

**THE ROLE OF MULTIMODAL RESOURCES IN ENHANCING
VOCABULARY RETENTION FOR ELEMENTARY EFL
LEARNER**

**By
RACHEL FAUZAL KARIMA**



**ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
2026 AD / 1448 H**

**THE ROLE OF MULTIMODAL RESOURCES IN ENHANCING
VOCABULARY RETENTION FOR ELEMENTARY EFL
LEARNER**

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Presented to Faculty of Tarbiyah and Teacher Training
in partial fulfillment of the requirements for the degree of
Sarjana Pendidikan

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2026 AD / 1448 H**

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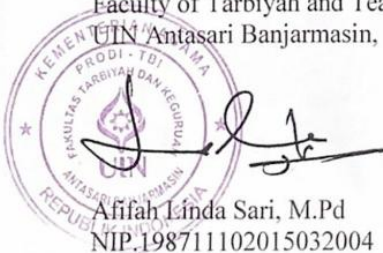
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ABSTRACT

Rachel Fauzal Karima. 2220101030841. The Role Of Multimodal Resources In Enhancing Vocabulary Retention For Elementary EFL Learner. Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisor: Hj. Nur Laila Kadariyah, S.Ag.,M.Pd. 2026

Keywords: The Role, Multimodal Resources, Vocabulary Retention, Elementary EFL Students

Vocabulary retention is a fundamental challenge in teaching English as a Foreign Language (EFL), especially for young learners in elementary school who are highly dependent on structured classroom teaching. Traditional teaching methods that rely on a single mode have proven inadequate in supporting meaningful and long-lasting vocabulary learning. This study investigates the role of multimodal resources in improving vocabulary retention among fifth-grade students learning English as a Foreign Language (EFL) and identifies the types of multimodal resources used by English teachers. A qualitative descriptive approach was used in this study. based on data collected through classroom observations and interviews at SD Muhammadiyah 8 in Banjarmasin. The research findings indicate that multimodal resources play four key roles in supporting vocabulary retention: (1) as a bridge to meaning, helping students connect vocabulary to the intended objects without relying on translations; (2) as a means of meaningful repetition, providing repeated exposure through various modalities; (3) as a trigger for vocabulary recall, facilitating students' ability to recognize and recall words they have learned, and (4) as an increased engagement, creating an active and enjoyable learning environment. Teachers were found to utilize four categories of multimodal resources: visual (pictures and facial expressions), auditory (speech, songs, and audio recordings), kinesthetic (body movements and movement-guessing games), and written resources (vocabulary notebooks). Among these resources, written and visual resources were the most consistently used and the most effective, while songs proved to be more effective than audio recordings alone. This study concluded that the simultaneous integration of various modalities resulted in significantly stronger vocabulary retention than the use of a single modality alone, in line with the Cognitive Theory of Multimedia Learning and the Dual-Coding Theory.

ABSTRAK

Rachel Fauzal Karima. 2220101030841. *The Role Of Multimodal Resources In Enhancing Vocabulary Retention For Elementary EFL Learner*. Skripsi. Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: Hj. Nur Laila Kadariyah, S.Ag.,M.Pd, 2026

Kata kunci: Peran, Sumber Daya Multimodal, Retensi Kosakata, Siswa EFL Sekolah Dasar

Mengingat kosakata merupakan tantangan mendasar dalam pembelajaran bahasa Inggris sebagai bahasa asing (EFL), khususnya bagi pelajar muda di tingkat sekolah dasar yang sangat bergantung pada metode pengajaran terstruktur di kelas. Metode pengajaran konvensional yang hanya mengandalkan satu modalitas terbukti kurang efektif dalam mendukung pembelajaran kosakata yang bermakna dan bertahan lama. Penelitian ini mengkaji peran sumber daya multimodal dalam meningkatkan retensi kosakata siswa kelas lima EFL serta mengidentifikasi jenis-jenis sumber daya multimodal yang digunakan oleh guru bahasa Inggris. Penelitian ini menggunakan pendekatan deskriptif kualitatif, dengan pengumpulan data melalui observasi kelas dan wawancara di SD Muhammadiyah 8 Banjarmasin. Hasil penelitian menunjukkan bahwa sumber daya multimodal memainkan empat peran utama dalam mendukung retensi kosakata, yaitu: (1) sebagai jembatan makna, membantu siswa menghubungkan kosakata dengan maknanya secara langsung tanpa bergantung pada terjemahan; (2) sebagai sarana pengulangan yang bermakna, memberikan paparan berulang terhadap kosakata melalui berbagai modalitas; (3) sebagai pemicu ingatan kosakata, memfasilitasi kemampuan siswa untuk mengingat dan menggunakan kata-kata yang telah dipelajari; serta (4) sebagai peningkat keterlibatan siswa, menciptakan kondisi belajar yang aktif dan menyenangkan. Guru ditemukan menggunakan empat kategori sumber daya multimodal, yakni visual (gambar dan ekspresi wajah), auditori (tuturan guru, lagu, dan rekaman audio), kinestetik (gerak tubuh dan permainan tebak gerak), serta tulisan (buku kosakata/mini-dictionary). Di antara keempat kategori tersebut, sumber daya visual dan tulisan merupakan yang paling konsisten digunakan dan paling efektif mendukung retensi kosakata, sementara lagu terbukti lebih efektif dibandingkan rekaman audio tanpa dukungan visual. Penelitian ini menyimpulkan bahwa pengintegrasian beberapa modalitas secara bersamaan menghasilkan retensi kosakata yang jauh lebih kuat dibandingkan penggunaan modalitas tunggal, sejalan dengan Teori Kognitif Pembelajaran Multimedia dan Dual Coding Theory.

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الحمد لله رب العالمين. الصلاة والسلام على اشرف الأنبياء والمرسلين سيدنا ومو
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A handwritten signature in black ink, featuring a large, stylized initial 'R' followed by a series of loops and a long horizontal stroke at the end.

Rachel Fauzal Karima

CONTENTS

COVER PAGE	i
TITLE PAGE	ii
STATEMENT OF AUTHENTICITY.....	iii
PLAGIARISM CERTIFICATE	iv
VALIDATION.....	vi
ABSTRACT	vii
<i>ABSTRAK</i>.....	viii
ACKNOWLEDGEMENT	ix
CONTENTS.....	xi
LIST OF TABLES	xiii
LIST OF FIGURES	xiv
LIST OF APPENDICES.....	xv
CHAPTER I.....	1
INTRODUCTION.....	1
A. Background of Study.....	1
B. Definition of Key Terms	9
C. Research Questions	10
D. Objectives of Study	11
E. Significance of Study	11
CHAPTER II	33
THEORETICAL REVIEW	33
A. The Role of Multimodal Resources	33
B. Types of Multimodal.....	36
C. Vocabulary Acquisition and Retention	44
D. Multimodal Resources in Enhancing Vocabulary Retention	45

E. Young Learners and the Relevance of Multimodal Resources in Elementary EFL Classrooms	46
F. Review of Previous Study	48
CHAPTER III.....	53
RESEARCH METHOD	53
A. Research Design.....	53
B. Research Setting.....	59
C. Participants.....	60
D. Data	61
E. Technique of Data Collection	62
F. Data Analysis	64
CHAPTER IV	68
FINDINGS AND DISCUSSION	68
A. Findings.....	68
B. Discussion	86
CHAPTER V	93
A. Conclusion.....	93
B. Suggestions	94
REFERENCES.....	97
APPENDICES	101
CURRICULUM VITAE.....	137

LIST OF TABLES

Table 4.1 Summary of Classroom Observation	68
Table 4.2 Types of Multimodal Resources	76

LIST OF FIGURES

Figure 4.1 1students and teachers during "Guess the Gesture"	79
Figure 4.2 The students write vocabulary words on the board	80
Figure 4.3 textbooks with illustrations that were used	82

LIST OF APPENDICES

Appendix I. Translation of Al-Qur'an	96
Appendix II. Research Instruments	98
Appendix III. Research Letter	104
Appendix IV. Research Completion Letter	105
Appendix V. Documentation	106
Appendix VI. Consultation Schedules and Notes	107
Appendix VII. Completed Observation Sheet	108