Indonesian EFL Students and Teachers Perceptions of Multimodal Teaching Approach in Writing Skills

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Abstract: - Low motivation, poor writing techniques, and lack of vocabulary are a few things that effect how proficient a writer is. Multimodal approach in teaching writing allows for better communication and expression of personal identities through various modes of representation. This study adopts a mixed-method research design utilizing survey and interview as data collection method. Data were analyzed using SPSS version 25 for quantitative data Atlas.Ti for qualitative data. The research was conducted at Hamzanwadi University, the population of the research is all second year of English Language Study students consist of 92 students and 5 teachers. The study discovered positive effects of multimodal teaching approach on writing skills and perceptions of Hamzanwadi's students and teachers. Then, from the finding suggested that the students who performed multimodal tasks significantly improved their critical writing skills. Furthermore, it can serve as a resource for Indonesian EFL teachers' continuing professional development.

Keywords: Multimodal teaching approach, Writing skills, Students and Teachers' perceptions.

I. Introduction

The English language has gained worldwide supremacy and has been adopted as a *lingua franca* among speakers of different native languages. English is treated as a common communication tool to do business transaction, to negotiate among countries leaders or even to learn and acquire knowledge among students. Despite being a foreign language, it can be argued that English is widely used and widespread in Indonesia based on its prevalence and frequency of use. In fact, English has taken steps to enhance its linguistic status, such as becoming a second language and a language of instruction (Alrajafi, 2021). Moreover, most of the science, technology, and invention subjects use English language as medium of communication. In most schools, colleges, universities around the world, English has become the medium of instruction. This phenomenon applies in Indonesia too, where English treated as important as the national language (Zein, 2019). One of the many objectives of introducing English in Indonesian school system is because English will promote Indonesian students to communicate fluently and comfortably in the international community.

Another factor is the diverse sociocultural backgrounds of Indonesian (Poedjuastuti, Mayaputri, and Arifani, 2021). Also, Larsson (1997) pointed out that individual experiences in different places and different life histories influence how people analyze reality. Because language and culture are inextricably linked, societal, cultural aspects undoubtedly influence English teaching. Languages, habits, and other traditional knowledge accumulated by that society over thousands years may be difficult to change. In addition, the teaching techniques used by English teachers in Indonesia still use traditional teaching techniques, teachers are in charge of their classrooms and assume full responsibility for the learning environment. All responsibilities and authority are placed in the teacher, who, as the lecturer in the classroom.

Among the challenges that Indonesian EFL teachers have to face is the class size is with estimation of 30 to 40 students per class. The same phenomena are sometimes observed in Malaysia. Karim (2021) states that having a large class reduce the effectiveness of the learning and teaching process, as teachers are unable to effectively regulate students comfortably in the classroom. When there are a large number of students, it can be challenging for teachers as they require more strength and time to manage the classroom environment and the activities of the students while they are learning.

Current teaching method in Indonesia would normally use traditional teaching method. Traditional teaching is based on the instructor controlling the learning environment. The teacher holds authority and responsibility and serves as instructor (via lectures) and decision-maker (regarding curriculum content and specific outcomes) (Ira, 2020). Undoubtedly, students today are no longer the intended audience for the conventional educational system (Revina, 2020). Ullah & Iqbal (2020) also add that the traditional teaching methods are teacher-centered and are primarily used in the classroom to communicate the material to the students.

Multimodal teaching approach is a teaching concept using more than one mode. By engaging the mind in multimodal and multiple learning styles simultaneously, learners experience a diverse learning style that collectively suits all of them (Mayer, 2020). The capability of multimodality to convey information in more than one way enables creativity and flexibility for teachers, as they are able to combine different learning styles and adapt them to better suit their students. Thus, a multimodal teaching approach could be an authority of creativity and flexibility and can enhance the learning environment (Litonjua, 2020). Kennedy (2020) explains that multimodal learning in education is type of teaching approach that use multimodal modes to communicate meaning in various ways, including speech, writing and print, gestures, illustrations, facial expressions and more. Teacher presents material through many ways of modes, so that students are inspired to design a more flexible learning strategy (Morrison, Sweeney, and Heffernan, 2003.

II. Literature Review

Norwegian et al (2018) stated that multimodal is about digital technology. There is an important result they make is that whereas multimodality previously was connected primarily to students' receptive skills and now appears to be a shift towards students' multimodal productions. Halliday (1985) also claimed the meaning potential in a multimodal perspective is applicable in all modes, which are interpersonal, conceptual, and textual function refers to different functions in communication. Peeck (1993) claims that multimodal has been used in many areas as well. For example, they have been used to increase effects in learning, especially from illustrated text*s*.

Specifically, new modes of representation have required a reconsideration of the relationship between composition and design, the nature of literacy (George, 2002; Prain and Hand, 2016). The term multimodal is a combination of multiple and modality. A mode is a resource used to represent communication, such as words (a linguistic mode). Multimodal refers to the different ways to integrate diverse communication modalities in daily life (Arola, 2013).

Multiliteracies are ways for literacy educators to respond to the changing social paradigm. The designs of multiliteracies include linguistic, visual, audio, gestural, spatial, and multimodal designs (New London Group, 1996). The linguistic and cultural diversity in the global economy calls for expanding the ideas and scope of literacy and inviting students' active engagement; literacy educators need to account for various texts related to information and multimedia technologies (Jewitt, 2008).

The New London Group (1996) proposed four components that provide useful frameworks that components can apply to the classroom. First, "situate practice" focuses on meaning-making practices based on experience and background because literacy means interactions of situations and learners' backgrounds (Walsh, 2010). Learners are motivated when they are interested in something and can use what they are learning. Second, Lo and Hyland's (2007) action research indicated that new writing programs providing topics of relevance and interest had an impact on students' engagement and motivation.

English language learners develop language and social skills in an online, global social setting as they communicate and negotiate meaning with counterparts in other countries using technological tools and semiotic forms (Black, 2009). Visuals, in particular, help English Language Learners (ELLs) to extract the linguistic aspect of meanings. Using Halliday's (1978) framework (ideational, interpersonal, and textual/compositional), Unsworth (2006) explaind image and language relations. An ideational function entails the relation of both image and language by "concurrency," "complementarity," and "connection." Concurrence means the equal integration of image and language for ideational meaning. For example, two modes can indicate the same information, although the different presentation methods.

Some scholars carried out the research about the multimodal teaching approach. For instance, Firmansyah (2018). He carried out the research about multimodal conception in learning. He figured out and explained some multimodal conceptions in his research, there were multimodal literacy dimension in learning. First dimension of multimodal literacy as a medium which is related to the prevalence of text especially multimedia text given by digital media. The next is, dimension of multimodal as a multi-semiotic experience that emphasizes form of facial expression, attitude, gestures, actions and clothing typical. Additionally, there is multimodal literacy learning, it is about learners are given the opportunity to articulate their perspective and communicate their ideologies in multimodal text by identifying strategies used to attract learners as readers.

Another study was conducted by Sakulprasertsri (2020) at undergraduate students, Thammasat university in Thailand. It was about exploring the actual classroom practices and both teachers and students' perceptions and opinions towards the integration of multimodality into English classroom practices at the university level in Thailand. Findings suggest that teachers in five different modes e.g., written and oral language, gestures, visuals, sound, and movements in their English classrooms. Quantitative analysis shows the significance of the integration of multimodality in English classrooms in Thailand as positive perceptions of the approach.

Additionally, Durriyah and Zuhdi (2018) investigated the perception of Indonesian teacher in integrating digital technologies into a teaching unit. Their research used qualitative paradigm and took an undergraduate English education program in Jakarta. 35 enrolled students research participants. They found out that many students are active users of digital technologies yet

they are reluctant to make use of digital technologies for literacy teaching and learning purpose. Popular digital technologies selected include Facebook, WhatApp and Blogs. Each offers unique potential to facilitate and enhance language learning.

Another study was conducted by Usman Sidabutar (2021) in Nommensen University, Medan, Indonesia. It was about students' perception toward English speaking motivation during online learning system through multimodal approach. The finding said it has recently been explored how the practice of multimodal approach in online Learning of English speaking at university level has become a necessity to face the world stage. the practice of implementing the multimodal approach found in visual and verbal invites to guide the opportunities for teachers and students in the digital era to learn how to make material to be taught with great creativity. Finally, some practical examples of multimodal approach are presented and possible methods to build skills to become superior education pioneers in the digital era. Among those research, two researchers investigated teacher's perception toward Multimodal teaching approach.

III. Method

This study employed the mixed-method research, which is used a convergent mixed-method design to explore and understand the perceptions of instrucutors and students regarding to the integrating of multimodal teaching approach in teaching writing skills. The survey and interview design were also utilized (Creswell, 2014).

Procedure of Data Collection and Data Analysis

In this research, population of the study comprised all second year of English Language Study Program students at Hamzanwadi University 2020/2021 consist of 4 classes and each class consist of 28 students, meanwhile there are 16 lecturers. Hamzanwadi Univerisity is a private higher-education institution located in metropolis of East Lombok, West Nusa Tenggara, Indonesia. The researcher chooses Hamzanwadi University as the place to conduct the research because it is one of the Universities in East Lombok where English Study Program exist. Furthermore, the researcher discovers the problem in teaching method that the lecturers faced particularly in teaching writing skills.

The data used in this study were collected using Questionnaire and Interview as mentioned in data collecting technique. In this research, the researcher paid attention to the ethical considerations. Before researching at Hamzanwadi University, the researcher acquired access from the department of English Language Education. After it was approved, the questionnaire was distributed to the participants through a generated URL link to the google form. Alongside with the questionnaire, the information sheet and consent from asking for the student's permission to participate in the study were attached. The 31 items of the questionnaire were computed using SPSS software version 25. The data is presented in a statistical form of measurement which include descriptive statistic. The data analysis for the research questions were copied and pated from SPSS 25 and presented in the form of tables.

IV. Result and Discussion

The table showed the gender distribution of the respondents. This was measured using item 4 in a section of the questionnaire. The respondents were asked to tick the appropriate box to indicate their gender. The data showed that there 62% of female which was consist of 57 students and 38% of male which was consist of 35 students.

TABLE 1 Demographic information semester of respondents

Semester	Frequency	Percent	Valid Percent	Cumulative Percent
Second Semester	92	100.0	100.0	100.0

Using the last items in first section of the questionnaire information concerning the semester. This table indicated that all of the respondents were from same range of semester. This reflects the limitation of the study which stated categorically that participants should only be the second semester at the same session.

Overall students and teachers' perceptions on integrating multimodal teaching approach in teaching writing skills.

A total of 92 surveys were submitted, representing a 100% response rate from participant population. Descriptive statistics including the mean and standard deviation were performed on the students' responses within each construct. The first section of the survey questions, divided into Construct 1, provided data concerning students' perceptions of the student's familiarity of multimodal teaching approach in teaching writing as demonstrated in Figure 1. The majority of students perceived that they agree that applying

multimodal teaching approach improving and resulting good product in their writing skills as demonstrated by the clear trend of "agree" responses.

Categorical Response in short:

TABLE 2 DESCRIPTIVE STATISTIC IN SHORT

	Students Familiarity of MTA		Benefit and excitement	
	Mean	SD	Mean	SD
Strongly Agree	4.5	3.39	5.0	3.32
Agree	10.83	3.19	9.8	1.92
Neutral	5.6	2.59	3.4	1.46
Disagree	2.17	2.04	3.2	2.28
Strongly Disagree	0.5	0.55	0	0

The table above indicates the overall statistical result of students' perception of integrating multimodal teaching approach. performance variable according to Likert-scale. X1 – X31 is the code for each item. Based on the table, the highest percentage is the agree scale to all questions followed by neutral scale, strongly agree scale, disagree scale and last strongly disagree. According to the questions in the questionnaire survey, students' familiarity of multimodal teaching approach as well as benefits and excitement garnered the highest number of agree responses. The results of the analysis, which are comprised of the mean, the median, and the standard deviation, as well as the categories in which they fall when using a Likert scale, are described in greater depth in the picture above.
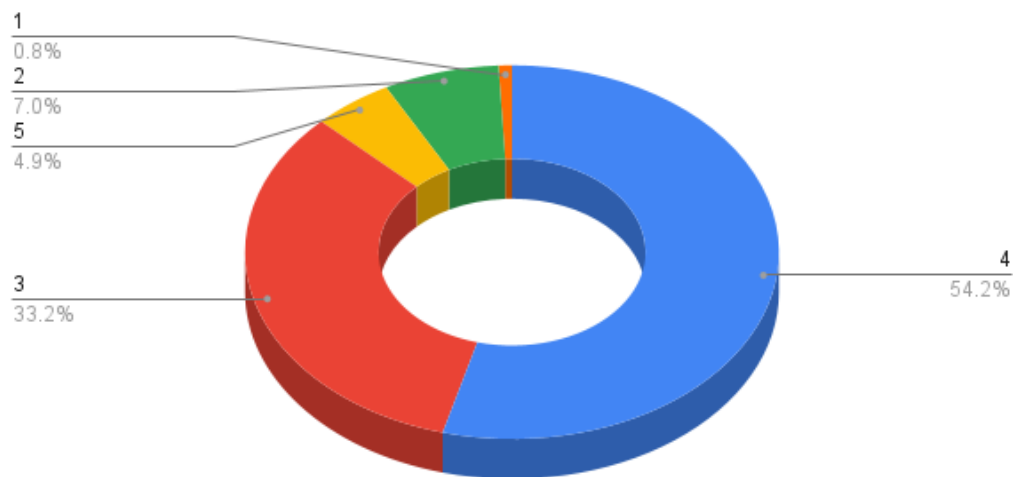

Figure 1.3 Students' familiarity of Multimodal.

The first section of the survey questions, divided into construct 1, provided data concerning students' familiarity of Multimodal in Figure 1. The majority of students familiarity of multimodal superior as demonstrated by the clear trend of "agree" (4) responses 54.2% and strongly agree (5) 4.9% that the students fell the different when involving the modes of multimodal in their writing. "Neutral" (3) responses 33.2% that the they could understand the writing compositions and their writing performance may be good whether involving the modes or not. Both using modes and without modes they can improve their writing skills. And the last one is "disagreed" (2) 7.0%, is "strongly disagree" (0.8%) that the students could not improve their writing performance even though involving some modes.
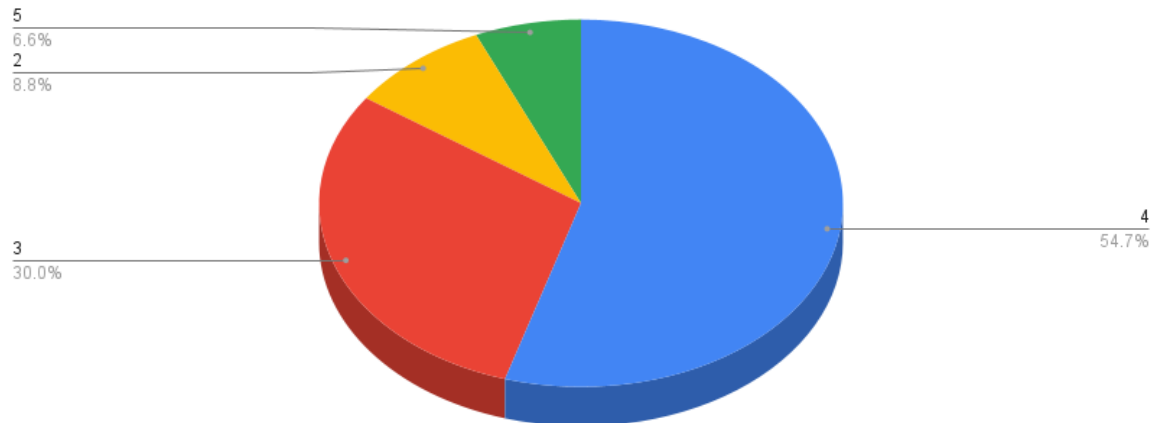
Benefit and Excitement

Figure 1.4 Benefit and Excitement

The second section of survey questions, provided data on the benefit and excitement. The majority of students were" agree" (4) 54.7% and "strongly agree" (5) 6.6 %, they said involving modes and technology provide opportunities to receive more feedback, "neutral" (3) 30.0% that the students more creative in composing their writing task, and "disagree" (2) 8.8% writing using paper and pencil is more appropriate than using or involving technology.

Teacher said that they integrated multimodal teaching approach as an effective means of managing behavior and maintaining students' attention. Teacher 2 expressed that keeping the students interested and engaged had an amazing impact on their behavior. From a pedagogical perspective, her students preferred activity-based types of lesson to lectures mostly done by her. Teacher 2 also believed that multimodal approach could create a student-centered classroom management, which would keep students involved, thus resulting in effective classroom management. She explained that when she gave the project to the students:

> *Students were really involved in making their own task. I gave them an article based on their own choice, and then made their own mini project like summary of the article for 5 pages or less. I let them to drew a picture on it to make it to make it more attractive with their writing project.*

Teacher 4 indicated that the focus should be improved in the language skills like listening, speaking, reading, and writing. He also explained that English language students have different ways or style in learning.

> *In recent years, we cannot deny that technology is fundamental part of our life especially in education world. When we just use traditional methods in teaching, the students would be lazy and no more idea that they can convey into writing skills, and no resources that they can use to add the idea into writing product. I admit that Technology gives the students the easiest way in finding resources of knowledge. However, my priority is how students develop language skills. Without having those skills, how can they succeed in the academic world? I think, even though multimodal has impactful result in improving writing skills, we cannot forget the conventional one as well.*

The increasing use of technology in composition classrooms necessitates ongoing monitoring and adjustment to optimize student learning. Since previous research indicates, student perception influences learning and writing quality; consequently, it is crucial to comprehend the relation between perception and technology, as this can affect the efficacy of online technologies in the composition classroom. In particular, a favorable perception of and enhanced confidence in writing using digital tools and in online contexts may result in higher student work quality.

The aim of the study was to explore the students and teachers' perception of multi modal teaching approach in teaching writing skills. Furthermore, study aimed to analyze the specific factors were perceived to be helpful, beneficial, and challenging

to the students and teachers. The study used both questionnaire and interview which was thematic analysis to generate themes of the identified the perceptions of students and teachers.

To improve teachers' understanding of multiliteracies, teachers' professional development is necessary and effective (Roswell, Kosnik,, & Back, 2008). For instance, in Bull and Anstey's (2010) study, a number of primary and secondary level teachers in Australia attended a multiliteracies development program, which aimed to understand participants' perceptions and practices relating to as well as to develop their abilities and strategies of abilities and strategies of literacy teaching. Multimodality is perceived and implemented in parallel with the deployment and utilization of technologies for producing and providing instructional content (Miller & McVee, 2013). Thus, it is less about the technology itself and more about the individual and collaborative activities used with technology, such as the processes that teachers employ to create meaning for students. Multimodality emphasizes situated action, recognizing the social context as the major factor for meaning making, with a particular focus on how people use the available resources based on their cultural practices, personal beliefs, and institutional contexts, as opposed to emphasizing the characteristics, behaviors, and system of the available resources (Kress, 2001). This opens up new opportunities for researching, analyzing, and comprehending the various ways in which individuals use multimodality to create, maintain, and transfer meaning to interconnected ecosystems and social situations. Although multiliteracies is still a new concept for many teachers, a great number of teachers in early childhood education have already perceived and tried to utilize multiliteracies and multimodality in their classrooms (e.g., Erstad, Gilje, & de Lange, 2007). For example, in Lahuis's (2011) study, eight American elementary teachers used music to motivate young students in literacy learning because they had learned that music relates to "Audio Representation" (Cope & Kalantzis, 2009) which was proven to be effective in developing students' language skills (e.g., "the use of rhythm that adds structure to a spoken text and dictates speech.

Three main themes were identified from the thematic analysis. These were 1. Familiarity of Multimodal teaching approach, 2. The outcomes of MTA in teaching writing skills. And 3. Barriers or challenges in using MTA.

The finding from this study is discussed in more detail below.

Teachers Familiarity of Multimodal Teaching Approach

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Teachers' perceptions and attitudes about multimodality can be both positive and negative. Using a questionnaire, Antonietti et al. (2006) analyzed the psychological correlations of multimedia computer-supported instructional tools. The study, which included 272 kindergarten, elementary, and secondary school teachers, examines "motivational & emotional aspects (attraction, involvement, boredom, and fatigue), activation states (participation, and effort), mental skills (attention, language, and logical reasoning), intellectual 41 benefits and learning benefits (deeper understanding, memorization, application, and overall view), and metacognitive strategies (planning, monitoring, and evaluating)."

Teacher subject matter expertise is one of the most influential elements on classroom and student performance (Dierking & Fox, 2012). Significant changes in students' learning are also influenced by teachers' topic knowledge and instructional strategies (Goldschmit & Phelps, 2010; Tchoshanov, 2011). The study by Rohaan et al. (2010) illustrates four interrelated dimensions of

teacher knowledge: subject matter knowledge, pedagogical content knowledge, attitude, and self-efficacy. The study's findings indicate that both pedagogical content knowledge and self-efficacy are dependent on subject matter knowledge, and that when self-efficacy boosts confidence and frequency of technology use, it enables teachers to adopt new teaching methods with positive attitudes (e.g., technology). In other words, developing teachers' content knowledge boosts their pedagogical knowledge and self-efficacy to implement positive attitudes.

Outcomes of Multimodal Teaching Approach in Teaching Writing

Theoretically, the incorporation of multimodality into the classroom signifies that it becomes a component of instructors' pedagogy and increasingly compels both professors and students to employ digital and multimodal practices.

Multimodality has been utilized to simultaneously teach language and subject to high school pupils with weak English. Early and Marshall (2008) 32 conducted a case study to determine how ESL students valued literacy texts with multimodal components. Over the course of four weeks, one teacher with over thirty years of teaching experience and twenty-eight students with diverse native languages participated in the study. The investigation was conducted at a high school on Vancouver's west side, Canada. Multiple data sources, including as observations, interviews, written student reflections, student self-evaluations, and teaching methods of student writings, were collected.

The word multimodal is helpful since it includes both the sorts of texts and making meaning of texts. To comprehend text meaning, people must analyze many forms of print, picture, voice, gesture, and animation simultaneously (Kress & Van Leeuwen, 2001). Within composition of studies, multimodal pedagogy has been viewed as an endeavor to comprehend better and identify "the complex ways that texts come to be" (Shipka 2011).

From teachers' responses and what they have applied in their teaching process showed that they have positive perspective towards multimodality as a useful tool of teaching, especially in teaching reading news item text. Therefore, there is a need for English teachers in Senior High School of Indonesia pay attention to multimodality as effective way of teaching (Julinar,2018).

The foci of such studies range from affordances for learning (Jiang, 2017) opportunities for new modes of student engagement (Pandya et al., 2018), and enhanced creativity and agency (McGinnis, 2018). Multimodal means of communicating are particularly relevant when digital devices are used due to their visual design, intertextual links to the other texts, and collaborative interactively (Beach & O'Brien, 2018; Leu, Zawilinski, & Corrigan, 2016). Multimodality in pedagogy emphasizes the use of various modalities in learning experiences.

Barriers or Challenges in Integrating Multimodal Teaching Approach

In terms of challenges, the interview data showed some of challenges in integrating multimodal teaching approach in teaching writing, these are, classroom facilities lack of resources that help teacher in developing a sense of an impending challenges. In addition, other challenges that both teacher and student faced are technical advices such as phones, laptop and computer. Besides, some of the students even teachers also faced difficulties in using the applications that support their writing improvement. Regarding writing utilizing technology, they have a very limited understanding of their pure thoughts, and because to the usage of technology or fashion in the classroom, many students abuse the capability by plagiarizing extensively. Similarly, Anand (2021) in his research found that the

V. Conclusion

This study aims to explore students and teachers perceive the integration of multimodal teaching approach. 92 students and 5 teachers were involved in this study as the respondents and interviewees as the process of collecting data. The study found that All of the students believed that incorporating technology and fashion into the study of writing skills was crucial. However, some of them disagree, as indicated by the answers of this study's questionnaire, as they still like writing using conventional ways. Moreover, the results of teacher opinions regarding the use of multimodal approaches in teaching writing skills indicate that in this age of ubiquitous technology, it is crucial to use technology and modes that meet the needs of instruction, particularly in teaching writing. Because what is written without paper is referred to as the multimodal approach. Teachers can also take use of the opportunities for easier feedback offered by digital technologies and online settings, both by providing students with their own comments and by forming partnerships to increase audience and feedback. We cannot overlook the fact that online technologies and online writing environments improve students' impressions of their writing.

Acknowledgement

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