

APPENDICES

Appendix I. Translation of Al-Qur'an

No.	Name of the Surah	Indonesian	English
1.	Al-Hujurat verse 13	"Hai manusia, sesungguhnya Kami menciptakan kamu dari seorang laki-laki dan seorang perempuan dan menjadikan kamu berbangsa-bangsa dan bersuku-suku supaya kamu saling kenal-mengenal. Sesungguhnya orang yang paling mulia di antara kamu di sisi Allah ialah orang yang paling takwa di antara kamu. Sesungguhnya Allah Maha Mengetahui lagi Maha Mengenal." "	"O mankind, indeed We have created you from a male and a female and made you into nations and tribes so that you may know one another. Indeed, the most noble of you in the sight of Allah is the most righteous of you. Indeed, Allah is All-Knowing and All-Aware."

Appendix II. Research Instruments

Research Instrument for RQ 1:

OBSERVATIONSGUIDELINE

A. Teacher's Use of Multimodal Strategies

Verbal Mode (Spoken and Written Language)		Note
Does the teacher use clear, simple language appropriate for students' proficiency levels?		
How often does the teacher use repetition, rephrasing, or scaffolding techniques to support understanding?		
Does the teacher incorporate storytelling, discussion, or interactive questioning?		
Visual Mode (Images, Videos, and Texts)		
Does the teacher use visual aids such as pictures, diagrams, videos, or slides?		
How frequently are digital tools (e.g., PowerPoint, interactive whiteboards) used in the lesson?		
Are visual elements used to clarify complex concepts or instructions?		
Gestural Mode (Body Language and Expressions)		
Does the teacher use gestures, facial expressions, or movement to reinforce meaning?		
Do students respond positively to the teacher's gestures or body language?		
Is there an observable connection between teacher gestures and student comprehension?		
Audio Mode (Music, Sound Effects, and Tone of Voice)		
Does the teacher vary their tone and pitch to maintain student attention?		

Are audio elements such as songs, recordings, or background music used to aid instruction?		
How do students react to audio-based instructions or content?		
Spatial Mode (Classroom Arrangement and Physical Environment)		
Is the classroom layout conducive to multimodal learning (e.g., flexible seating, designated activity areas)?		
Does the teacher move around the room to engage with students?		
Are students encouraged to use space creatively (e.g., group work, role-playing)?		

B. Student Engagement in Multimodal Learning

Behavior Engagement		Note
Are students actively participating in multimodal activities (e.g., using gestures, responding to visual cues, engaging with multimedia)?		
Are students following instructions and interacting with peers during group work?		
Do students use different modes (writing, speaking, drawing, digital interaction) in response to teacher input?		
Emotional Engagement		
Do students show interest, enthusiasm, or enjoyment when engaging in multimodal tasks?		
Are there visible signs of frustration, confusion, or disengagement?		
How do students react to different multimodal elements (e.g., videos vs. written texts, music vs. gestures)?		
Cognitive Engagement		
Are students making connections between different modes of learning?		

Do students ask questions or demonstrate problem-solving skills when engaging with multimodal content?		
Are they able to explain or summarize concepts using multiple modes (e.g., verbally and visually)?		

Research Instrument for RQ 2:

C. Challenges in Implementing Multimodal Teaching

Teacher Challenges		Note
Does the teacher face difficulty balancing different modes of communication?		
Are there limitations in resources (e.g., access to technology, availability of printed materials)?		
How does the teacher manage classroom behavior during multimodal activities?		
Student Challenges		
Do some students struggle with particular modes (e.g., difficulty understanding visual cues, reluctance to participate in verbal discussions)?		
Are students with different learning styles equally supported?		
Are there any accessibility issues (e.g., students with hearing or visual impairments not receiving adequate support)?		

INTERVIEW GUIDELINE

A. Interview Guide for Teacher

Objective:

To understand how teacher use multimodal approaches in English language teaching, how the teacher addresses diverse student characteristics, and the challenges faced in implementing multimodal strategies.

1. Background and Teaching Practices

1. Can you describe your experience's teaching English in Boarding School of Darul Istiqamah, Barabai?
2. What teaching methods do you commonly use in your classroom?
3. How do you usually adapt your teaching to adjust students with different learning styles or abilities?

2. Implementation of Multimodal Teaching

1. How do you incorporate different modes of communication (e.g., verbal, visual, gestural, audio and spatial mode) in your English teaching?
2. Can you provide examples of multimodal activities you have used, such as digital tools, visual aids, or hands on tasks?
3. How do you ensure that these multimodal strategies are accessible and effective for all students?

3. Student Engagement

1. How do students respond to multimodal teaching strategies in your class?
2. Have you observed changes in student participation, enthusiasm, or understanding when using multimodal approaches?
3. How do you handle students who seem less engaged or struggle with specific modes of learning?

4. Challenges in Implementation Multimodal Teaching

1. What challenges do you face when integrating multimodal strategies into your teaching?

2. Are there any limitations related to resources, time or classroom management?
3. How do student related factors (e.g., language proficiency, learning preferences or disabilities) impact the effectiveness of multimodal teaching?
4. What strategies have you used to overcome these challenges?

5. Reflection and Suggestions

1. In your opinion, what aspects of multimodal teaching work well in your classroom?
2. What additional support or resources would help you implement multimodal strategies more effectively?

B. Interview Guide for Students with the teacher

Objective:

To explore student's experiences, engagement levels and challenges with multimodal learning in their English class.

1. Background and Learning Experience

1. How long have you been learning English in this boarding school and how do you feel about it?
2. Can you describe your experience learning English in your current school?

2. Engagement in multimodal Learning Activities

1. What kinds of activities do you do in your English class that involve different modes (e.g., watching videos, using gestures, listening to audio or using technology)?
2. Can you share an example of an activity you enjoyed or found interesting? Why did you enjoy it?

3. How do you feel during these activities (e.g., excited, confident or nervous)?

3. Challenges in Multimodal Learning

1. Are there any activities that you find difficult or challenging? Why?
2. Do you face any problems when using different learning modes (e.g., difficulty understanding visuals, struggling with group discussions)?
3. Are there any resources or tools you wish you had to help you learn better?

4. Reflections on Learning

1. Do you feel that these multimodal activities help you learn English better? Why or why not?
2. What do you think would make these activities more enjoyable or easier to participate in?

Appendix III. Research Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI BANJARMASIN
FAKULTAS TARBİYAH DAN KEGURUAN
 Jalan Jenderal Ahmad Yani Km. 4.5 Banjarmasin 70235
 Telepon: (0511) 3265426; (0511) 6783136
 E-mail: ftk@uin-antasari.ac.id Website: ftk.uin-antasari.ac.id

Nomor : B- 399 /Un.14/III.1/PP.00.9/02/2026 12 Februari 2026
 Sifat : Penting
 Lampiran : 1 (Satu) Berkas
 Hal : Mohon Izin Riset

Yth. Kepala Pondok pesantren modern darul istiqamah islamic boarding school
 Kabupaten hulu sungai tengah, kota barabai, provinsi kalimantan selatan

Assalamu'alaikum Wr.Wb

Sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (i) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :

Nama : Alvioni Azqia
 NIM : 220101030336
 Program Studi : Tadris bahasa Inggris
 Fakultas : Tarbiyah dan Keguruan
 Alamat : Jln. Dharma bakti Vf, Blok 6, Rt 12 Rw 01 No 102, Pemurus luar
 70249
 No HP : 081350400057

Kami sampaikan pula sebagai Satker berpredikat Zona Integritas Wilayah Bebas dari Korupsi (ZI-WBK) menuju Zona Integritas Wilayah Birokrasi Bersih Melayani (ZI-WBBM) UIN Antasari Banjarmasin berkomitmen terus menjaga integritas serta terus meningkatkan Kualitas kinerja dan Pelayanan.

Demikian surat keterangan ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terimakasih.
Wassalamu'alaikum Wr.Wb

Banjarmasin, 12 Februari 2026

Wakil Dekan Bidang Akademik dan Kelembagaan,



Dr. Ahmad Salabi, S.Ag., M.Pd.
 NIP 197212112008011009

Tembusan :
 Dekan Fakultas Tarbiyah dan Keguruan



معهد دارالاستقامة للدراسة الإسلامية الحديثة
MADRASAH ALIYAH DARUL ISTIQAMAH

Jl. H. A. Syafawi Murakata Barabai Kab. HST, Kal-Sel Website : www.darulistiqamah.ponpes.id
 Email : masdarulistiqamah@gmail.com NSM : 13126307003 NPSN : 30315540 Instagram : @darulistiqamah
 Status Akreditasi : "A"

Surat Keterangan Selesai Penelitian

Nomor : 174/MA.DI/PP.00.6/IV/2026

Yang bertanda tangan dibawah ini :

Nama : **MUHAMMAD RULIYADI, S.Pd. I**
 NIP : 197712312007101002
 Jabatan : Kepala Madrasah
 Unit Kerja : MAS Darul Istiqamah Barabai

Menerangkan dengan sebenarnya bahwa:

Nama : **ALVIONI AZQIA**
 NIM : 220101030336
 Perguruan Tinggi : UIN Antasari Banjarmasin
 Jurusan : Tadris Bahasa Inggris
 Fakultas : Tarbiyah dan Keguruan

Telah melakukan penelitian di MAS Darul Istiqamah Barabai mulai Februari sampai dengan Maret 2026 untuk memperoleh data guna penyusunan tugas akhir skripsi dengan judul **"Teacher's Use of Multimodality to support diverse student characteristics in English Language Teaching"**.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Barabai, 25 April 2026

Kepala Madrasah,



Muhammad Ruliyadi, S. Pd. I

NIP 197712312007101002

Appendix IV. Photographs

Observationsin Class



Teacher's Interviews



Appendix VI. Consultation Schedules and Notes

CONSULTATION NOTES

No.	Date	Notes	Signature
1.	Wednesday, 28 January 2026	Consult from chapter 1,2 and 3	
2.	Tuesday, 10 February 2026	Include the theory from the observation guidelines and align it with the research question	
3.	Thursday, 9 April 2026	Add a photo to the "Findings" section regarding engagement; the conclusion should get straight to the point in answering the research question	

CURRICULUM VITAE

1. Full Name : Alvioni Azqia
2. SRN : 220101030336
3. Place and Date of Birth : Barabai, 29 Desember 2003
4. Nationality : Indonesia
5. Address : Jln. Dharma Bakti Vf, Blok 6, Rt 12, Rw 01, No
102, Pemurus Luar 70249
6. Phone Number : 081350400057
7. Email : alvioni226@gmail.com
8. Organization/Work experience :
 - a. Dewan Eksekutif Mahasiswa (DEMA) Fakultas Tarbiyah dan Keguruan 2023/2024 (Departement Penelitian dan Pengembangan)
 - b. Dewan Eksekutif Mahasiswa (DEMA) UIN Antasari Banjarmasin 2024/2025 (Staff Kementrian Luar Negeri)
 - c. Dewan Eksekutif Mahasiswa (DEMA) UIN Antasari Banjarmasin 2025/2026 (Staff Kementrian Luar Negeri)
 - d. Himpunan Mahasiswa Islam (HMI) Fakultas Tarbiyah dan Keguruan
 - e. Sekretaris Bidang Linguistics and Debating Society Educia (LiDS Educia)
 - f. Sekretaris Bidang Komunikasi dan Informasi Ikatan Mahasiswa Darul Istiqamah
 - g. Sekretaris Pelaksana Pekan Literasi Tarbiyah
 - h. Bendahara Pelaksana Festival Tarbiyah
 - i. MC International Event English Education Dept' 2022
 - j. Divisi Acara Pelantikan dan Orientasi Pengurus Dewan Eksekutif Mahasiswa Fakultas Tarbiyah dan Keguruan 2023/2024
 - k. Divisi Acara Festival Tarbiyah 2023/2024
 - l. Divisi Acara PBAK Fakultas Tarbiyah dan Keguruan 2024/2025
 - m. Divisi Acara Festival Antasari 2024
 - n. Divisi Acara Antasari Awards 2025
 - o. Divisi Acara 8th International Event English Student Association

- p. Divisi Acara PBAK Universitas Islam Negeri Antasari Banjarmasin 2024
 - q. Divisi Acara PBAK Universitas Islam Negeri Antasari Banjarmasin 2025
 - r. Volunteer Konser Buzz Youth Fest as the Information Division
 - s. Wedding Organizer Glowing Banjarmasin Group
9. Academic Achievement : -
10. Non-Academic Achievement : -
11. List of Scientific Works : -

Banjarmasin, 16th April 2026



Alvioni Azqia