

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion. This research provides answers to two main questions that are analyzed and explained based on the data obtained during the research process. This chapter provides an understanding of how teacher apply multimodal strategies in English language teaching to support the diversity of student characteristics. In addition, this chapter also investigates the challenges faced by teacher when applying multimodal strategies in the classroom. The discussion of the research results is based on data obtained through interviews, classroom observations and documentation. Interviews were conducted to gain deeper insights into teacher's view on the appropriateness of using multimodality and the challenges they encountered. Observations were conducted to evaluate how teacher applied multimodal strategies during the teaching process. Meanwhile, documentation such as lesson plans, photos of classroom activities, teaching materials, and field notes were used to reinforce the research findings.

A. Findings

This research was conducted with one English teacher at the senior high school level, commonly known as grade 4 in Special English Class (SEC). The purpose of this research was to investigate how teacher utilized multimodal strategies to support the diversity of student characteristics in the English learning process.

In order to answer the first research question, the researcher observed the teacher's action in applying a multimodal approach in the classroom through direct observation. The observations focused on how they integrated various modes, such as verbal mode, visual mode, audio mode, gestural mode, spatial mode and verbal explanations to improve student understanding and engagement.

To answer the second research question, the researcher conducted interviews with one English teacher who were experienced in their field to identify the various challenges faced when applying multimodal strategies to meet the needs of students with diverse learning styles, abilities and levels of participation.

In addition, various documents such as photos of classroom activities and teaching resources were used to support the findings of this study. The results of the data collected during the research are presented below.

1. Implementation of Multimodal Strategies in English Language Learning to Support Diverse Student Characteristics

Based on data collected through interviews, observations and documentation, teacher use a number of multimodal approaches in teaching English. These approaches integrate various modes such as verbal, visual, gestural, audio and spatial modes to facilitate students' understanding of the material better and encourage their active involvement in the learning process.

The results of the research are described are presented below:

a. Verbal Mode (Spoken and Written Language)

Verbal mode refers to the use of both spoken and written language by teacher during the learning process. From interviews

and observations, teacher often use verbal explanations, questioning methods and classroom discussions to aid student understanding. Teacher used clear and easy to understand words that are appropriate for the students' level of English proficiency. During the learning session, teacher explain the material in short and easy to understand sentences so that students can follow the explanation more easily.

As mentioned by the teacher during the interviews:

“Am I fast at teaching and presenting the material?”

And sometimes the teacher asks to the students:

“Do I speak to quickly? If the students said yes, I tried to speak slowly”

Teacher applied repetition and paraphrasing techniques to ensure that students understand the instructions and material being conveyed. When students appear confused, teacher will repeat the explanation or convey the sentence in words that are easier to understand. This technique supports students with lower language skills to better understand the material being discussed.

The teacher encourages students' engagement through interactive questions and classroom discussions. The teacher asked questions relevant to the material being taught and invites students to express their views. Some students' respond immediately, while others may need additional help from the teacher. The teacher usually used storytelling methods when introducing narrative texts.

As mentioned by the teacher during the interviews:

“I will give them a vocabulary and ask students what is the meaning. If they can't answer I will make a sentence”

Example: The word is “smash.” I won’t immediately tell you what it means, but I tried to explained the vocabulary”

*for example: “I don’t need to take a pee, but the bathroom is locked and I don’t have the key to open the door. Since the door is closed, I’m trying to **smash** the door.”*

This activity helps students improve their listening skills and understanding of the story content while increasing their engagement in learning.

By using these verbal strategies, teacher can support students with various language abilities and encourage actives interaction in the classroom.



Figure 4.1 Explanation material with a story telling

b. Visual Mode (Slide Text)

Based on interviews and observations, teacher often use visual media such as slides text to deliver lessons. These visual elements help students understand the topics being taught more

effectively. During the learning process, the teacher displays text relevant to the learning topic on a laptop. Students are asked to pay attention to this text and identify related vocabulary so that they can form a story.

As mentioned by the teacher during the interviews:

“I am created a slide with various words. Combine the words you receive to form a short story. Each group should create one story, and it must not be the same as any other groups, because I have prepared different words for each group”.

This activity helps students associate visual information with language learning and makes it easier for them to understand the meaning of the material.

The use of digital devices such as laptop with slides text also reinforces the visual learning process. Students appear to be more interested and focused on the material when visual elements are applied in learning activities.

Overall, the visual mode plays a crucial role in helping students with visual learning styles and in improving their understanding of the material being taught.



Figure 4.2 Using slide text

c. Gestural Mode (Body Language and Facial Expressions)

Gestural mode involves the use of body actions, facial expressions, and physical movements to reinforce meaning during the learning process.

Based on the findings, teacher always use movements and gestures when delivering material.

As mentioned by the teacher during the interviews:

“For example, when explaining verbs such as running, jumping, or walking, I demonstrate these movements directly, while using simple language, so that students can understand the meaning of the words without having to rely entirely on translation”.

Teacher also used facial expressions and hand gestures to highlight important points during explanations. These movements help maintain student's attention and make explanations more interesting.



Figure 4.3 Teacher used facial expressions and hand gestures

Students show positive reactions to the use of gestures by teacher. Many of them appear more enthusiastic and focused when teacher use body movements to explain the material. In addition, gestures are often used to clarify instructions in classroom activities. When students appear confused, teacher use hand movements or pointing to help them understand the steps in the activities they must perform.



Figure 4.4 Students reactions when the teacher give's question

Based on classroom observations show a clear relationship between teacher's use of gestures and student's understanding. Communication using gestures helps students interpret the meaning of words and instructions better.

d. Audio Mode (Sound Tones and Sound Elements)

Based on interviews and classroom observation, teacher utilized tone and intonation differences when delivering material. Teacher adjusts their tone of voice to emphasize crucial information and also to maintain student's attention throughout the learning process.

As mentioned by the teacher during the interviews:

“Sometimes, I ask students, “Is my speaking speed easy to understand?” or my voice to soft for you guys? So that I can adjust the teaching and the tone of my voice to suit the student's ability to understand the material well”.

When introducing dialogue material, the teacher read the dialogue aloud so that students can hear the correct pronunciation and intonation. Next, students are asked to repeat the sentences spoken by the teacher.

In some activities, such as storytelling, students also practice listening and speaking by repeating the words or sentences given. This activity helps students improve their pronunciation while honing their listening skills with their peers.



Figure 4.5 The students practice speaking with storytelling by a group

Most students respond positively to teaching based on stories and discussions, compared to just explanations from the teacher. Many students appear active when asked to recount their life experiences, which in turn helps them expand their vocabulary through practice in class.

The different tones of voice used by teacher also serve to create a more engaging learning atmosphere, so that students do not quickly become bored or sleepy during the learning process.

e. Spatial Mode (Classroom and Physical Environment Settings)

Spatial mode relates to classroom layout and how physical space is used during the teaching and learning process.

As mentioned by the teacher during the interviews:

“The classroom atmosphere and seating arrangement have a significant impact on introverted students or those who often sit in the back during class, because when the classroom is arranged in a “U-shape” it makes it easier for me to see all the students in the class and to assess each student’s abilities as the lesson progresses”.

Based on classroom observations, classroom layout supports the relationship between teacher and students. Teacher arrange the classroom in a U-shape or letter L- Shape so that all students can be easily seen, improving

learning effectiveness and making it easier for teacher to monitor all students in one room. With this method, teacher can interact more closely with students and provide direct feedback.



Figure 4.6 Classroom with shaped U (Square Shaped)

In the classroom activities, students are asked to collaborate with their groupmates. These group activities encourage cooperation and discussion among students and facilitate the exchange of ideas in completing tasks assigned by teacher. With a U-shaped or square-shaped classroom layout, teacher can also encourage students to be more actively involved in the learning process. By moving around the classroom and interacting with various groups of students, teacher can maintain students focus and participation throughout the teaching and learning activities.



Figure 4.7 Discussion with their groupmates

2. Students Engagement in Multimodal Learning

Based on interviews and observations in classroom, learning activities in the Special English Class for first year high school students at Darul Istiqamah Boarding School, students showed a wide variety of levels of engagement when teacher applied multimodal learning methods. Student engagement in this study was analyzed through three important aspects, namely behavioral engagement, emotional engagement, and cognitive engagement. These three aspects explain how students contribute to learning activities, how they react emotionally to the learning process, and how they digest and understand the material presented by the teacher using various learning methods.

As mentioned by the teacher during the interviews:

“The students are more active when working in groups because some are extroverted and others are introverted. I often pair introverted students with extroverted ones because the extroverted students usually help their classmates understand the parts of the lesson they don’t grasp”.

During the observations process, the application of multimodal strategies by teacher demonstrated the ability to create a fairly interactive learning atmosphere. Students did not only act as recipients of material, but were also active in various learning activities such as group discussions, story development, and interacting with teacher and classmates.

The results of the observations described as follows:

1. Behavior Engagement

Student engagement can be measured by how actively they participate in the learning process carried out by the teacher. Based on the observations, most students ‘appeared to be actively involved in various learning activities that involved various forms of

communication such as verbal, visual, and gestures. When the teacher showed slides containing vocabulary on the projector, students were asked to work in groups to create a short story based on the vocabulary provided. In this activity, students began discussing with their peers to decide on the theme of the story they would develop. Some students were seen writing sentences in their notebooks, while others tried to convey their ideas verbally to their groupmates. This reflects that students used various ways to respond to the learning activities conducted by the teacher.



Figure 4.8 Students following instructions and interacting with peers during group work

In addition, communication between students also appeared to be quite dynamic throughout the group activity. Students who had a better grasp of the material often provided explanations to their groupmates who were still facing difficulties. This activity shows that the learning process does not only focus on the teaching provided by teacher, but also includes interactions among students during learning.

2. Emotional Engagement

The emotional attachment of students was evident in the way they responded to learning activities conducted by teacher. Based on

observations in classroom, the majority of students showed a positive response to the application of multimodal strategies in the English learning process. When teacher delivered material using short stories to help students understand difficult vocabulary, some students appeared to be more engaged and concentrated on the explanations provided. The use of body language, facial expressions, and voice tone variations also contributed to creating a more engaging learning environment.



Figure 4.9 Emotional Engagement

- 1) “When the teacher explained the meaning of a term by telling a story and using facial expressions and hand gestures, a number of students smiled and laughed. The students seemed more focused on the teacher's explanation.”

In addition, when students were asked to create narratives in groups, the atmosphere in the classroom became more dynamic. They were seen talking to each other and exchanging ideas among group members. However, not all students showed similar reactions. Some students appeared to be quieter and less interactive during the group discussion session.

2) “Some students appeared more relaxed and rarely communicated during group discussions, but they still paid attention to what their friends said and wrote down a few sentences in their notebooks.”

This indicates that each student has unique characteristics in demonstrating their participation in the learning process. Students who tend to be introverted may not always be vocal, but they still try to engage in learning activities in their own way.

3. Cognitive Engagement

The student's mental engagement was evident in their efforts to absorb the material and their ability to connect the various pieces of information presented by the teacher. Based on observations in classroom, students were asked to use vocabulary provided by the teacher to construct a simple narrative. At this stage, students appeared to be trying to understand the meaning of each word on the slide before applying it in a sentence.

Some students ask questions to the teacher or their peers in the group when they do not understand the meaning of certain vocabulary. This indicates that students are actively trying to understand the material presented.



Figure 4.10 Cognitive Engagement

- 1) “One student asked his friend about the meaning of a term in the slide. His friend tried to explain the meaning of the word using language that was easier to understand”.

In addition, group discussions also support students in improving their mastery of the topics studied. Through these discussions, students can share ideas and support each other in constructing narratives.

- 2) “In group meetings, students seemed to be trying to combine various vocabulary words to produce a short narrative. They discussed which sentences were most appropriate to include in the story”.

This activity shows that students do not merely receive information passively, but also actively participate in the thinking process in order to understand the teaching material. With various learning methods such as texts, verbal explanations, stories, and group discussions, students can connect various sources of information to develop their understanding of the material being studied.

Based on the finding, the results of this study indicate that the application of multimodal strategies by teacher can increase student participation in the learning process. Although students have diverse characteristics and ability levels, the majority of students are still able to

participate well in learning activities through various forms of interaction that take place in the classroom.

2. The Challenges Faced by English Teacher When Implementation Multimodal Strategies in Classroom

This research identifies obstacles faced by teacher when applying a multimodal approach to English language learning in the first level of Special English Class at Darul Istiqamah Boarding School. From interviews conducted with one English teacher participating in the study, several problems were identified that arose during the implementation of multimodal strategies in the classroom.

The interviews were conducted to gain deeper insight into the teacher's experiences in educating students with diverse characteristics. The findings from the interviews revealed that although the multimodal approach contributed to increasing student participation during learning, there were several challenges that teacher had to face during the teaching process. The following is the data from the interviews:

a. Differences in Students Language Ability

One of the main challenges that teacher encounter is the varying levels of English proficiency among students. In the Special English Class, not every student shares the same understanding of the language. Some learners grasp the material swiftly, while others require extra clarification to comprehend the subject matter being taught.

These differences in ability necessitate that teacher implement a variety of strategies to ensure that every student can engage effectively in the learning process. Teacher frequently provides additional explanations, often utilizing simple story examples to assist students in grasping the meanings of vocabulary or the content being studied.

As mentioned by the teacher during the interviews:

"Students do not all have the same language skills. Some grasp the explanation right away, while others require further clarification. Typically, I re-explain using short stories to help them better understand the vocabulary or content being studied. "

From these findings, it can be concluded that the variety in student's language abilities poses a challenge in implementing a multimodal strategy. Teacher must adapt their teaching methods to ensure all students in the class can understand the material.

b. Diverse Student Characteristics in the Classroom

Another challenge observed is the variation in student characteristics within the classroom. Not every student exhibits the same level of self-confidence when engaging in learning activities. Certain students appear lively and eager while participating in discussions or responding to questions posed by the teacher. In contrast, some students display a more introverted nature, resulting in them being quieter in class. The teacher clarified that quieter students do not necessarily indicate disengagement from the learning process. On the contrary, they strive to grasp the material in their own manner.

As mentioned by the teacher during the interviews:

"There are a few students who are certainly more reserved or introverted. However, this does not imply that they are uninterested in learning. They still make an effort to grasp the lessons; they simply do not engage in conversations as much during class."

Therefore, teacher should pay attention to all students, including those who are less vocal in class, to ensure they remain engaged in the learning process.

c. Classroom Management and the Need for Classroom Rules

The teacher explained the differences in student's abilities and traits, the teacher also pointed out that classroom management is a significant factor in implementing multimodal strategies. During learning activities that include group discussions and various interactive tasks, it is essential for the teacher to ensure that everything proceeds in an orderly manner. The teacher clarified that every teacher should establish clear classroom rules so that students can engage in learning activities with greater discipline and appreciate the learning process within the classroom.

As mentioned by the teacher during the interviews:

“In my opinion, every teacher should establish their own classroom rules so that students can better appreciate the learning process in class. Having these rules also helps guide students more easily during the learning activities.”

With clear classroom rules in place, teacher can manage multimodal learning activities more efficiently and ensure that all students can participate effectively in the lessons.

d. Limited Facilities to Support Multimodal Learning

Based on interviews with the teacher to factors related to students, the lack of facilities is also one of the obstacles in implementing multimodal strategies in the classroom. In the learning process, teacher often use visual media such as text slides displayed via projectors.

However, the use of projectors in these schools sometimes has to be shared with other classes. This means that teacher cannot always use projectors at any time during the learning session.

As mentioned by the teacher during the interviews:

“Sometimes problems arise with the projector, because it is not always available in the classroom. So, if another class is using the projector, we have to wait or find another alternative.”

To overcome this problem, teacher often use laptop as a learning medium. In certain circumstances, students will be divided into several groups, and each group will take turns coming to the front to view the material or assignment displayed on the laptop screen. The teacher said:

“If there is no projector, I usually use a laptop. Next, students are divided into groups, and each group comes to the front to see the assignment displayed on the laptop screen.”

Even though the available resources are still limited, teacher continue to adapt their teaching methods so that learning activities can continue to run smoothly.

e. Ensuring All Students Understand the Learning Material

Another challenge faced by teacher is ensuring that all students understand the material being taught, especially given the variations in student's abilities and learning styles. Teacher needs to pay more attention to students who have difficulty understanding the lessons. One method used by teacher is to repeat explanations of the material through easy-to-understand stories, discussions, and providing direct support to students who need it.

This step is taken so that students who are struggling can still keep up with the learning process alongside their peers.

Thus, the role of teacher is not only to convey information, but also to guide students in understanding the material according to their individual abilities.

B. Discussion

After presenting the research findings in the previous section, the researcher proceeds to analyze and interpret the study's results by referring to existing theories and prior research. The purpose of this research is to address two research questions regarding how teacher implement multimodal strategies in English language instruction in the classroom and the challenges teacher face when dealing with student's diverse characteristics. This discussion relates the findings obtained from classroom observations and interviews to existing theoretical perspectives and the most recent empirical research. This research aims to investigate the implementation of multimodal teaching strategies in the Special English Class (SEC) at Darul Istiqamah Islamic Boarding School and to analyze the impact of these strategies on student participation in learning activities. This discussion is based on research findings covering the application of multimodal strategies by teacher, student participation during learning activities, and obstacles encountered in the implementation of multimodal teaching strategies. The discussion of these findings is provided below.

1. The Implementation of Multimodal Strategies to Support Diverse Student Characteristics in English Language Teaching

The findings of this research indicate that teacher employ a variety of multimodal strategies during the English language teaching process. These approaches include the use of verbal, visual, gestural, auditory, and spatial modes to support student comprehension and

participation in the classroom. This combination of diverse modes provides teacher with the opportunity to address the varying learning needs and characteristics of students in Special English Class.

The use of multimodal tactics reflects the concept of multimodality in education, which emphasizes that meaning is constructed through various types of semiotic sources such as language, images, movement, sound, and classroom layout. According to recent studies, multimodal instruction provides teacher with the opportunity to convey information in a variety of ways, making the learning process easier to understand and more engaging for students with different learning styles (Rahmanu & Molnár, 2024).

These findings support the theory of multimodal instruction, which suggests that communication in a learning environment does not rely solely on speech but also encompasses various communication channels such as images, body language, and classroom interactions. Multimodal instruction enables teacher to create more immersive educational experiences by integrating diverse forms of communication to support student's understanding and engagement. For example, a study on classroom interactions using multimodality found that verbal explanations combined with visual aids and gestures can help students construct a knowledge framework as they learn a new language (Lei & Zhang, 2024).

a. Verbal Mode in Supporting Student Understanding

Findings from the research indicate that teacher frequently use verbal explanations both spoken and written to convey lesson content (Lv *et al.*, 2024). Additionally, teacher often repeat explanations and employ storytelling

methods when students struggle to understand certain words or concepts.

This approach aligns with the principle of scaffolding in language teaching, where teacher adapt their explanations to student's level of understanding. By using storytelling techniques and simpler explanations, teacher can explain complex vocabulary and help students understand the learning material more easily (Widodo *et al.*, 2022).

In this method, teacher provide language support tailored to each student's ability so that they can better understand new concepts. For example, teacher can describe new words using easy to understand sentences, provide examples of how those words are used in daily life, and repeat explanations when students are still having difficulty understanding the material being taught. Research on multimodal approaches in language teaching indicates that verbal explanations accompanied by teacher student interaction can enhance student's comprehension and engagement during the learning process(Karim *et al.*, 2025).

In the teaching of English as a foreign language (EFL), the storytelling approach is often used as part of the verbal mode to help students understand the material in a more relevant context. By using narratives, teacher can introduce vocabulary, sentence patterns, and language concepts in a more realistic and meaningful context. Recent studies show that storytelling in language instruction can improve student's speaking skills, vocabulary comprehension, and motivation because narratives allow students to connect language with their experiences and

imagination. Additionally, storytelling can create a more engaging learning atmosphere, leading to greater student involvement in the learning process (Agra, 2025).

The use of verbal communication can enhance reading comprehension and other language skills when combined with multimodal learning techniques. For example, teacher can verbally describe the content of a text before students read it themselves, so that they have a preliminary understanding of the material they are about to read. Research on multimodal literacy indicates that combining oral explanations with various learning resources such as texts, images, and digital media can significantly improve student's reading comprehension. This is because students do not merely receive information passively but actively process meaning through various complementary forms of language representation (Hidayat *et al.*, 2024).

In addition to supporting understanding of the material, oral communication also plays a crucial role in enhancing student participation during the educational process. Teacher who incorporates variety in their questioning, group discussions, and interactive dialogues can encourage students to actively engage in learning activities. Verbal interaction between teacher and students fosters a more interactive learning environment, making students feel more confident about expressing their opinions in English. Studies on language learning involving various modes indicate that dynamic verbal interaction in the classroom can boost student's motivation, self-confidence, and communication skills in a foreign language (Hidayat *et al.*, 2024).

b. Visual Mode in Facilitating Learning

Similarly multimodal strategy identified in this research involves the use of visual elements such as text displays containing new vocabulary (Qin & Wang, 2021). These visual materials help students better understand the lesson content and provide guidance during group activities. It has long been recognized that visual representations are an effective approach in language teaching, as they help students connect difficult to understand language concepts with more concrete images. Research on multimodal learning indicates that images, displays, diagrams, and other visual resources can improve student's comprehension and memory by offering contextual cues that reinforce language processing.

The visual mode is a crucial component of the multimodal learning approach, as visual elements such as photos, presentations, graphs, and videos can facilitate student's understanding of information in a clearer and more specific way. In the context of English language instruction, the use of visual materials helps students connect more abstract language concepts with visual representations that are easier to comprehend. When teacher present images or presentations containing vocabulary and illustrations, students can associate words with specific objects or situations, making the comprehension process more efficient. Recent research indicates that incorporating visual elements into language learning can improve student's comprehension and engagement, as visuals provide additional context that reinforces the process of meaning-making (Ed-Dali, 2024).

In addition, the use of visual elements can also boost student's enthusiasm and participation as they engage in the learning process. In English language instruction, visual materials such as photos, videos, or images are often used to capture student's attention at the beginning of a lesson or when introducing a new topic. Engaging visuals can help students concentrate better on the lesson and reduce feelings of boredom during the learning process. Research on visual literacy in language teaching indicates that the use of images and videos can increase interest in learning and help students grasp the material more quickly because they can see a concrete representation of the concepts being discussed (Fauzi *et al.*, 2024).

c. Gestural Mode and Teacher Body language

Findings from the research indicate that teacher frequently use gestures, facial expressions, and body language to reinforce meaning during the teaching process (Mouhayar, 2022). Gestures are a crucial element in multimodal communication, as they provide additional visual cues that help students understand spoken language. Research focusing on classroom interactions indicates that gestures can contribute to the creation of shared understanding between teacher and students and are frequently used when students struggle to grasp the material. This suggests that gestures play a significant role in supporting student comprehension and also in enhancing their participation during the learning process.

In addition to supporting comprehension, movement also plays a crucial role in encourage more active interaction between teacher and students throughout the learning process.

Teacher who use expressive body language are able to capture student's interest and help maintain their concentration during educational activities. Studies on multimodal communication in language classrooms indicate that movements made by teacher can enhance student engagement because students can better grasp instructions and explanations through the combination of speech and physical movements (Opazo *et al.*, 2024).

Gestures also play a key role in helping students learn new words when studying English. For example, when teacher explain verbs such as run, jump, or open, they can use physical movements to demonstrate the meaning of these words. By observing these movements, students can more easily associate the words with the actions they describe. Recent research reveals that the use of gestures in second-language learning has the potential to improve vocabulary comprehension, as students process information by integrating verbal and visual inputs simultaneously (Macedonia, 2025).

In addition, the use of facial expressions is also an element of nonverbal communication that can help create a more interactive learning environment. Expressions such as smiling, nodding, or showing surprise can send nonverbal signals to students during learning activities. Studies on nonverbal communication in an educational context reveal that a teacher's facial expressions can boost student's motivation to learn, foster a better classroom atmosphere, and facilitate the learning process (Tikochinski *et al.*, 2025).

d. Audio Mode in Maintaining Student Attention

Audio techniques in education refer to the use of vocal elements such as delivery style, word stress, speech patterns, and

variations in tone employed by teacher during the learning process (Nazar Hasby *et al.*, 2025). Vocal variation is a crucial technique for maintaining student's focus during instruction. Teacher who utilizes variations in intonation can highlight key information in the material being taught and prevent the classroom atmosphere from becoming monotonous. Studies in the field of pedagogy indicate that the use of vocal variation in the teaching process can improve student concentration and help them better understand the material presented.

In addition, the use of audio can enhance communication between teacher and students during learning activities. Clear emphasis and accurate pronunciation are vital in English language learning because they help students understand how to pronounce words or sentences correctly. Studies in the field of language teaching indicate that pronunciation examples provided by teacher through clear spoken communication can help students improve their listening and pronunciation skills (Nguyen & Hung, 2021).

Audio also plays a crucial role in creating a more dynamic and engaging learning environment. Teacher can use variations in voice intonation to emphasize instructions, explain key ideas, or encourage students. Using higher or lower intonation in specific parts of an explanation can help students grasp information that the teacher considers important. Recent studies indicate that varying prosody in teaching can increase student participation and help them maintain focus during learning activities (Deng *et al.*, 2024).

e. Spatial Mode Through Collaborative Learning

Spatial mode in the learning process refers to how a classroom is arranged to support student interaction and learning activities. Seating arrangements, team formation, and the teacher's location in the classroom are elements of spatial strategies that can influence learning dynamics. In English language instruction, a more flexible classroom layout can help create a more collaborative and interactive learning environment. Studies show that classroom arrangements that support interaction can increase student participation and strengthen communication between teacher and students (Septiorini *et al.*, 2022).

One way to incorporate the spatial mode into the learning process is through group work or collaborative learning activities. In these activities, students collaborate in small groups to complete tasks or discuss the material being studied. Research indicates that collaborative learning can improve student's communication skills, particularly in English language learning, as students have the opportunity to exchange ideas and practice using the language in real-life contexts (Normawati *et al.*, 2023).

In addition, a classroom setup that facilitates group discussions can also encourage students who lack confidence to participate more actively in the learning process. In small groups, students often feel more comfortable expressing their opinions than when speaking in front of the entire class. Research in the field of language education shows that a collaborative learning environment can boost student's confidence and help them hone their communication skills more effectively (Br Sembiring & Dewi, 2023).

Spatial arrangements can also influence how students interact with learning resources in the classroom. For example, if

a teacher positions students closer to learning tools such as a whiteboard, projector, or presentation screen, students can see the material more clearly. Research on multimodal learning shows that effective classroom arrangements can improve student's access to visual information and help them better understand the lesson material (Chiou *et al.*, 2020).

2. Student Engagement in Multimodal Learning

The findings of this research indicate that the implementation of a multimodal approach in English language instruction has a significant impact on student participation during the teaching learning process. Student engagement is evident in their participatory behavior, emotional responses, and cognitive involvement when they interact with the various multimodal methods employed by the instructor (Qin & Wang, 2021).

These methods include verbal explanations, the use of visual aids, body language, variations in tone of voice, as well as collaborative learning activities in groups. This study reveals that utilizing various modes of communication in language learning can enhance student engagement, as they receive information through multiple channels such as verbal cues, images, gestures, and social interaction simultaneously, which supports active participation and a deeper understanding of the taught material (Linder & Falk-Ross, 2024).

In addition, teaching methods that incorporate a variety of approaches can enhance student engagement in three key areas: behavioral engagement, emotional engagement, and cognitive engagement. In the context of learning, behavioral engagement is evident in student's active participation in classroom activities; emotional engagement is evident in student's interest and motivation

during the learning process; while cognitive engagement relates to student's efforts to deeply understand the material. Teaching methods that combine various communication approaches have proven effective in enhancing student's attention, motivation, and the overall quality of their learning experience (Z. Liu *et al.*, 2024).

1) Behavior Engagement

Behavioral engagement refers to student's observable participation in the learning process, such as listening to the instructor's explanations, answering questions, participating in discussions, and completing assigned tasks. In this study, behavioral engagement was clearly evident during various learning activities when the teacher employed multimodal strategies (Weich *et al.*, 2024).

During the learning process, students were actively engaged as the teacher presented vocabulary through picture slides and asked them to create short stories in groups. Students were seen discussing, sharing their knowledge of vocabulary, and collaborating with one another to complete the assigned tasks. Many students demonstrated active engagement by sharing ideas during group discussions and responding to the teacher's instructions.

The use of multimodal strategies, such as visual media and collaborative learning activities, appears to encourage students to become more engaged in classroom activities. Group activities provide opportunities for students to interact with classmates and exchange ideas while completing learning tasks.

Research shows that student engagement can increase when they participate in collaborative learning that requires active

participation and interaction with peers. In collaborative learning, students are encouraged to work together in groups, share ideas, and engage in discussions to complete assigned tasks. Such activities allow students to be more actively involved in the learning process compared to individual learning. Several studies indicate that interactions among students in collaborative activities can boost learning participation, as students have the opportunity to exchange perspectives and contribute to the completion of group tasks (Tadesse *et al.*, 2024).

In addition, collaborative learning creates a more interactive learning environment, thereby encouraging students to participate more actively in learning activities. When students collaborate in groups, they are not merely recipients of information but also active contributors to the learning process. Recent research reveals that cooperative or collaborative learning strategies can increase student participation, as these activities encourage social interaction, group discussions, and active engagement throughout the learning process (Sun *et al.*, 2022).

2) Emotional Engagement

Emotional engagement relates to student's feelings, interest, and enthusiasm toward the learning process. In this study, emotional engagement can be observed through student's enthusiasm, happiness, and positive reactions during learning activities.

During the observation, many students appeared enthusiastic when the teacher used expressive gestures and varied vocal intonation while explaining the material. Some students responded with smiles or laughter when the teacher

used exaggerated body movements to explain the meaning of vocabulary words. These reactions indicate that the learning atmosphere becomes more engaging and interactive when multimodal strategies are applied.

The application of multimodal communication in the learning process can create a more engaging learning atmosphere, thereby helping to maintain student's interest and motivation in the classroom (Suen & Hung, 2025).

The use of communication that incorporates various modes in the learning process can create a more engaging learning environment, thereby helping to maintain student's attention and enthusiasm in the classroom. An approach that incorporates various modes allows students to receive information through diverse communication channels, such as spoken language, images, and gestures, which can ultimately enhance their focus and participation during learning activities. Research shows that learning that utilizes diverse modes of communication can boost student's motivation and foster a positive attitude toward language learning, as the learning process becomes more dynamic and interactive (Men, 2023).

In addition, research shows that a learning environment that engages student's emotions can increase their motivation and interest in learning because students feel more comfortable and connected to the learning process. When students experience positive emotions such as happiness, interest, or enthusiasm during learning, they tend to demonstrate higher levels of participation in learning activities. Recent research also confirms that emotional engagement plays a crucial role in supporting student's behavioral and cognitive participation, so a positive

learning environment can contribute to improving the overall quality of the learning experience (Men, 2023).

3) Cognitive Engagement

Cognitive engagement refers to student's efforts to understand the subject matter and their willingness to invest time and effort in completing learning tasks. In this study, cognitive engagement was evident in student's efforts to understand terms and construct meaningful narratives during group activities. When students were asked to create a story using vocabulary that appeared on the slides, they had to analyze the meaning of each term, discuss possible storylines, and weave the vocabulary into a coherent narrative. This process required students to think critically and apply their understanding of language.

The use of multimodal strategies supports this cognitive process by providing various sources of information. For example, the teacher explains vocabulary orally, presents it through visual slides, and reinforces meaning using gestures and variations in intonation. This combination allows students to process information more efficiently. Research on multimodal learning indicates that presenting information through different modes can enhance students' cognitive engagement as it aids them in processing information more thoroughly (Bashir *et al.*, 2022).

In addition, teacher assist students who struggle to grasp the material by offering extra explanations through short stories and simple examples. This approach aids students in connecting new vocabulary to more familiar contexts, making it easier to understand and remember (Chung *et al.*, 2025). Research in language education indicates that the use of contextual

explanations and scaffolding strategies can enhance students' cognitive engagement, as they help them create meaningful links between new knowledge and prior experiences.

Research in language education also indicates that employing scaffolding strategies can enhance students' cognitive engagement as teacher provide temporary support that aids learners in gradually grasping new concepts. In practice, scaffolding can be implemented through offering clear examples, engaging in interactive discussions, or providing further explanations when students struggle to comprehend the material. This approach allows learners to connect new knowledge with what they already know, making the learning experience more meaningful and profound (Chung *et al.*, 2025).

Additionally, recent studies have indicated that using scaffolding strategies in language learning can enhance students' understanding and encourage their active engagement in thinking during learning activities. The support offered by teacher through supplementary explanations, contextual examples, and guidance throughout the learning process aids students in developing a more systematic comprehension of the material and boosts their cognitive involvement in learning activities (Ahmed Abdel-Al Ibrahim *et al.*, 2023).

3. The Challenges Faced by English Teacher When Implementation Multimodal Strategies in Classroom

a. Differences in Students Language Ability

The findings revealed that variations in English proficiency among students are one of the main obstacles to implementing multimodal learning. Teacher reported that some students grasp the material quickly, while others require repeated explanations

and extra assistance. This situation requires teacher to continually adapt their teaching methods to accommodate student's varying levels of proficiency (Puspitasari *et al.*, 2025).

These findings are supported by previous studies showing that classes with diverse ability levels require the use of different teaching methods and support so that every student can participate fully in the learning process (Kusumaningrum *et al.*, 2024).

Without proper planning, the use of various formats such as images, audio, and text can actually be overwhelming for students with limited abilities. This can increase their mental strain and hinder their understanding. Therefore, teacher must create multimodal learning experiences that are tailored to student's abilities (Xue *et al.*, 2025).

b. Diverse Student Characteristics in the Classroom

Another challenge faced is the variation in student characteristics, particularly in terms of self-confidence and participation levels. Findings from the study indicate that some students are highly engaged in discussions, while others are more passive or tend to be quiet, though they still participate cognitively (Akifah & Hayati, 2025).

These findings are consistent with studies showing that individual differences, such as personality traits, motivation, and student's mental states, have a significant impact on the intensity of student engagement in the language learning process. Student engagement is influenced not only by external conditions but also by the internal characteristics of each individual (H. Liu, 2021). This is supported by recent research revealing that individual differences such as self-confidence, motivation, and the desire to

communicate are key factors influencing the level of student participation in learning activities (Li, 2022).

In a learning environment that utilizes various modes and focuses on interaction, differences in student personalities can pose a challenge for teacher in ensuring the participation of all students. Those with low self-confidence tend to be passive in activities such as discussions and presentations, and thus do not fully benefit from the multimodal learning experience. Research supports this by showing that emotional factors such as self-confidence and anxiety levels have a significant impact on how actively students participate in the learning process (Dai & Wang, 2024).

Therefore, teacher must employ diverse and inclusive methods, such as a combination of individual and group activities, to keep all students engaged in the learning process. Interactive teaching methods have proven effective in boosting student's overall motivation and participation (Huang, 2025).

c. Classroom Management and the Need for Classroom Rules

The study's findings also indicate that classroom management is a major challenge in the implementation of multimodal learning. Interactive activities such as group discussions, collaboration, and the use of various learning modes make the classroom atmosphere more lively and active (Kovari, 2025). However, this can also lead to chaos if not balanced with proper classroom management (Xie *et al.*, 2025). In multimodal learning, the teacher's role is not limited to delivering content but also involves managing interactions within the classroom; therefore, a specialized approach is needed to ensure a balance between activity and order (Qushem *et al.*, 2021).

These findings are supported by studies showing that effective classroom management is crucial for maintaining student's attention and ensuring optimal learning outcomes. Without effective classroom management, interactive learning activities can actually reduce student's concentration and hinder the achievement of learning objectives (Martin *et al.*, 2025).

Recent research also shows that in collaborative learning; effective classroom management has a significant impact on the success of interactions among students. If rules are not clearly established, group activities can lead to noise, loss of concentration, and an imbalance in contributions among group members (Hasanah, 2025).

Furthermore, a classroom with a clear structure helps students develop discipline, a sense of responsibility, and the ability to work together in collaborative learning activities. Studies show that an organized learning environment can increase student engagement and foster constructive social attitudes such as cooperation and responsibility within groups. Thus, effective classroom management not only helps maintain order but also serves as a crucial element in supporting the successful implementation of interactive and meaningful multimodal learning (Pangestika, 2025).

d. Limited Facilities to Support Multimodal Learning

Limited resources are one of the major obstacles to implementing multimodal learning in the classroom. According to the study's findings, the use of tools such as projectors cannot be maximized because they must be shared with other classes, resulting in limited use of visual media as a key element in multimodal learning (Xie *et al.*, 2025). This situation aligns with recent research findings indicating that a lack of infrastructure

and access to technology remains a major challenge in implementing technology-based and multimodal learning, particularly in educational settings with limited resources (Staneviciene & Žekienė, 2025).

Under these resource constrained conditions, teacher must adapt by utilizing options such as personal computers. However, the limited availability of these tools means that not all students can access the material simultaneously, which reduces the effectiveness of information delivery and interaction in the learning process. Furthermore, limited resources also hinder the integration of various learning methods such as visual, audio, and digital, which form the core of a multimodal approach. Consequently, the full potential of multimodal learning cannot be fully realized, as the success of this method heavily depends on the availability and integration of sufficient technology to support a rich and interactive learning experience (Yürüm, 2025).

e. Ensuring All Students Understand the Learning Material

Another equally significant challenge in multimodal learning is ensuring that all students can understand the material despite differences in ability and varying learning styles. Research findings indicate that teacher need to implement various adaptation strategies, such as repeating explanations, simplifying the material through narration, and providing individual guidance to students who are struggling (Xing & Zhang, 2025).

This situation indicates that the learning process cannot proceed in a one-size-fits-all manner, but requires an approach that is sensitive to student's needs. These findings are consistent with recent studies highlighting the importance of scaffolding in language learning, particularly in helping students comprehend

complex multimodal input, such as the integration of text, images, and audio (Jiang & Wang, 2025).

Other studies also indicate that teaching methods such as repetition, simplifying content, and providing relevant examples play a significant role in improving student's language comprehension. Repetition serves to reinforce memory of information and gives students the opportunity to review material they previously did not fully understand. On the other hand, simplifying content helps align the complexity of the language with each student's ability, thereby reducing cognitive load and facilitating the comprehension process. Providing relevant examples is also effective in helping students connect the instructional material to their daily experiences, which ultimately enhances the relevance and depth of their understanding (Zhi & Wang, 2024).

Furthermore, the challenge of ensuring that all students fully understand the material underscores that the teacher's role is not merely that of an information provider, but also that of a facilitator of the learning process who actively guides students according to their academic needs. In this context, teacher must be able to recognize differences in student's abilities, learning styles, and levels of understanding, and then adapt their teaching methods flexibly. This highlights the importance of using student-centered learning approaches, particularly in multimodal teaching methods that combine various media such as visual, auditory, and digital resources (Del Olmo-Muñoz *et al.*, 2023).

In addition, a students centered approach also provides opportunities for more effective differentiated instruction, allowing each student to learn at their own pace and in a way that suits them best. This is particularly crucial in the context of

language instruction, as each student has varying levels of ability and needs (Guo et al., 2025).