

**TEACHER'S USE OF MULTIMODALITY TO SUPPORT
DIVERSE STUDENT CHARACTERISTIC IN ENGLISH
LANGUAGE TEACHING**

**By
ALVIONI AZQIA**



**ANTASARI STATE ISLAMIC UNIVERSITY
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**TEACHER’S USE OF MULTIMODALITY TO SUPPORT
DIVERSE STUDENT CHARACTERISTIC IN ENGLISH
LANGUAGE TEACHING**

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I, the undersigned, **Alvioni Azqia**, declare that this undergraduate thesis is my original work, gathered and utilized specially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

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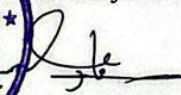
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ABSTRACT

Alvioni Azqia. 2026. Teacher's Use of Multimodality to Support Diverse Student Characteristic in English Language Teaching. Thesis. English Education Departement, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisor: Hidayah Nor, M.Pd.

Keywords: Multimodality; English Language Teaching; Diverse Student Characteristics; Multimodal Strategies; Challenges

The diversity of student characteristics in learning English as a foreign language (EFL) requires teacher to adopt adaptive and comprehensive approaches. Students vary in their language skills, learning styles, motivation, and social and cultural backgrounds. Thus, the purpose of this study is to examine the implementation of multimodal strategies by teacher while identifying the challenges in addressing this diversity. This study adopted a qualitative phenomenological approach and involved one participant consisting of one English teacher as the research subject. Data were collected through interviews sessions, classroom observations and document collection. Data analysis was conducted through a series of stages, including data reduction, data presentation, and drawing conclusions to produce structured and in-depth results. The findings indicate that the teacher employs multimodal strategies by combining various modes such as verbal, visual, auditory, and gestural and utilizing digital media like videos, images, and interactive presentations. This approach supports enhanced students understanding, engagement, and participation throughout the learning process. However, there are a number of challenges in its implementation, such as a lack of resources, time constraints, varying levels of student participation, and teacher's pedagogical readiness. Overall, multimodality plays a significant role in accommodating the diversity of student characteristics and enhancing the effectiveness of English language learning. Therefore, teacher's preparation, as well as infrastructure and facility support, are necessary to optimize its implementation.

ABSTRAK

Alvioni Azqia. 2026. *Teacher's Use of Multimodality to Support Diverse Student Characteristic In English Language Teaching*. Skripsi. Jurusan Tadris Bahasa Inggris., Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: Hidayah Nor, M.Pd.

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Keberagaman karakteristik siswa dalam belajar Bahasa Inggris sebagai bahasa asing (EFL) mengharuskan para pengajar untuk menggunakan pendekatan yang adaptif dan menyeluruh. Siswa memiliki variasi dalam keterampilan bahasa, cara belajar, motivasi, serta latar belakang sosial dan budaya. Dengan demikian, tujuan dari penelitian ini adalah untuk meneliti pelaksanaan strategi multimodal oleh guru sekaligus mengenali tantangan dalam mengatasi keberagaman tersebut. Penelitian ini menggunakan pendekatan kualitatif fenomenologis dan melibatkan seorang guru Bahasa Inggris sebagai subjek penelitian. Data diperoleh melalui sesi wawancara, pengamatan di kelas dan pengumpulan dokumen. Analisis data dilakukan melalui serangkaian tahapan, termasuk reduksi data, presentasi data, dan penarikan kesimpulan untuk menghasilkan hasil yang terstruktur dan mendalam. Temuan penelitian menunjukkan bahwa guru menggunakan strategi multimodal dengan menggabungkan berbagai jenis mode, seperti verbal, visual, audio, dan gestural, serta memanfaatkan media digital seperti video, gambar, dan presentasi yang interaktif. Pendekatan ini mendukung peningkatan pemahaman, keterlibatan, dan partisipasi siswa selama proses belajar. Namun, terdapat sejumlah kendala dalam pelaksanaannya, seperti kekurangan sumber daya, keterbatasan waktu, variasi tingkat partisipasi siswa, serta kesiapan pedagogis dari para guru. Secara keseluruhan, multimodalitas memiliki peranan yang signifikan untuk mendukung keberagaman karakteristik siswa dan meningkatkan efektivitas belajar Bahasa Inggris. Maka dari itu, diperlukan persiapan dari para guru serta dukungan infrastruktur dan fasilitas untuk mengoptimalkan pelaksanaannya.

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Finally, the writer hopes this research will be useful for the next researcher. The writer admits that this research paper is not perfect yet. Therefore, suggestions will be expected to make it better.

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