

INVESTIGATING THE USE OF MULTIMODALITY IN EFL CLASSROOM AT INDONESIAN UNIVERSITY NON-ENGLISH DEPARTMENT

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ABSTRACT

This study aims to investigate private university students' views on multimodality approach in EFL class. There is still a lot of traditional EFL teaching approach that are not as good at matching different learning styles and capturing students' attention. A multimodality approach provides creative solutions. The participants in this study were 21 non-English department students consisting of eight male students and thirteen female students. The research design examines students' experiences and perceptions of multimodality in the classroom using a qualitative approach and a narrative inquiry method. Reflection and in-depth interviews were used to gather data. Key themes in the participants' experiences were found by applying thematic analysis approaches to the data. The findings show that the multimodality approach helps students' understanding of English language material and helps optimize student engagement. From the students' perspective, there are four main themes, namely an interactive and motivating learning environment, a fun and enjoyable learning environment, diverse learning styles, and self-confidence growth. Further research can explore the effectiveness of multimodal approaches quantitatively to measure the improvement of students' learning outcomes more objectively. In addition, further studies can involve more participants from various university backgrounds and study programs to expand the generalizability of the findings.

Keywords: *EFL Classroom, English Language Learning, Multimodality Approach.*
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INTRODUCTION

English as a Foreign Language (EFL) plays a strategic role in education in Indonesia, considering that this language has become a global lingua franca that is important for various aspects of life, including academic, professional, and social. In an increasingly globally connected world, English language skills are not only a means of international communication but also a key to accessing various global resources and knowledge. This is in line with the opinion of Mairi (2016), who emphasized that EFL education in Indonesia has received significant attention because of the increasingly important role of English in various fields.

In an academic context, Christinawati and Ganesha (2019) stated that mastery of English is very important for students to access global resources and engage in international collaboration. In the professional world, the ability to speak English provides a competitive advantage for individuals in a global job market that increasingly demands cross-cultural communication skills. Furthermore, social English language skills enable individuals to engage in cross-cultural interactions and stay connected with global trends (Christinawati, 2019; Fachrurrozi & Mahyuddin, 2011; Chaer, 2009).

The importance of EFL education in Indonesia is also reflected in the curriculum of private universities, which emphasizes teaching English. Smith (2020) suggests that EFL education has a significant place in the curriculum of private universities in Indonesia as part of the country's commitment to achieving global education standards. However, the challenges faced in EFL education are not small, especially in creating a dynamic and interesting learning environment for students. Teachers play an essential role by providing quality English input and offering students more opportunities to use the target language (Tupalessy et al., 2024). Teachers play a vital role in providing quality English input, such as correct grammar and pronunciation. In an effort to overcome these challenges, an innovative approach known as multimodality has emerged.

Multimodality is an approach that emphasizes the use of multiple modes of communication and representation to facilitate learning. Kress and van Leeuwen (2001) define multimodality as the integration of various modes of communication, such as text, images, sound, movement, and digital interactions, to create richer and more complex meaning. In the context of EFL education, multimodality allows for more interactive and varied teaching, which can help students understand the material better and increase their engagement in the learning process.

According to Anis and Khan (2023), a multimodality approach can increase accessibility and effectiveness in English language learning by integrating various modes of communication and representation. This is important because in the Indonesian context, where students have diverse backgrounds and learning preferences, varied and interactive approaches such as multimodality can provide greater opportunities for students to achieve optimal learning outcomes.

Indonesia's commitment to EFL education is also influenced by geographical factors and the need for global communication. Widiati (2009) emphasized that Indonesia's geographical proximity to English-speaking countries, as well as the importance of English for global communication and access to international education, have been the main driving factors for Indonesia's commitment to EFL education. In addition, the education system in Indonesia has recognized the importance of mastering English in preparing students for facing an increasingly global world. The Indonesian Ministry of Education (2013) also stated that the national education system has paid special attention to the importance of English language skills in preparing the younger generation to face global challenges.

However, despite a strong commitment to EFL education, challenges remain. One of the main challenges is the reliance on passive learning approach

which often hinder the development of students' language and communication skills. Reidi and Rini (2016) underline that reliance on passive learning experiences results in challenges in developing students' language and communication skills. In this context, a multimodality approach offers a potential solution by providing a more interactive and engaging learning experience, which can help students develop their language skills more effectively.

The multimodality approach is also in line with the School Literacy Movement launched by the Indonesian Ministry of Education and Culture. This movement encourages teachers to integrate various literacy components, including multimodality, into classroom learning (Ditjendikdasmen, 2017, 2018). This policy not only emphasizes the importance of language literacy, but also visual, digital and multimodal literacy, all of which play an important role in shaping students' communication skills in the digital era. Based on Presidential Regulation no. 87 of 2017 and Minister of Education and Culture Regulation no. 20 of 2018, this policy directs teachers to combine various aspects of literacy in teaching, including multimodality, which is expected to improve the quality of learning in various disciplines, including English.

The application of multimodality in EFL education has great potential to create a more dynamic and interesting learning environment. Kress and van Leeuwen (2001) argue that multimodality can enrich students' learning experiences by providing various ways to understand and express meaning. In EFL education, this can translate into the use of a variety of visual, audio, and interactive aids that can help students understand English concepts better. In addition, Jewitt (2006) explains that the application of multimodality can encourage creativity, critical thinking, and active participation among students, all of which are important components in language learning.

In the Indonesian context, studies regarding the integration of multimodality in EFL teaching practices are still limited but very important to do. Sari and Rahman (2021) emphasize the importance of further exploration in studies that specifically investigate the integration of multimodality in EFL teaching practices in Indonesia. This research aims to fill this gap by investigating the role of multimodality in improving English language skills in the EFL classroom through a study using a multimodality approach. To answer this, this research seeks to answer the question: How does a multimodality approach facilitate Indonesian Private University Students in EFL classes? It is hoped that this research will provide deeper insight into how the multimodality approach can be implemented effectively in Indonesia, as well as how this approach can contribute to the development of students' English language skills.

According to Kress and Van Leeuwen (2001: 20), multimodality describes how different semiotic modes like text, images, and sound combine to form communication products. It involves using multiple modes simultaneously to convey richer meanings. Van Leeuwen (2014) also sees multimodality as using various semiotic resources language, images, sound, music in communication. In essence, it merges several channels to enhance experiences. Mitchell (2005) notes that all media are mixed, incorporating diverse modalities. Bateman et al. (2017)

describe multimodality as communicative events blending modalities for greater impact. This concept focuses on media using various expressions.

Jewitt (2017) expands multimodality to include gaze, movement, posture, and pictures as communication forms, combining modes for deeper meaning. Multimodal rhetoric uses such artifacts persuasively, with context and audience influencing their success (Iversen, 2018; Kjeldsen, 2015). Combining text, audio, and visuals is more persuasive than using one mode alone. In research and teaching, multimodal discourse analysis supports understanding through multiple communication forms beyond text (Jiang, 2022; Huang, 2022; Xucui, 2013; Zhao & Liu, 2022). It enables closer examination of meaning-making in complex communication. Huang (2022) emphasizes that multimodal theory in classrooms can diversify language teaching, allowing students to better understand English through varied expressions.

Multimodality is increasingly applied in English as a foreign language (EFL) teaching to enhance skills (Ilmi & Dewi, 2022). It helps students understand how semiotic resources visual, gestural, spatial, and linguistic are used in learning (Lim et al., 2021). Multimodality offers a broader literacy perspective relevant in today's digital era. Bezemer and Kress (2016) define multimodal pedagogy as using various resources for learning. Kress and Selander (2012) stress organizing content across media, giving students space to explore ideas and identities (Lim et al., 2021). Unlike traditional approach, multimodality promotes reflective, creative, and progressive thinking, improving engagement and learning quality (Haren, 2010). Drawing on students' prior knowledge is an effective method (New London Group, 1996). According to Li (2020), multimodality improves digital learning participation, deepens understanding, and broadens views. Teachers integrate multiple knowledge representations to help students grasp content better.

Multimodal approaches in language teaching are supported by theoretical frameworks stressing the need to integrate various modalities (Kress & van Leeuwen, 2001). This framework shows how semiotic tools enhance communication and learning. The social semiotic approach offers a broad understanding of communication, viewing it as involving different modes to create meaning (Jewitt, 2013). It sees communication as a blend of language, images, gestures, and spatial designs. Language teachers can promote learning and engagement using these strategies.

Affordance theory (Falkner & Tsovaltzi, 2019) also explains how multimodal resources provide diverse learning opportunities. Affordances refer to possibilities offered by resources. Different learners benefit from different modes audio for auditory learners, visuals for visual learners. Teachers can provide learning options suited to student preferences. Incorporating visuals like pictures or infographics improves understanding and memory. Kinesthetic activities involving gestures or body language also enrich language teaching. Constructivism and sociocultural theory further support multimodal teaching. Constructivism sees learning as students building knowledge through interaction (Piaget, 1977). Learners engage multiple semiotic resources. Vygotsky's

sociocultural theory (1978) highlights how interaction and culture influence learning. A multimodal approach fosters participatory and dynamic learning.

Multimodal education highlights the use of various modalities in real learning contexts. Students negotiate meanings through different modes. Each mode contributes uniquely to understanding. According to Kress & van Leeuwen (2001), each modality presents a distinct perspective, sometimes challenging assumptions and encouraging creativity. Teachers often use gestures with speech to emphasize visuals and messages. Gestures and body language support oral instruction.

Various modes gestures, drawings, speech, objects interact to form meaning. Whiteboard visuals, object manipulation, speech, and action all support understanding. Cohesion arises through repetition, synchronization, and contrast. Meaning depends on mode selection, and each situation follows its own path. Each mode demands different student engagement (Kress & van Leeuwen, 2001).

Moreno and Mayer (2007) state that multimodal learning presents content through verbal and graphical (static or dynamic) modes. These modes appeal to students' visual and auditory senses. Multimodal courses present elements through different sensory channels, improving experiences (Shah & Freedman, 2003). Technological innovation enriches curriculum, learning quality, and diversity (Maguire, 2005). Technology can reshape instruction, fostering constructivist, student-centered learning. Non-linear learning paths allow students greater control over materials (Karagiorgi & Symeou, 2005).

English is the most important foreign language taught globally, including in Indonesia (Japar, 2022). It is the only mandatory foreign language in schools, enhancing students' academic capabilities. In modern classrooms, teachers and students rely on digital and multimodal practices (Van Leeuwen, 2015). Technology boosts engagement and supports learning goals (Hafner, 2014; Sakulprasertsri & Vibulphol, 2016; Sakulprasertsri, 2017). Jewitt & Kress (2003) and Kress (2010, 2017) explain that students make meaning through language, gestures, visuals, sounds, and movement. Teachers must incorporate multimodal approach and value their importance for both academic and social learning.

Sakulprasertsri (2017) and Vibulphol (2015) emphasize how technology drives changes in English teaching. ICT including computers, media, and multimedia plays a major role in digital-era education. These changes offer challenges and opportunities. Teachers must rethink instructional strategies to develop 21st century skills. Sakulprasertsri (2020) notes students today need critical thinking, interpersonal, self-direction, and communication skills. Traditional approach has shifted to student-centered models, placing learners at the heart of the process.

English is the primary language for global communication (Crystal, 2003; Weber, 1999), recognized as a lingua franca. Around 750 million speak it as a foreign language (Crystal, 2003; Japar, 2022). According to Weber (1999), English predates other global languages as a lingua franca. Teachers should expand literacy beyond language alone to include multimodality, which increases student engagement in today's world (Ditjendikdasmen, 2017, 2018; Japar, 2022).

RESEARCH METHOD

Research Design

The researchers utilized a qualitative research design that focused on analysis or data interpretation to address questions prepared in the study. The researchers collected the data by analyzing the reflection of the multimodality used in teaching English at EFL classes non-English department students.

Participants

The participants in this study were non-English major students at the Syaichona Moh. Cholil Bangkalan Islamic Institute, totaling 21 people in the fourth semester. Participants in this study were randomly selected as many as 83 students, consisting of eight male students and thirteen female students. The following is the demographic information of the participants.

Table 1. The demographic participants

No.	Initial Name	Learning Style	Age
1	AK	Kinesthetic	21
2	AM	Visual	20
3	A	Auditory	20
4	AF	Kinesthetic	23
5	BS	Kinesthetic	20
6	BS	Kinesthetic	21
7	CN	Visual	20
8	HS	Visual	23
9	HS	Visual	20
10	HR	Visual	20
11	H	Kinesthetic	21
12	KN	Visual	20
13	MRK	Kinesthetic	21
14	MA	Visual	20
15	MS	Visual	22
16	NA	Visual	20
17	NH	Kinesthetic	21
18	N	Auditory	20
19	UL	Visual	22
20	U	Visual	20
21	WV	Visual	19

The Data Collection Instrument

Reflection sheet

In this study, the researchers collected data using a reflection sheet. This reflection sheet is used to obtain accurate data that is in accordance with students' experiences during class learning using a multimodality approach.

Interview

To obtain credible and accountable data, the researchers collected data using interview techniques. The type of interview used was a semi-structured interview. This supporting instrument data collection allowed the researchers to explore new topics that might emerge during the interview. The interview process was conducted in Indonesian to ensure effective communication and to obtain more complete and accurate information. Semi-structured interviews were conducted once with each participant in detail to ensure consistency and validity

of the reflection findings by verifying and expanding understanding of the phenomenon being studied.

The Data Analysis

In this study, the collected data were analysed using thematic analysis techniques to identify and explore key themes that emerged from the written reflections and interviews. The analysis process began with the transcription of reflections and interviews to ensure data accuracy. Next, initial coding was conducted where the data was read in depth and initial codes were applied to identify emerging patterns and themes. These codes were then grouped into broader themes that reflected key trends in the data. Each identified theme was reviewed and refined to ensure consistency and relevance. These themes were then given clear definitions and names that reflected the essence of the findings. The results of this analysis are then reported in narrative form, supported by quotations from the reflection and interview data to provide concrete evidence and strengthen the interpretation of the findings.

The Ethical Study

As a form of maintaining ethics in a study, the researchers ask for permission and approval from the concerned parties. In this case, the researchers explain the scope and purpose of the study. The researchers are responsible for the confidentiality of the data that the participant provided. To obtain valid data, the researchers instructed participants to re-confirm if there were confusing questions via smartphone.

FINDING AND DISCUSSION

Finding

In this study, the researchers classify the findings into four themes. They are the interactive and motivating learning environment, the fun and enjoyable learning environment, diverse learning styles, and self-confidence growth. The details description are as follows:

Interactive and Motivating learning environment

The multimodality approach to teaching English as a Foreign Language (EFL) at a private university in Indonesia encourages interaction between students, teachers, and students, AK stated “This approach also encourages more interaction and collaboration between students and teachers, as well as between students. Group discussions, role plays, and collaborative projects provide opportunities to practice speaking and listening skills in real situations.” The words “interaction,” “collaboration,” “group discussions,” “role plays,” and “collaborative projects” indicate that the multimodality approach encourages higher levels of engagement and collaboration between students and teachers as well as among students themselves. Students engage in tasks that necessitate frequent and extensive use of English, such as producing group presentations and joint project examples. Students can interact with other group members when they collaborate in this way, which inevitably results in them fixing their mistakes and enhancing their language skills.

HS noted indicates that multimodality approach stimulates students' senses, creating a stimulating learning environment. This is accomplished by adding

video, graphics, and music to the learning process. “Multimodality is a program that can attract my attention with a delivery that is full of multifunctionality because there is the application of video, images, and audio which makes my studies more enthusiastic”.

The findings showing motivation follows the statement about interactive learning. This approach makes each learning session more enjoyable and helps students improve their ability to engage with each other stated by BS. “I feel more involved in learning because this method provides variety and makes each learning session more interesting. It helps me to be more focused and motivated.” The expression “More Involved, this approach provides variety, more interest, and more motivation,” offers a range of ways to make the material available to students, which raises their engagement, concentration, and motivation.

HS asserts that this approach improved students' general language competency and increased their interest and engagement in the subject matter. “This approach not only improves overall language skills but also increases student motivation and engagement. With the right support, multimodality can be a very effective method of teaching English.” Through various media, including text, images, audio, and video, as well as interactive approach, such as group work and discussion, students can utilize a variety of approaches to comprehend and apply the content, which ultimately increases their motivation to learn.

The fun and enjoyable learning environment

The multimodality approach to teaching English as a Foreign Language (EFL) at private universities in Madura, Indonesia, tends to be more interesting and enjoyable, which significantly reduces the students' anxieties. “Multimodality approaches tend to be more fun which makes learning more interesting and interactive”. According to AK's assertion, it is crucial to have a range of instructional strategies that generate various kinds of media. This gives students more learning flexibility and enables them to understand the material in a way that best suits their own preferences. It can be thought of as a very thorough approach to teaching English, which could make both teaching and learning the language more enjoyable. AM reinforces who expresses enjoyment when lecturers use videos in teaching. This statement emphasized visualization. “When the lecturer taught English using video, I was very happy.” For the purpose of capturing students' attention, video is a crucial visualization approach. Encouraging students' curiosity is really important. The learning process can be made more engaging and less repetitive by using videos to present information in a more engaging and interactive way.

In addition, BS acknowledges the significant number of different learning experiences available to them, and he believes that the multimodality method is beneficial and fun. It draws attention to the fact that this method offers a more comprehensive perspective on the English language.

The experience of learning with a multimodality approach is very beneficial and enjoyable. This approach helped me see English from various perspectives and facilitated more holistic learning. The multimodality approach to learning English is very interesting because it utilizes various media and approach to teach the

material. I feel very helped by the use of different videos, audio, images, and texts in each session.

There are many advantages to using a multimodal approach to learning, including a more pleasurable learning experience. The phrase "create an enjoyable" offers students a number of noteworthy advantages, such as the opportunity to learn language from a variety of viewpoints and through a variety of information sources in a fun way.

In this context, the multimodality approach is very suitable for students who quickly get bored with conventional learning approach. As someone who easily loses interest with monotonous approach. Learning with a multimodality approach is good for me who gets bored quickly. "I like this new thing with a multimodality approach it is interesting and very supportive" (NA). Students agree that multimodal learning is the greatest choice for those who are easily bored. They enjoy making new discoveries since they think this approach is both thrilling and very helpful for the learning process.

Diverse Learning Style

Based on these results, the multimodality method can be used to adapt to variations in English learning styles. A.K. points out that this strategy gives students the freedom to learn according to their preferred learning style and the opportunity to experiment with different approaches that best suit them personally. "The multimodality approach allows me to learn according to my learning style. Provides opportunities to explore learning styles." Multimodality solutions are adaptable when it comes to meeting the varied educational requirements of students. This allows students who learn best by visual, auditory, or kinesthetic means to take advantage of its benefits. On the other hand, audio-visual materials and spoken conversations can be beneficial to auditory learners. For instance, visual learners can comprehend the subject more effectively if it is presented through pictures and videos.

Self-Confidence Growth

The results of this study demonstrate that learning English through a multimodal approach can help students feel more confident in their language skills. During the time that he spent consistently practicing multimodality techniques with his pals, A.K. claims that he felt more comfortable speaking English. "I feel more confident speaking English because I often practice with classmates". This demonstrates the significance of student interaction and teamwork in the process of building self-confidence. In a nurturing setting, the multimodality approach gives kids multiple chances to practice and apply their language abilities. This is achieved by employing a variety of instructional strategies, including interactive exercises, audio, and video. This is a very useful talent of theirs. Students' taste buds are developed through English practice. "Multimodality turns out to have an impact on understanding English. I often listen to English music. When listening to this music, I try to understand the meaning of the lyrics so that I can sing it with appreciation, and this also makes me more confident in speaking English" (AM).

Learning English through a multimodal approach, which includes listening to and understanding English song lyrics, can significantly increase a person's

comprehension and confidence in the language. Additionally, by using real English, kids learn pronunciation, intonation, and rhythm. Singing the songs helps students remember things better and boosts their confidence in their English communication skills.

BS said “Kinesthetic activities make learning more fun and interactive, so I feel more confident in using English”, Incorporating kinesthetic activities, like role-playing and simulations of real-world scenarios, into an approach that involves physical activity can boost students' self-confidence. This allows students to practice English in a contextualized and active way. During the English language learning process, kinesthetic activities can greatly increase self-confidence.

The utilization of a multimodality approach for the education of English language skills has significant advantages in terms of enhancing the students' sense of self-confidence. It is proven by WV “This approach makes me feel more confident because I can understand the material from various points of view”. By utilizing this approach, students are able to comprehend the material from a variety of perspectives and perceive concepts or facts in a variety of contexts.

Table 2. The summary of emerging themes and subthemes

Themes	Subthemes
Interactivity and Motivation	<ol style="list-style-type: none"> 1. Increased Interaction and Collaboration. 2. Increasing Learning Motivation Through Multimodal Content. 3. Close Interaction Between Teachers and Students. 4. Practice in Real Situations. 5. Engagement and Learning Focus. 6. Improving Student Motivation.
The fun and enjoyable learning environment	<ol style="list-style-type: none"> 1. Interesting and Fun. 2. Use of Various Media and Methods. 3. Boredom Solutions and Learning Support.
Diverse Learning Style	<ol style="list-style-type: none"> 1. Adjustment to Individual Learning Styles. 2. Rich and Diverse Learning Experiences. 3. Creativity in English Language Learning.
Self-Confidence Growth	<ol style="list-style-type: none"> 1. Self-Confidence Through Practice Talking with Peers. 2. Understanding Language through Music and Its Effect on Self-Confidence. 3. Kinesthetic Activities and Confidence in Language Use.

Discussion

Interactivity and Motivation

The study shows that a multimodality approach to teaching English in the EFL classroom significantly creates interaction, collaboration, and student motivation. Learning was more engaging, which helped kids focus. The utilization of multiple media, such as video, music, and graphics, enhanced the interactive and effective nature of learning. This technique improved teacher-student connections and allowed for the actual application of material, resulting in the development of communication and critical thinking abilities. It was consistent with earlier investigations. According to Yi and Choi (2015), there were good comments on the adoption of multimodal instruction in the classroom. Based on

the statement, the use of multimodality has the potential to stimulate, motivate, arouse interest, and draw students' attention during the teaching and learning process.

Students were not passive recipients of knowledge, but rather actively participated in classroom activities. The use of several modes, such as written text, spoken discussion, visuals, and digital media, enabled learners to participate more actively, both cognitively and socially. Students felt more invested in their learning process as a result of their engagement, as they were able to connect more deeply with the materials taught. They found it simpler to express themselves, ask questions, and share ideas, which increased their sense of belonging and confidence in the classroom.

Kress (2014) emphasizes that the multimodality approach uses several channels of communication to create more engaging and dynamic learning environments. This fundamental understanding explains why students in the current study reported improved involvement and collaboration through group discussions, role plays, and joint projects. These activities encouraged students to utilize English in real and relevant settings, which is critical for language development. Group talks helped students improve their speaking and listening abilities, while role plays allowed them to replicate real-life scenarios that required spontaneous language use.

Furthermore, Varaporn and Sitthitikul (2019) investigated the effect of a multimodal strategy on critical reading abilities and perspectives among Thai university students. They discovered that students' interest rose when they participated in classes with a multimodal approach. Students felt more challenged and stimulated when information was given in a variety of media types. The variety of presenting formats allowed students to approach the material from several perspectives, which aided comprehension and interest throughout the class.

Ikasari and Drajadi (2020) revealed a similar perception, finding that using multimodality in teaching English boosted students' enthusiasm in learning. Their research found that students responded strongly to audio-visual resources, particularly when they were utilized to augment or clarify challenging topics. In contrast to traditional textbook-based learning, multimodality provided students with more novelty and variation, making them more eager to come to class and investigate the themes further.

In accordance with the research findings, using audio/video in multimodal pedagogical texts is more effective and obtains more support than visual design of PPT slides (Peng, 2019). Audio-visual methods were more effective at capturing students' attention and keeping them engaged for longer periods. These tools enabled the display of contextualized language use, which aided students in understanding how language functions in various circumstances. Another study found the same effect: Phengsuai and Suwanarak (2020) discovered that most students thought adopting a multimodality method, such as text, images, sound, and video, was an exciting item that inspired and motivated them to learn English. As a result, the multimodal approach made the learning process more individualized, dynamic, and in line with the students' digital habits.

The fun and enjoyable learning environment

This study found that a multimodality strategy resulted in a more engaging and effective learning environment. The use of video, audio, graphics, and text enhances student engagement. Trisanti et al., (2022) confirm the conclusions that textual, aural, and visual components are required to teach effectively. Students are more likely to participate actively and maintain their focus in a classroom environment that includes exciting and diverse activities.

Furthermore, watching videos helped kids focus and comprehend text better. When students had restricted access to downloading films, they preferred using print materials with both visual and written content because it allowed them to better connect with the text's substance and context. The combination of reading and visual aids helped individuals make more sense of the content, bridging the gap between foreign terminology and comprehension.

Sakulprasertsri (2020) stated that English teachers at the university level in five Thai regions used multimodality, which included the use of visuals, text, animated images, or digital graphics, to increase student engagement in learning because the classes were enjoyable, interesting, and active. This means that the environment in multimodal classrooms becomes less scary and more comfortable, encouraging language learners to take risks, make mistakes, and learn from them without fear of being judged.

When reading text from the screen, all students appeared to be joyful, often smiling and laughing, particularly when animated graphics were displayed (Ikasari & Drajadi, 2020). These pleasurable reactions demonstrate that the affective filter, the emotional barrier that can stymie language acquisition, has been reduced, resulting in a more conducive learning environment. Emotional involvement among students is critical in language acquisition because it promotes intrinsic motivation and a good attitude toward the subject.

Diverse Learning Style

Based on this study, the multimodality approach allowed for the adaptation of students' learning styles. The incorporation of text, music, video, and interactive activities made learning more dynamic and less boring. Students process knowledge in a variety of ways; some learn best through visual aids, while others benefit from hearing or hands-on practice. A multimodal classroom accommodates these disparities by offering content in a variety of formats.

According to Sakulprasertsri (2020), the multimodality integration employed by English teachers in the classroom helped students to apply their knowledge in real-world scenarios and increased their awareness of multiple perspectives through the use of various learning resources. It enabled students to create links between classroom learning and everyday situations, making language learning more relevant and meaningful. Multimodality aided EFL learners' autonomous learning of listening comprehension skills (Ruan, 2015). The experimental study sought to learn more about participants' opinions of the novel design and the efficacy of multimodality when compared to traditional teaching methods. The findings indicated that the multimodal approach boosted students' independent learning and listening ability. These abilities are essential for lifelong learning, particularly in the digital age, where learners must navigate and interpret

a variety of media sources. Students gained autonomy as they learned how to choose resources that matched their learning styles and pace.

Self-Confidence Growth

A multimodality approach in teaching English increases students' self-confidence by allowing them to adapt to their learning styles through text, audio, video, and interactive activities. This method supports practice and collaboration and strengthens speaking skills and language comprehension. By participating in activities such as video presentations, voice recordings, or group storytelling, students gained confidence in using English in both formal and informal contexts. In a prior study that examined the use and effects of multimodal literacy in English language instruction, providing comprehensive information to those dedicated to enhancing English language instruction (Sutrisno et al., 2024), it was found that multimodal literacy techniques improved a number of English language learning criteria. Benefits that student noted included improved critical thinking and problem-solving abilities, enhanced writing fluency, enhanced creativity and inventiveness in English language assignments, greater confidence in voicing viewpoints, and a broader awareness of culture through English texts.

This increase in self-confidence extended beyond academic work to include everyday conversation and personal expression. Students were given the chance to interact with a variety of materials, which helped them discover their voice and express their thoughts more freely. These approaches also help kids become more proficient in language, more motivated, more self-assured, and more capable of critical thought. These findings demonstrate the advantages of a multimodal approach to student engagement and learning outcomes in English classes. Along with improving their language skills, students also become more engaged and self-confidence learners.

CONCLUSION AND SUGGESTION

This study investigated the use of multimodality approach in non-English English language classes at a private university in Indonesia. The results of this study indicate that multimodality approach plays an important role in providing an interactive and motivating learning environment. This approach makes learning more interesting and enjoyable, reduces students' anxiety, and allows them to learn according to their respective learning styles. In addition, this approach also increases students' confidence in speaking English through repeated practice with classmates. These findings open up opportunities for educators and researchers to further explore the application of multimodality approach in a wider context. However, this study has limitations in the limited scope of participants and specific institutional context. Therefore, future research is recommended to include a more diverse population and a more longitudinal approach to examine the long-term impact of using multimodality in learning English as a foreign language.

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