray together. Then proceed to check student attendance, after which the teacher asks about the material learned last week. This is done to link the previous material with the topic that will be learned next, so that it can give students an overview of the continuity of learning and can help students prepare for the current learning.

##### b) Main Activity

At this stage, the activity begins with the teacher providing the context of the topic through a YouTube video displayed on the LCD screen, then students listen to the video being shown by the teacher. The teacher

played the video twice, after which the activity continued, students were asked to answer together from the video shown by the teacher.



*Figure 4.10 Video listening on youtube*

#### c) Post Activity

At this stage, for the closing activity, the teacher asks the students if they understand the lesson, and they reflect on the lesson. Then the teacher also re-explains the key points of the lesson such as the structure of the text and how important it is to listen actively and critically to the argument. Finally, the teacher closes the lesson by saying “*alhamdulillah*” and greeting the students.

Overall, based on the results of the observation analysis of the use of multimodal texts that have been carried out at MAN 1 Banjarmasin, English subjects in class XI TL 3 teacher had used multimodal texts. It turns out that in four meetings during face-to-face English learning in class, the use of multimodal text by the teacher does not only include one type of multimodal text but more than one. In the first meeting, the teacher used videos from YouTube as a medium in explaining the material, WhatsApp application to send exercises and “google form” website as a medium for students' final evaluation in learning. Then in the second meeting, the teacher used the book containing visual images

and also visual videos from YouTube. In the third meeting, she used the blackboard to write the explanation of the material, besides that she also used YouTube and google form for exercises. Finally, the fourth meeting the teacher also used YouTube as a material to explain and at the same time provide exercises to students. From the four observation meetings that have been conducted by researcher, it can be seen that teacher very often use digital-based multimodal texts.

Several different modes are combined in multimodal texts to convey meaning, as Eksi and Yakisik (2015) explained that multimodal texts are inherently linked to digital technology with multiple modalities such as aural, visual, gestural, spatial, and linguistic coming together to form meaning (Januarty & Nima, 2018). These texts can be delivered through electronic media, printed on paper, or in person. Multimodal texts, which can take the form of printed or non-printed texts, refer to texts that use different modes determined by the teacher and how those modes interconnect to interpret the story or information. From the observation, it can be seen that teachers have successfully used multimodal texts in teaching English at the MAN level to students. Although the types of multimodal texts used are still limited, this is still adjusted to the conditions of the class and the ability level of the students.

Teacher creativity and innovation in the learning process are crucial elements in creating an effective learning atmosphere in the classroom. Without creative and innovative approaches from teachers, learning tends to become monotonous and less interesting for students. When a teacher are able to present learning

methods that are varied, interactive, and relevant to the needs and characteristics of students, the learning process not only becomes more lively, but also more meaningful.

Learning that is directly guided by the teacher is considered to be able to provide a dynamic and fun atmosphere. The teacher acts as a facilitator who guides, directs, and motivates students to be more active in the learning process. In addition, with good time management skills and adequate mastery of the material, teachers can ensure that learning objectives can be achieved optimally. This also allows students to understand the material more easily and deeply, so that learning outcomes are maximized.

## 2. Findings from Interviews

The next step taken by the researcher was to interview the participants. In this research, the researcher involved seven participants, namely one teacher who taught English in class XI Advanced Level 3 and six students to be interviewed. From the results of the teacher and student interviews, the researcher identified themes related to the formulation of the research problem. The first theme was to find out how the use of multimodal text in English learning as additional data from the results of the observation analysis above. The following are the research themes generated from the interviews:

### a. Interview results from teacher

#### 1) Teacher's consideration of taking teaching material sources

In the learning process, the selection of teaching materials is a crucial step that must be taken by a teacher. This decision cannot be made carelessly,

because the teaching materials used will directly affect the effectiveness of learning and students' understanding of the material being taught. On this theme, the researcher asked the teacher more deeply how she took into consideration when choosing teaching materials for teaching English.

Participant (T) answered:

*“Okay, so in the past I often took material from the mastery book on English grammar because I thought the LKS book from the school was lacking, because as the times evolve, I also use other sources that are already available such as google, YouTube and social media. I think using these various sources not only enriches the teaching but is also faster and more varied.”* (T, Script 1, line 1, interview data)

From the statement above, T stated that when teaching English, especially those related to texts, it is usually taken only from books provided by the school or books that participants have, but when more examples are needed to explain or provide exercises to students, she will look for them from various sources such as google, YouTube, and social media to create variety in the teaching and learning process. In addition, the use of various learning materials also provides space for flexibility in adapting the content to meet the requirements of learners. Electronic sources allow teacher to find references that are more appropriate, up-to-date, and aligned with language learning and acquisition practices. Learning through using multimodal texts in this contemporary era is one of the options of teaching materials that can be argued to be an innovation for English teachers. In English acquisition, the application of multimodal texts can reduce students' boredom in learning only from textbooks. Internet sources are more varied teaching materials therefore they can be an appropriate choice as teaching materials. It also makes the

learning environment more vibrant and creative and allows for more focus from the students where not only are the students stuck to textbooks, but also get to search through various sources of information or materials that support their knowledge in the English language.

## 2) Teachers' consideration of the selection of multimodal texts used to teach English

In English language learning, the use of multimodal text is one of the effective strategies to improve students' understanding and engagement. With attractive multimodal texts, students will be interested in learning, reading, and observing learning texts in English. Therefore, choosing the right multimodal text is a crucial aspect for teachers to ensure optimal learning. The participant (T) said:

*“So my consideration for choosing multimodal texts to teach is that, in my opinion, on social media such as google, Instagram, Facebook, and others, it is quite good because there are many and more varied texts, besides that English is different from Indonesian which is a foreign language in our country which must be translated first, if you use google translate it is easy access so it can be easier and faster.”* (T, Script 2, line 7, interview data)

Based on T's statement, it can be concluded that the use of social media as an additional teaching material in teaching English is a very appropriate choice. This is because social media, especially platforms like Google, provide a wide variety of learning materials that are very broad, varied, and can be tailored to the needs and interests of each student. The availability of these resources not only helps teachers in enriching the teaching materials, but also makes it easier for students to understand the material taught because of its more interesting, interactive and easily accessible presentation at any time. Thus,



the integration of social media in the English learning process can improve teaching effectiveness and encourage more active student engagement.

### 3) Teachers' opinions in using digital-based multimodal texts in English learning

In today's digital era, the use of digital-based multimodal texts is increasingly applied in English language learning. Sometimes multimodal texts take the form of captioned videos. This is related to the teacher's belief concerning the instruction of texts by videos and their experience of using multimodal texts in teaching and learning. The participant (T) said:

*"Yes, just like in previous lessons, I often use videos, even though I take them from YouTube. I usually prefer to use materials explained in videos from the YouTube channel Madam English because they have a comfortable presentation, clear explanations, and a combination of languages that help students understand the lesson more easily. However, sometimes I also use animated videos, depending on the material being taught."* (T, Script 3, line 13, interview data)

Based on the above statement, it can be concluded that T tends to utilize multimodal texts in the English learning process in her classroom.

Multimodal text refers to a type of text that combines various forms of communication such as written text, images, audio and video to convey information more effectively. In this case, T specifically emphasizes the importance of using video as one of the tools in delivering teaching materials. She believes that by showing relevant and interesting videos, students will more easily understand the English concepts being taught. The use of videos is considered to be able to present information in visual and auditory form simultaneously, which in turn can accelerate the process of student understanding and improve their memory of the material being studied. In

addition, the use of multimodal texts such as videos is also considered to be able to increase students' learning motivation because it presents a more interactive and enjoyable learning experience compared to conventional one-way learning methods. Therefore, this approach is an effective strategy for T in creating a more dynamic and meaningful learning environment.

4) Teachers' opinions on teaching with digital-based multimodal texts to attract students' interest in learning English.

In today's digital era, using multimodal texts in teaching English is an effective strategy for teachers to attract students' interest in learning English.

The participant (T) said:

*"Yes, I absolutely agree because using videos is not only a creative and innovative medium, but it also makes students more interested in reading the text within it, making learning less boring."* (T, Script 4, line 20, interview data)

Based on the above statement, it can be seen that the teacher shows a very supportive attitude towards the use of multimodal texts in learning activities, especially in teaching English. She specifically stated that the integration of media such as videos when presenting subject material is seen to be more entertaining and effective towards students than making use of text form. Videos that provide catchy visuals, colorfulness, and sound or narrative elements that come with them, she argues, can present a more comfortable and less boring place to learn. Unlike conventional texts based solely on the use of words, multimodal texts provide a more superior learning experience through their incorporation of visual, audio and even movement elements. This indirectly inspires students' curiosity, causing them to be more interested

in watching, understanding and interpreting the messages conveyed through these various modes. The teacher believes that the visually appealing presentation done by the video can stimulate students' interest in reading and understanding the text at a more intuitive level.

The interest provoked by the video visualization such as the facial expression of the character, the scene, or the storyline will engross students into learning more emotionally and mentally. Thus, the use of multimodal texts not only serves as a means to convey material, but also as a strategy to increase student learning motivation, strengthen concept understanding, and foster visual and digital literacy skills that are important in today's modern learning era.

b. Interview results from students

1) Students' opinions on media selection by teacher

The selection of media by teachers in the learning process plays an important role in building students' interest and understanding of the material being taught. This theme aims to get information from students on their opinions when learning using multimodal text in English class. S1, S2, S3, S4, S6, said:

*“Certainly the teacher has used appropriate and interesting media so that all students in the class are interested in learning English, for example, yesterday's video was quite interesting for me, not only the design is good but the material is easy to understand too.” (S1, Script 1, line 1, interview data)*

*“Yes, like yesterday, mom explained the material by showing a YouTube video.” (S2, Script 1, line 5, interview data)*

*“Yes, the media used by the teacher in my opinion is quite good because by showing videos from YouTube it makes it easier for me to understand the material.” (S3, Script 1, line 7, interview data)*

*"I think it is interesting, it doesn't make me bored because the videos shown vary."* (S4, Script 1, line 10, interview data)

*"In my opinion, the existence of learning using audio visuals such as this video helps the material more clearly and effectively."* (S6, Script 1, line 16, interview data)

Based on the statements above, all respondents stated that teacher in the learning process usually deliver material through various forms of media such as videos, pictures and other visual elements. This shows that teacher does not only rely on direct verbal explanation, but also utilize various types of information representation to support students' understanding. Thus, from the students' answers, it can be seen that the teacher has applied multimodal text in teaching English. In contrast to the opinions of S1, S2, S3, S4, and S6. S5 stated that the learning media chosen by the teacher such as videos sometimes made her feel bored and sleepy because there was some material in the videos chosen by the teacher that was less interesting. S5 said:

*"Sometimes for learning through the form of videos there are some that are less interesting so that it makes me personally feel bored and not enthusiastic about listening to the lesson and sometimes it also makes me sleepy."* (S5, Script 1, line 12, interview data)

Based on students' statements above, although learning using multimodal texts, such as videos, is more interesting, if the selection is not right by the teacher, it can also make them feel bored and not interested in following the learning process.

## 2) Student opinions on the use of multimodal text by teacher

When teaching using media such as multimodal text, it is important for a teacher to know the students' opinions on how the use of multimodal text in

teaching English can make them more interested or not in English lessons. Because students interest is the key to the successful use of a teaching medium. Participants said:

*“Personally, I find it interesting because the learning is more varied and not monotonous.”* (S1, Script 2, line 18, interview data)

*“Yes, I am more interested in learning with the use of multimodal text, such as yesterday's video show because I feel very facilitated by learning like that because there is text so it can be easier to understand.”* (S2, Script 2, line 20, interview data)

*“Interesting, because learning with digital-based media, in my opinion, learning English is more fun. Because it is more varied.”* (S3, Script 2, line 23, interview data)

*“Interesting, because it is easier to understand because I can see examples or practice directly what is learned.”* (S4, Script 2, line 25, interview data)

*“Yes, it is interesting, because the video makes learning more interesting and not boring.”* (S6, Script 2, line 30, interview data)

From the above statement, all five of them stated that learning English by using multimodal text is interesting and makes it easier for them to understand the material. This shows that the teacher has applied multimodal text in learning effectively. Because multimodal text refers to a form of information delivery that combines various modes or ways of presentation, such as written text, visual, audio, and motion. The use of media such as videos and images enriches students' learning experience because it is able to present a more concrete and interesting context. The use of multimodal text in learning has many benefits, including increasing student attention, clarifying abstract concepts, and supporting diverse learning styles. Teacher who used this approach show efforts in creating an inclusive and dynamic

learning environment, in accordance with the needs of students in the digital era.

Thus, it can be concluded that a teacher have successfully integrated multimodal text elements in the material delivery process, which contributes positively to the effectiveness of learning in the classroom. In contrast to other participants, S5 said:

*“From me personally, if the teacher displays a video for learning materials, I am actually less interested because I prefer if it is explained directly by the teacher.”* (S5, Script 2, line 26, interview data)

Based on the statement above, S5 differed from the other five friends in that she felt that he preferred if the lesson was explained directly without the use of multimodal texts which usually always show YouTube videos. Thus this is also a challenge for a teacher to be more varied in providing teaching.

Then the second theme is to find out are there any challenges or limitations that teacher and students have in using multimodal texts in the English classroom. Based on the interviews that have been conducted, there are several challenges expressed by the participants, namely an English teacher and students at MAN 1 Banjarmasin. The following are the research themes generated from the interviews:

**b. Challenges teacher and students faced when using multimodal texts in English class**

**1. Challenges faced by the teacher**

In the growing world of education, the use of multimodal text that includes a combination of text, images, audio, video, and interactive elements is an

effective strategy by teachers in learning English. However, it cannot be denied that every learning media certainly has challenges in its use. Even ordinary media sometimes have certain constraints, such as textbooks that are inadequate for all students. Similarly, with the use of multimodal texts, in this theme, the teacher explained clearly what were the challenges when she used multimodal texts while teaching English at MAN 1 Banjarmasin.

Participant (T) said:

*"There are definitely challenges. First, preparation takes quite a lot of time. Second, during implementation, there are often signal issues. Third, not all classrooms have LCD projectors. And lastly, myself, because sometimes I still struggle to understand this technology."* (T, Script 7, line 38, interview data)

Based on the above statements, it can be concluded that although the use of multimodal texts in English language learning provides many benefits and attracts students, there are still a number of inhibiting factors experienced by teacher in implementing this approach optimally in the classroom. Some of these inhibiting factors arise from various aspects, including technical aspects, resources, and individual readiness. Therefore, the researcher describes one by one the challenges faced by the teacher when using multimodal texts in teaching English.

#### a) Teachers' Difficulties in Preparing Teaching Media

Lack of time in planning and preparation is one of the main challenges faced by a teacher in integrated multimodal texts into learning, especially in the context of English language teaching. Multimodal text-based learning material preparation is clearly more complex and intensive than employing normal texts based on writing alone. The teacher not only

have to be able to understand the content of the material to be learned during preparing multimodal text materials, but also must possess the ability to search for, choose, and arrange various visual, audio, and audiovisual elements that suit and facilitate students' understanding of the material.

This is certainly a time-consuming process. The teacher must evaluate the quality and suitability of every multimodal text element, i.e., videos, pictures, animation or infographics, against the learning goals and learner profiles in their class. In addition, a teacher must ensure that the content is not only visually appealing but also of high educational value and easy to understand by students with differential levels of ability.

Once appropriate materials are found, a teacher also must adjust and integrate them into teaching, including creating learning activities that involve active and meaningful use of the media. Not to mention should teachers also create their own multimodal materials such as learning videos or interactive presentations, the time and knowledge required will surely be significantly greater.

The teacher is busy with other things, such as administration, testing, and extracurricular activities or other ancillary responsibilities, which further limits the time to plan multimodal text-based learning as best as possible. Thus, although the teacher know the worth of using varied and engaging media, planning time pressures tend to lead them to default to



conventional methods that are quicker and less time-consuming to prepare.

b) Availability of Facilities and Infrastructure

Based on the interview results, the availability of facilities and infrastructure is one of the main challenges faced by a teacher in implementing multimodal text-based learning, especially in English subjects. The interviewed a teacher said that not all classrooms in MAN 1 Banjarmasin have access to adequate technological devices, such as projectors, computers or laptops, as well as stable and fast internet connections. This condition is certainly a significant challenges, considering that the use of multimodal texts such as videos, interactive presentations, animations, and other visual materials is highly dependent on the availability of these technological devices. The teacher revealed that although she has a strong desire to utilize more varied and interesting learning media, limited facilities make the process difficult to realize optimally. In some cases, a teacher sometimes have to bring personal equipment such as laptops or even borrow projectors from other rooms that are not necessarily always available. This certainly makes it difficult and disrupts the smooth learning process, especially if the class schedule is busy and the use of devices must take turns with other teachers.

The lack of a stable internet connection is also an issue. Many multimodal text-based materials available online, such as learning videos from YouTube, interactive applications, or digital articles, cannot be

accessed properly if the internet connection at school is often interrupted or uneven in every classroom. As a result, the teacher are forced to use conventional learning methods that do not support students' active involvement, even though multimodal texts are proven to increase students' interest in learning and understanding of the subject matter.

This situation reflects the importance of attention from the school and related agencies to the provision of adequate learning infrastructure. Without the support of adequate facilities and infrastructure, teachers' efforts to create innovative and adaptive learning to the times are hampered. Therefore, improving educational facilities, especially in terms of providing learning technology, needs to be a priority so that the teacher can optimize the use of multimodal texts in the teaching process and provide a more effective and enjoyable learning experience for students.

#### c) Limited Technological Skills

Based on the results of the interview above, the teacher also revealed that one of the significant challenges in implementing multimodal texts in English learning comes from herself, namely the limitations in terms of technological skills. The teacher realizes that in today's digital era, mastery of technology is one of the important competencies that educators need to have, especially in delivering teaching materials in a more interesting, interactive and in accordance with the times. However,

she admits that she still has limitations in using various digital tools or devices that can actually be very helpful in learning.

The teacher stated that there are some digital tools and platforms that she is still not familiar with, such as video editing applications, interactive presentation software, or even how to effectively integrate visual and audio media into learning activities. Although she has tried to learn independently or through training organized by the school, the process of adapting to these technologies does not always go smoothly. Lack of confidence in using technology is also one of the obstacles, where teacher feel worried if technical errors occur in the middle of learning which can actually disrupt the smooth teaching process.

This skill limitation certainly has an impact on the maximum utilization of multimodal texts. Teacher sometimes choose to continue using conventional methods because they feel more comfortable and safe, even though they realize that these methods may be less interesting for students than using technology-based media. This situation indicates that in addition to support in terms of facilities and infrastructure, teachers' professional development through continuous technology training is also very important. The teacher need opportunities to improve their ability to manage and apply various types of learning technologies in order to keep up with the increasingly dynamic demands of 21st century education. Thus, limited technological skills are not only a personal challenge for teacher but also a systemic issue that needs to be addressed

collaboratively by educational institutions, the government and all stakeholders in education. Without adequate improvement in technological competence, teacher will find it difficult to deliver effective multimodal text-based learning, even though this approach has the potential to increase students' learning motivation and comprehension.

Teachers' responses showed some findings related to the learning process in the classroom using multimodal texts. In conclusion, a teacher stated that the application of multimodal texts in English teaching can facilitate the learning process and improve students' abilities. Multimodal texts play a role in increasing students' interest in reading and paying attention to the material provided by the teacher during teaching and learning activities. Additionally, the teacher said that multimodal texts make students more engaged and willing to listen to explanations attentively. However, in implementing multimodal texts, the teacher also faced several challenges, as previously explained.

## 2. Challenges faced by the students

This theme was created by the researcher to get information from students about the challenges they faced when multimodal texts are used in English teaching and learning activities. After conducting interviews with six students in class XI Advanced Level 3 MAN 1 Banjarmasin, the researcher found several challenges they faced, among others:

- a) Lack of student interest in video-based media in teaching and learning activities

In the digital learning process, the utilization of media such as videos and presentations should be able to increase student interest and participation.

However, in reality, not all media used have enough appeal to maintain students' attention. One of the challenges that arises is when a teacher choose video materials that are less interesting or presented in a monotonous way, making students feel bored and even sleepy when learning takes place. This shows that the selection and presentation of appropriate digital learning media greatly affects the effectiveness of teaching and learning activities in the classroom. Participant (S1) said:

*"Yes, in my opinion, the challenge is when the teacher selects a boring video, which can make me feel sleepy during the learning process."* (S1, Script 5, line 65, interview data)

S1 stated that based on his experience in English language learning, the use of multimodal texts such as videos does have great potential to increase students' understanding and interest in the material. However, he also emphasized that the application of videos in learning is not without difficulty. One of the difficulties he thinks is when instructors choose videos that are dull or irrelevant to the topic of learning. Dull videos, lengthy videos, and irrelevant videos to the lesson setting can cause students to lose focus, bored, and even sleepy during the learning process. This will certainly be bad for the general effectiveness of learning.

If the students are not interested in the media used, they will be less engaged in class. There will be little teacher-student interaction, and instructional objectives will not be maximally achieved. Therefore, according to S1, it is important for the teacher to be more selective and careful in choosing video media to be applied in English learning. The videos selected should not only be visually appealing, but also relevant to the topic being studied, of moderate length, and comprising interactive material or be able to arouse the interest of the students.

b) Inadequate facilities

One of the important factors that support the success of the learning process is the availability of adequate facilities. In the context of modern learning that begins to use digital media and technology-based approaches, the availability of facilities such as projectors, computers, internet networks, and other supporting devices is crucial. However, in reality, many schools still face obstacles in this regard. Inadequate facilities are often the main obstacle for teacher and students in carrying out the teaching and learning process optimally, especially in the application of multimodal text-based learning. Participant (S2) said:

*"In my opinion, the challenge is more about the screen display because I often sit at the back, and the projector screen looks smaller and less clear."* (S2, Script 5, line 67, interview data)

From the statement above, S2 said that one of the obstacles he faced in learning to use multimodal texts, especially videos, was the less than optimal quality of visual displays in the classroom. He explained that

sometimes the video displayed by the teacher through the projector screen or monitor looks too small, making it difficult for students sitting at the back of the class to clearly see the contents of the video. This is an challenge in itself, considering that learning videos usually contain important information in the form of text, images, and visualizations that support understanding of the material. This problem is often caused by limited facilities in the classroom, such as the small size of the projector screen, the quality of the projector that is not optimal, the room lighting that is too bright, or the placement of equipment that is less strategic.

c) Student concentration in technology-based learning

The results of the interviews with the participants showed that the implementation of digital-based multimodal texts, especially the use of cellphones by students, still faced challenges. The main challenge faced by students is the difficulty in maintaining concentration during the learning process. This is sometimes the main obstacle to effective learning. Participant S5 said:

*“Actually, for the challenges of learning English in the digital era, especially using this cellphone, the challenge is not in the media, but more to fight against laziness or while studying can suddenly be distracted by other things such as chat notifications or wanting to open other applications.”* (S5, Script 5, line 72, interview data)

Based on the results of the interview above, S5 said that the main challenge in learning English in the digital era, especially when using cell phones (HP), lies not in the learning media, but in the ability to maintain focus and self-control. The informants explained that although

mobile phones provide easy access to various learning materials such as videos, articles, and interactive applications, the existence of this device also brings considerable potential for distraction.

One of the most commonly experienced challenges is the emergence of laziness when learning independently using cellphones. When students are not under direct supervision, there is a tendency to procrastinate or feel less motivated to study consistently. In addition, digital distractions such as message notifications, invitations to play from friends, or the desire to open other applications such as social media and games, often interfere with concentration. This causes the learning process to not run optimally and learning outcomes to be less than optimal.

d) Limited device and internet access

Based on the interview results, limited access to technology devices and internet networks is still a major challenge in implementing multimodal text learning. Not all students have adequate smartphone facilities, or a stable internet connection, so the teaching and learning process cannot run optimally. This limitation has a direct impact on students' participation and understanding of learning materials, especially in the context of digital-based multimodal text learning. Participant S4 and S6 said:

*“For me, what is more often a challenge is more about the facilities, for example, the cellphone runs out of battery or the internet quota runs out.” (S4, Script 5, line 70, interview data)*

*“The challenges I face when learning using this digital media are the limited interaction of not being able to ask questions directly and discuss*



*and the sometimes slow network connection.*” (S6, Script 5, line 76, interview data)

Based on this statement, the most common challenge faced by students in digital learning lies not in the material or learning media itself, but in technical facilities. Problems such as cell phone batteries that run out quickly or limited internet quota often interfere with the smooth learning process. This condition shows that the availability and readiness of devices and adequate internet access are important factors in supporting the success of technology-based learning.

## **B. Discussion**

The researcher conducted a qualitative approach using the case study method as the main strategy in collecting and analyzing relevant data. This method was chosen because it allowed the researcher to explore in depth the context and dynamics of multimodal text use in English language learning in a school setting. The research specifically focused on one class, namely Advanced XI 3 at MAN 1 Banjarmasin, in order to obtain a detailed and in-depth picture of how multimodal texts are used in learning activities as well as the various challenges faced by both a teacher and students. In the discussion section of this research report, the researcher systematically presents the findings obtained from the data analysis process, which are then linked to the problem formulation and research objectives that have been set previously. The main purpose of this section is to provide answers to the general and specific research questions, which include how the process of using multimodal texts in English language learning takes place, and what are the challenges faced by a teacher and students during the process.

With this approach, the researcher tried to present a complete understanding of the reality in the field, and make a meaningful contribution to the development of English learning practices that are more interactive and in accordance with the development of today's educational technology. This discussion is expected to be a reference for teachers, educational practitioners, and future researchers in developing multimodal text-based learning strategies more effectively and efficiently.

The researcher focuses on the following research questions when describing the findings:

1. How does the teacher use multimodal texts in English language teaching?
2. Are there any challenges or limitations that teachers have in using multimodal texts in the English classroom?

The main themes and categories identified from the data collection and analysis process were used as central concepts to relate the results of this research to previous theories on multimodal text usage and its challenges. The following sections discuss each of the research issues addressed in this research:

- a. The using of multimodal text in teaching English by teacher at MAN 1 Banjarmasin

This research discusses how a teacher in teaching English using multimodal texts in class XI Advanced level 3 at MAN 1 Banjarmasin. The results show that English teacher use multimodal texts that are digital or internet-based mostly from pre-activity to post-activity. This teacher adjusts to the needs of students in the current era who all use technology. It is said by Lin et al., (2015)

cited in (Haryyadi & Rohmah, 2023) that many teenagers today are growing up with a collection of interactive media called internet-based applications.

In the process of teaching English subjects that use multimodal text, the researcher concludes in 3 stages, namely: Pre-activity, Main activity, and Post activity.

Pre-activity activities play an important role in determining the atmosphere and readiness of students in participating in the learning process. At this stage, researcher saw several activities that were most often carried out by a teacher. Usually the teacher begins the lesson by greeting the students with *“Assalamualaikum warahmatullahi wabarakatuh, good afternoon class, how are you today?”* which is answered by the students enthusiastically, then continued by the teacher by checking the presence of students and reading prayers together.

At the main activity stage the teacher usually shows a video from YouTube then he apperceptions and asks students to observe the media that the teacher has provided so that students can get information related to the lesson first before the teacher explains it herself. After finishing giving an explanation, the teacher continues by asking students first what they have gotten from the media they have observed.

At the post activity stage, from the results of the researcher analysis, the teacher usually provides individual exercises in the form of a google form link that she sends via the WhatsApp group.

Although the multimodal text used by a teacher is very confined to picture books, web links, and videos only, this will prove to be beneficial and could raise students interest in teaching and learning activities and could help in easy explanation of teaching material by teacher. This is in line with (Yunita & Harahap, 2024) as expressed in the study that by using multimodal text, students are able to develop critical thinking in understanding messages received. For example, when given a message in the form of an image, they can interpret the meaning of the visual presentation. Similarly, when giving online presentations, students are able to understand the intent and receive the information being conveyed. Additionally, the use of multimodal texts also serves to improve reading competence as well as motivating students to learn foreign languages. This is due to the fact that multimodal texts are able to convey messages through various channels, e.g., visual, audio and movement elements. Multimodal text comes in various forms such as YouTube videos, blogs, social media videos, movies, series or webinars. Students will derive wonderful benefits from adopting these multimodal materials as learning resources.

As evidenced by the interview of the teacher, she affirmed that the usage of multimodal text is of great utility to teach English specifically through the utilization of video pictures. She added that the use of multimodal text to interpret English information can make it possible to enlarge and accelerate students' learning processes of the lesson, and make students more engaged in learning. The discussion above is supported by Siefert et al., (2019) cited in

research (Lestari, 2022) said that the digital age is expanding the way teachers engage students in learning in various fields. In addition, the teacher said that the use of multimodal texts, specifically those on digital, is quite easy for her when providing students with exercises because it does not require a lot of time in checking and can create innovative and engaging learning in different ways. This is in line with the words of Wisneski et al., (2017) cited in a research (Lestari, 2022) that teachers may use digital tools to provide authentic and engaging learning experiences in a variety of different ways. Conversely, technology is also engaged in the development of digital-based instructional materials in an effort to adapt learning based on student needs. Finally, teachers also stated that the use of multimodal texts in the teaching process can also improve student engagement in learning. The statement is in line with the theory proposed by (Kummin et al., 2020) that the use of multimodal texts can increase students' engagement and investment in their learning process, thus becoming a valuable tool in the teaching and learning process.

Then from the student interview results' outcome, they mentioned that English learning by way of videos is simpler for them as they find it more fascinating than boring learning. Students further mentioned that reading learning texts using video visuals or texts with pictures in sight could help them study the lessons in a more convenient way. Multimodal text could encourage the students to study and learn the materials more comfortably than language alone in visual form. The above statement is supported by Oldakowski (2014) cited in (Trisanti et al., 2022) examined the use of multimodal texts in English

language teaching and found that it not only helps students show their thinking, but also helps them make better decisions and understand the material more deeply. Then Eksi and Yakisik (2015) cited in (Trisanti et al., 2022) also said that multimodal texts encourage students to use their cognitive abilities and improve their creativity, focus, participation, and learning outcomes. These findings are in line with the results of the study, which suggested that the use of multimodal texts in the process of teaching and learning English, especially visual videos can stimulate students' creativity, attention, engagement, and performance. With teacher using multimodal texts in English learning, students also contribute, not just standing still and listening to the teacher's lecture.

b. Challenges teacher and students faced when using multimodal texts in English class

In this section, we discuss the barriers that arise when teaching English using multimodal texts. From the results of the data analysis, the researcher found several inhibiting factors that become challenges for teacher and students to use multimodal texts in teaching and learning English.

1) Challenges faced by the teacher

a) Teachers' Difficulties in Preparing Teaching Media

Based on the results of interviews with participant T, it can be produced that one of the challenges faced by teacher is that in designing multimodal teaching materials, a teacher is not only required to understand the content of the material to be taught, but also must be able to find, select, and compile the text to be taught. Because the use

of multimodal texts in English teaching must be related to various relevant visual, audio, and audiovisual elements in order to support students' understanding of the material. This is in line with the findings of (Abdullah et al., 2020) who said teachers are expected to apply a variety of pedagogical approaches involving a combination of semiotic resources. This approach helps students understand learning materials more effectively through multimodal teaching techniques that combine various modalities.

This kind of process takes a lot of time. The teacher must evaluate the quality and appropriateness of each multimodal element such as videos, images, animations or infographics. In addition, a teacher also need to ensure that the material is not only visually appealing, but also has high educational value and is easily understood by learners with different levels of ability. This is in line with (Laadem & Mallahi, 2020) said that one of the main challenges in implementing multimodal text is the level of complexity. Multimodal texts combine various modes of communication, such as text, images, audio and video, which must be harmonized and integrated effectively to produce clear and cohesive messages. This demands an in-depth understanding of the interactions between the various modes as well as how to optimally utilize them.

b) Availability of Facilities and Infrastructure

Article 42 of Government Regulation No. 19 of 2005 concerning National Education Standards states that each education unit is required

to have facilities that include furniture, educational equipment, educational media, books and other learning resources, consumables, and other equipment needed to support an orderly and sustainable learning process. Education units are also required to have adequate facilities to support the continuity of the teaching and learning process in an orderly and sustainable manner. These facilities include various physical needs such as land, study rooms, rooms for principals, teachers' rooms, administrative rooms, libraries, laboratories, workshops, production units, canteens, power and service installation systems, sports areas, worship facilities, play areas, creative spaces, and other supporting facilities as needed. The goal is to support the success and efficiency of the teaching and learning process. This is in line with Ferdian (2022) cited in (Wasilah et al., 2023) that every educational institution must have good or appropriate facilities to be used in achieving all the goals of the educational institution.

Based on the results of interviews with participant T, the availability of facilities and infrastructure is one of the main challenges faced by a teacher in implementing multimodal text-based learning, especially in English subjects. Based on the teacher's statement, not all classrooms in MAN 1 Banjarmasin are equipped with enough technological tools such as projectors, computers or laptops, and stable and quick internet connections. It is certainly a major obstacle, considering the fact that the utilization of multimodal texts such as videos, interactive media,



presentations, animations, and other visual aids is greatly dependent on the availability of such technological tools. The teacher revealed that although she has a strong desire to utilize more varied and interesting learning media, limited facilities such as technological devices make the process difficult to realize optimally. This agrees with (Widyawati & Sukadari, 2023) that the existence of adequate technological devices is crucial to support the proper use of technology-based learning media. In this case, MAN 1 Banjarmasin's minimal facilities certainly make it difficult and disrupt the easy learning process with digital-based multimodal text. Without the help of these facilities, teacher tend to improvise and this might cause a decrease in the quality of learning to be achieved. However, this can be overcome by teacher who usually bring their own laptops or sometimes teachers use internet connections from their cellphones in order to achieve learning objectives properly.

c) Limited Technological Skills

Based on the results of the interview with participant T, she stated that one of the significant challenges in the application of multimodal texts in learning English is from within herself, namely limitations in terms of technological skills. Teachers realize that in today's digital era, mastering technology is an important competency that educators need to have, especially in delivering teaching materials in a more interesting, interactive and in accordance with the times. This is in line with what (Shyamlee & Phil, 2012) said that multimedia technology

that displays audio, visual and animation effects naturally and more humanistically provides wider access to information so that learning looks more interesting and interactive.

Participant T also stated that there are some digital devices and platforms that are still unfamiliar to her. This skill limitation certainly has an impact on the maximum utilization of multimodal texts. This situation shows that in addition to facility support, teachers' professional development through continuous technology training is also important. This is in line with (Rudianti et al., 2024) which state that continuous professional development through educational technology training and workshops, as well as collaboration with peers and experts in the field of technology, are important factors in strengthening educators' professionalism. Thus, limited technological skills are not only a challenge for teachers, but also a systematic problem that needs to be addressed collaboratively by educational institutions. Without adequate improvement in technological competence, teacher will find it difficult to deliver effective multimodal text-based learning, even though this approach has the potential to increase students motivation and learning comprehension.

## 2) Challenges faced by the students

- a) Lack of student interest in video-based media in teaching and learning activities

From the interview, S1 stated that in learning English with the use of multimodal texts such as videos does attract great potential to increase students' understanding and interest in the material. This claim is consistent with the theory proposed by (Flynn, 2016) that use of videos in the modern learning process is very effective. Videos provide a rich context for learning English, make it easier to understand meaning, and bring real-life situations into the classroom so that the learning process becomes more authentic and relevant.

However, S1 also emphasized that the use of videos in learning also has challenges. One of the challenges he feels is when teachers choose videos that are not interesting or relevant to the learning topic. Videos that are monotonous, too long or inappropriate to the context of the lesson can cause students to lose focus, feel bored and even sleepy during the learning process. This is in line with the findings of Bakhtiar et al. (2024) in his research which states that teachers must prepare and select materials that are interesting to students.

b) Inadequate facilities

One of the important factors that support the success of the learning process is the availability of adequate facilities and infrastructure, especially in the context of modern learning which is currently starting to use digital media and technology-based approaches. The availability of facilities and infrastructure such as projectors, computers, internet networks, and other supporting devices is crucial to building student

motivation in learning. This is in line with Shofiah (2019) cited in (Rosmalah et al., 2022) that the existence of adequate facilities and infrastructure in accordance with the standards of school facilities and infrastructure allows students to be motivated to learn to follow lessons.

Based on the results of the interview, S2 stated that one of the challenges he faced in multimodal text-based learning, especially audio visual, was the lack of optimal visual display quality from the projector in the classroom. He explained that sometimes the video shown by the teacher through the projector or monitor looks too small, causing the video not to be seen clearly, this makes it difficult for students who sit at the back to see and understand the contents of the video, considering that learning videos usually contain important information in the form of text, images, and visualizations that support the understanding of the material. With problems like this, it can sometimes interfere with motivation and reduce student interest in observing the available text because the video or image displayed is less clear and difficult to recognize. This is in line with Khadijah (2015) cited in (Rosmalah et al., 2022) that there is a positive and significant effect of the availability of learning facilities and infrastructure on student learning motivation. Problems like this still occur at MAN 1 Banjarmasin due to limited facilities in the classroom such as the size of the projector screen that is too small, the quality of the projector is not optimal, the room lighting is not good, and so on.

c) Student concentration in technology-based learning

The utilization of various technological devices in teaching English can support the learning process. One of the technology utilization that can be applied in learning is the use of multimodal text as English learning material, which is expected to increase students' learning motivation. This is in line with (Kummin et al., 2020) who stated that multimodal texts involve the use of diverse ICT media can develop dynamic learning resources that appeal to those with different sensory modes and learning styles.

However, although the application of digital-based multimodal text by utilizing technology like this provides advantages, it cannot be denied that its utilization also has challenges. In this context, based on the results of the interview, S5 said that the main challenge in learning English with the application of digital-based multimodal texts, especially by using cellphones, is the difficulty in self-control to stay focused on learning. Another challenge that is often experienced is the emergence of laziness when studying independently using cellphones, when students are not under direct supervision tend to procrastinate or lack enthusiasm for learning consistently. This is in line with Arirahmanto (2021) cited in (Zulfa & Mujazi, 2022) that unsupervised smartphone use can have a negative impact on the learning process, such as the emergence of boredom and decreased student concentration. These symptoms are usually seen in the attitude of students who do not

care about learning, engage in conversation or joking with friends, ignore teacher explanations, and even fall asleep during online learning. This condition is a serious challenge that can disrupt the effectiveness of the learning process and reduce the achievement of learning outcomes.

d) Limited device and internet access

S4 and S6 mentioned the difficulties or challenges they faced in the learning process with the application of digital-based multimodal texts, namely the internet network that was not smooth, the cellphone battery ran out, or the quota at that time ran out. Problems like this often disrupt the smooth learning process. Based on the interview results, it can be seen that the condition shows that the availability and readiness of devices and adequate internet access are important factors in supporting the success of digital-based multimodal text learning. This is in line with Najib et al., (2022) cited in (Hanifah et al., 2024) that the availability of a supportive internet network and digital-based learning tools can facilitate the learning process.