

**EXPLORING TEACHER' STRATEGY IN
MULTIMODAL EFL CLASSROOM: A
CASE STUDY OF INDONESIAN SENIOR
HIGH SCHOOL**

THESIS

Submitted in Partial Fulfilment of the Requirement for
Bachelor Degree in English Language Education



By:

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ABSTRACT

Title : Exploring Teacher' Strategy in Multimodal EFL
Classroom: A Case Study of Indonesian Senior High
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Rapid technological advances have caused multimodal approaches to be widely applied in language learning, such as English as a Foreign Language (EFL) learning. The transition to this learning system requires a new strategy in teaching because the approach used is different; the learning process is also different. Therefore, this study aims to describe the strategies used by EFL teacher in multimodal classes and describe how EFL teachers use the specific strategy. This study uses a qualitative case study research method, with observation and interviews as a technique for collecting data. The participant in this study was a male EFL teacher at SMAN 13 Semarang. The participant was chosen because the participant implements a multimodal approach in teaching EFL. The findings show that EFL teachers use two strategies in multimodal classes, namely Cooperative Learning Strategy and Project-Based Learning Strategy. In practicing Cooperative Learning strategies, what the teacher does is as follows: 1) The teacher determines the objectives, materials, and assessment of learning; 2) The teacher gives instructions and divides students into small groups; 3) Teachers facilitate student collaboration; 4) The teacher provides guidance; and 5) The teacher gives an evaluation. And in practicing the Project-Based Learning strategy, what the teacher does is as follows: 1) The teacher determines learning objectives, relevant topics and projects; 2) The teacher identifies the resources and materials needed by students; 3) The teacher gives instructions and directions to students; 4) The teacher asks students to present their project results in front of the

class; and 5) The teacher provides feedback and evaluation. Overall, this research sheds light on the pedagogical approaches that EFL teachers can adopt in multimodal classrooms and provides insight into the challenges and opportunities of using multimodal strategies in EFL teaching.

Keywords: EFL Classroom, *Multimodal Learning*, *Multimodality*, *Teaching Strategy*

DEDICATION

I dedicate this thesis to my parents, Mr. Karsudi and Mrs. Darsiyah. I thank my most beloved parents for their prayers, support, and love that are always given. Thank you for the sacrifice, hard work, and time that has been given. May Allah SWT repay all kindness and ease the path to happiness in this world and the hereafter.

MOTTO

“Believe that there will be something waiting for you after a lot of patience that you have lived, which will amaze you so that you forget about the pain.”

-Ali Bin Abi Thalib-

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This thesis research entitled "Exploring Teacher' Strategy in Multimodal EFL Classroom: A Case Study Of Indonesian Senior High School" is the result of scientific work, which is a requirement for achieving a bachelor's degree (S.1) in the English Language Education study program, Faculty of Tarbiyah and Teacher Training, UIN Walisongo Semarang. In writing this paper, of course, the researcher faced various kinds of difficulties, which in the end, the researcher was able to face with the help and guidance of several parties who have provided direction, guidance, and assistance both morally and materially.

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To all those who have helped, the researcher can give nothing but words of sincere gratitude and accompaniment of prayer. May Allah SWT always give them happiness in this world and in the hereafter.

The researcher realizes that there are still many deficiencies and limited abilities in compiling this thesis, so constructive criticism and suggestions are needed from all parties to improve this thesis. In the end, the researcher hopes that this thesis will be useful for researcher in particular and readers in general. Aamiin.

Semarang, 22 June 2023

The Researcher,

A handwritten signature in black ink, appearing to be 'Arina Sri Pertiwi', written in a cursive style.

Arina Sri Pertiwi

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CHAPTER I

INTRODUCTION

A. Background of the Study

The rapid development of technology in the 21st century has brought progress in various aspects of life. This progress causes all forms of human work to become easier. In recent years, we have witnessed the unprecedented growth of technology in the educational landscape. Almost all learning today uses technology. The adoption of various technology-based tools has given birth to multimedia in the world of education. Multimedia emerged as an innovative learning concept due to the rapid advancement of technology (Yuen & Ma, 2008).

Multimedia provides many opportunities to present some representation of content knowledge (Kim, 2021). With multimedia, we can use text, images, animation and sound together in one content to support learning. Providing information through different media and/or using a combination of media can create multiple access pathways for learning. Therefore, currently learning based

on multimedia or multimodal learning is widely chosen to be applied in learning (Ryan et al., 2010).

Multimodal learning is when several student senses, namely: visual, auditory, and kinesthetic, are involved during the learning process (Ioannou et al., 2016). This means that teachers utilize various types of media during the learning process to create multimodal learning. As we know, students have differences and uniqueness from each other. One of the uniqueness is the learning style of each student. Combining these modes will create a diversity of learning styles that also adapts to the diversity of students. That way, students are expected to better understand and remember the material. In addition, this multimodal learning also helps teachers and students to keep abreast of educational developments in the current era.

Currently, multimodal learning is starting to be chosen to be applied as done by an English teacher at SMAN 13 Semarang. He believes that multimodal learning can open up new ways to engage and invite innovative pedagogies in EFL learning. However, multimodal learning is also a new challenge – especially for a teacher – to be able to implement multimedia in learning. In the implementation of multimodal-based EFL learning, the teacher's pedagogic mastery must be balanced with an understanding of the use

of various learning media. Teachers must be able to design learning that can accommodate the three visual, auditory, and kinesthetic learning styles. In multimodal-based learning in this English class, the English teacher not only provides English material using multimodal-based learning media but how the teacher applies the right strategy in teaching so that students can better understand and remember the material.

According to Lacey (1977), 'strategy' refers to the selection of ideas and actions that a person will later implement. In this case, the action and realization of a certain set of ideas form a complex network of relationships. So, it can be said that learning strategies are techniques that are planned to achieve learning objectives. In this regard, McCormick & Hall (2022) states that successful teaching results from several plans or strategies that can be determined in a way that the teacher is trying to overcome. Therefore, in learning, a teacher needs to have a strategy for teaching. Because with this strategy, the teacher can have systematic guidelines and references in carrying out learning.

Similarly, in the context of EFL, teaching EFL in a multimodal-based classroom also requires certain specific knowledge and skills. Facilities to learn English alone are

not enough, even if English is their mother tongue (Lees, 1960). Therefore, the teacher, as a knowledge transfer agent, must determine the right learning strategy so that the teacher has a systematic guide to create effective learning. However, there is still a lack of research discussing teacher strategies related to learning English in multimodal-based classes. Because each learning approach could have a teacher using a different strategy. So, exploring the strategies teachers use in multimodal EFL classrooms is very important. Therefore, this study aims to explore teacher strategies in multimodal-based classrooms.

B. Reason for Choosing the Topic

This study discusses the strategies of English teachers in teaching EFL in multimodal-based classes. The reasons for choosing this topic are as follows:

1. The researcher explores the strategies used by English teacher during EFL learning in multimodal-based classes.
2. The researcher can consider teacher has different strategies for teaching English while teaching in multimodal-based classes.

C. Research Questions

As explained in the background described above, the formulation of the problem in this study can be found, namely:

1. What teaching strategies are used by EFL teachers in the multimodal classroom?
2. How does the teacher use these strategies?

D. Research Objectives

The goals that the researcher wants to achieve in the implementation of this research are as follows:

1. To describe the strategies of English teacher in multimodal classes.
2. To describe how the teacher uses the strategies to teach English in the multimodal classroom.

E. Significances of the Study

This research is expected to be useful for various purposes, including the following:

1. Theoretical Benefits

Theoretically, this research is expected to add to knowledge and serve as learning reference material for

students or schools involved in learning, especially regarding teaching strategies in English classes based on multimodal learning.

2. Practical Benefits

a. For the English Department Students

This research is expected to broaden knowledge and information regarding teacher strategies in teaching, especially for students majoring in English education at UIN Walisongo Semarang, in preparing for careers as professional teachers. In addition, this research is also expected to reduce errors during learning practicums, especially in learning English in classes based on multimodal learning.

b. For the Teachers

These strategies are expected to reflect further learning to improve the quality of learning and to vary the appropriate strategies used to support learning.

c. For the Students

These strategies are expected to increase students' activeness and skills in the EFL learning

process, especially in multimodal learning-based classes.

d. For the Researcher

The results of this study are expected to provide knowledge and improve skills in teaching to pay more attention to the strategies to be used in learning activities so that learning objectives can be achieved optimally.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents several explanations and theories related to this research. These include a basic understanding of the title, a general theory about teaching strategies, and a brief theory about EFL learning in multimodal classes.

A. Previous Study

To explain the position of the research that is being carried out with previous research that is considered relevant and has the same topic, in this section, the researcher explains several relevant studies that were carried out while collecting or preparing references. So the selected problem topics were found to be studied through thesis research. Some relevant literature reviews in this study are:

1. The study by Peng Zhang (2021) titled: Learning Strategies, Motivation and Learners' Perspectives on Online Multimodal Chinese Learning

This research was conducted using a mixed approach, namely qualitative and quantitative, to

investigate the role of learning strategies and motivation, as well as the learner's perspective on online multimodal Chinese learning. The results of this study indicate that the use of strategies is highly correlated with the results of learning multimodal Mandarin online. This shows that the use of strategies plays an important role in online multimodal Chinese learning.

The similarities between this research and research conducted by Peng Zhang (2021) are that they both examine multimodal learning in foreign language classes. While the differences are: 1) The participant of this study is a teacher of English as a foreign language. Meanwhile, the research participants conducted by Peng Zhang were fifteen students in the Mandarin as a Foreign Language class. 2) This study explores the strategies used by teachers and how to use them. At the same time, research was conducted by Peng Zhang to measure the correlation between the role of strategy and motivation with student learning outcomes.

2. The study by Prain & Waldri (2008), with the title: A Study of Teachers' Perspectives About Using

Multimodal Representations of Concepts to Enhance Science Learning.

This research was conducted using a mixed approach, namely qualitative and quantitative, with a case study research design to identify and describe research real and comprehensively. The problems discussed in this study are not related to learning English but describe and describe the preparation, testing, and evaluation of teaching and learning strategies through a focus on the representation of multimodal learning. The results of research conducted by Prain & Waldrup (2008) on 20 science teachers in secondary schools in Australia showed that 18 teachers tended to focus on students' resources and learning styles, not on the diversity of the capital. This shows that teachers face considerable challenges in focusing on multimodal representation in science learning.

The similarities between this research and the research conducted by Prain & Waldrup are: They both describe teacher strategies through a multimodal learning focus and also use a case study research design. While the differences are: 1) The object of the thesis research from Vaughan Prain & Bruce Waldrup is a science teacher in junior high school, while the

object of research to be carried out is an English teacher in high school; 2) Research conducted by Vaughan Prain & Bruce Waldri discusses the teacher's perspective in using multimodal concept representation to enhance science learning. Meanwhile, this study discusses the strategies of EFL teachers in multimodal learning-based classes.

3. The study by Nurman Antoni (2010), with the title: Exploring EFL Teachers' Strategies in Teaching Reading Comprehension

Student responses to their teachers' strategies for teaching reading skills and EFL teachers' strategies for teaching reading comprehension are the aims of this qualitative case study. All EFL teachers at SMPN 1 Gunung Toar Riau were included in this study. They used the method of observation, interviews, and questionnaires to collect data. Data is simplified, mapped, and conclusions and verification are drawn during data analysis (Antoni, 2010). According to this study's findings, the teacher has used three strategies to teach reading skills before, during, and after reading. This also shows that students' responses to the teacher's learning strategies are generally quite good,

so they can be classified as low-level association responses and knowledge responses in partial structures.

The similarities between this research and the research conducted by Nurman Antoni are the use of the same research method, namely the qualitative case study method, and both researching EFL teacher strategies. While the differences are: 1) The research object of Nurman Antoni is all teachers from EFL who teach in junior high schools. While the object of the research to be carried out is an EFL teacher who teaches at a high school based on multimodal learning. 2) Research conducted by Nurman Antoni discusses exploring EFL teacher strategies in teaching reading comprehension. At the same time, the research conducted discusses teacher strategies in teaching EFL in multimodal learning-based classes.

4. The study by Matodzi Nancy Lambani (2016), with the title: English Teaching Strategies for First Additional Language (FAL) Senior Phase Learners.

This qualitative descriptive study aims to describe some strategies for teaching English useful for students in Senior Phase classrooms. The population in

this study were all EFL teachers who taught in one of the Senior Phase classrooms in South Africa. The results of this study reveal that most teachers cannot use relevant teaching strategies due to a lack of knowledge or an inability to utilize them effectively (Lambani, 2016).

The similarity of this research with research conducted by Matodzi Nancy Lambani (2016) is this research examines teaching strategies by EFL teachers. While the differences are: 1) The research object of Matodzi Nancy Lambani is all EFL teachers who teach in one of the SE Phase classrooms juniors in South Africa. While the research object to be carried out is an EFL teacher who teaches in a class based on multimodal learning. 2) Research conducted by Matodzi Nancy Lambani discusses several strategies for teaching English that are useful for students in Senior Phase classrooms. At the same time, the research that will be conducted discusses the strategies of EFL teachers in teaching multimodal learning-based classes.

B. Literature Review

1. Teaching Strategy

a. Definition of Teaching Strategy

The term strategy was originally used in a military environment, where the word strategy comes from the Greek "strategos" which means an effort to achieve victory in a war (Psaltou-Joycey et al., 2018). But now, the term strategy is used in various fields that have relatively the same essence. One of them is the field of education. According to Scarth (1987), strategy is a series of steps that guide the approach to a particular task and result in a successful completion. In connection with that, Marrus (2002) revealed that strategy is a process of determining a plan that focuses on long-term goals and is accompanied by preparing ways or efforts to achieve these goals. So, it can be said that a strategy is a series of efforts or plans used to guide the achievement of a particular goal.

Meanwhile, learning and teaching essentially have the same meaning. Both of them aim to change the behavior of individuals in developing

the potential that exists in these individuals, taking place in one place and at the same time (de Houwer et al., 2013). It's just that learning is done by students as subjects who receive lessons, and teaching is done by teachers as instructors.

This interrelation between strategy and learning/teaching gave rise to many expert theories about teaching strategies, as in Kamp (1995), which defines teaching strategies as learning activities that must be carried out by teachers to achieve learning objectives effectively and efficiently. Furthermore, Kozna (1989) revealed that each selected activity, which can provide facilities or assistance to students in achieving certain learning objectives, is a learning strategy. In addition, Issac (2010) also explains that a teaching strategy is a general lesson plan that includes structure, instructional objectives, and an outline of the tactical plan needed to implement the strategy (Zhao & Coombs, 2012).

From some of the descriptions above, it can be concluded that the term 'teaching strategy' refers to all efforts by teachers to use several teaching variables (objectives, materials, methods, and tools, as well as evaluation) in learning to influence students to achieve the goals set. These efforts can be; increasing response with additional activities, providing the right stimulus, choosing the right media and learning resources, carrying out learning evaluations, etc.

b. Classification of Teaching Strategies

In determining the strategy to be used, the teacher needs to pay attention to the suitability of the type of strategy with the goals, time, and conditions of the students in the class. This is because not all strategies applied by the teacher can be successful in the learning process. Many experts have expressed their theories about the classification of teaching strategies. Most of them categorize learning strategies into four types:

cognitive, meta-cognitive, effective, and social (O'Malley and Chamot, 1990; Cohen, 1990; Oxford, 1990).

Cognitive strategies are related to students' thinking power in processing teaching and learning materials. Meta-cognitive strategies relate to tactics or ways for students to deal with and manage teaching and learning materials. Effective strategies relate to the attitudes and feelings of students in dealing with the student learning process. Social strategies relate to student collaboration with peers in achieving learning goals. This qualification seems simpler, but the boundaries are clearer.

Meanwhile, Ahmadi classifies teaching strategies into 5, namely: direct, indirect, interactive, empirical (experimental), and independent strategies (Iif Khoiru Ahmadi, 2008). Furthermore, an explanation of each of these strategies is as follows:

1) Direct Strategy

In this strategy, the learning process is mostly directed by the teacher. Most direct

learning is deductive. This strategy is effective for specifying information or building skills step by step. The advantage of this strategy is that it is easy to plan and use in the classroom. However, its main weakness is in developing the processes, skills, and attitudes required for group learning, interpersonal communication, and critical thinking.

2) Indirect Strategy

This strategy is also known as inductive reasoning, problem-solving, discovery, and inquiry. In this strategy, the role of students is very dominant, and the teacher only acts as a classroom management facilitator. The main advantage of this strategy is to encourage interest, curiosity, creativity, and the development of students' interpersonal skills. At the same time, the drawback is that it takes a long time for students to remember the material. In addition, student outcomes are also difficult to predict.

3) Interactive Strategy

This strategy emphasizes discussion and sharing among students. Discussion and

sharing give students a chance to respond to the knowledge, experiences, and approaches of the teacher or their peers and to develop new perspectives. The main advantage of this strategy is that students can learn from peers and teachers to build social skills and abilities. At the same time, the drawbacks of this strategy are very dependent on the teacher's skills in compiling and developing group dynamics.

4) Empirical Strategy (Experiential)

This strategy is oriented to inductive activities, student-centered, and activity-based. A personal reflection on experiences and planning formulations towards application to other contexts are critical factors in effective empirical learning. The main advantages of this strategy are increasing student participation, critical nature, and analysis. While the drawbacks are the emphasis only on the process, not on results, student safety, expensive costs, and requires a long time.

5) Independent Strategy

This strategy aims to build individual initiative, independence, and self-improvement. The advantage of this learning is to form students who are independent and responsible. Meanwhile, the drawback is that this strategy is difficult to implement in elementary schools and early childhood. Because they are not yet mature and still need a lot of guidance from the teacher.

The criteria for selecting teaching and learning strategies must be oriented toward achieving the learning objectives. The starting point for determining teaching-learning strategies is the formulation of clear teaching objectives. It must also be adapted to the type of material, the characteristics of students, as well as the situation or conditions in which the learning process will take place. Several learning methods and techniques can be used by teachers, but not all of them are equally effective in achieving learning objectives. For this reason, the teacher's creativity is needed in choosing the learning strategy.

2. Multimodality

The term multimodality comes from the concept of “multiliteracies” which refers to variations in the use of language according to context and a large number of uses of language with other sources. The term “multiliteracies” was first proposed by Jewitt and Kress to represent understanding and competence in various modes of how meaning is made (Jewitt et al., 2001). They argue that multimodal texts can construct knowledge and information. Multimodal literacy focuses on the design of discourse by examining the contributions of certain semiotics (e.g., language, sign, image) that are coordinated together across different modalities (e.g., visual, aural, somatic) and their interaction and integration in constructing coherent texts. In this context, Kress & Selander (2012) propose a shift from literacy to multimodal literacy. Multimodal literacy related to several different ways of representation strongly supports the design, which is prospective and future-oriented. So it can be said that Multimodality refers to the use of multiple literacies in one medium.

Jewitt (2008) reveals that multimodality pays attention to meaning as it is created through configurations located throughout images, gestures, gaze, body posture, voice, writing, music, speech, and so on. From a multimodal perspective, images, gestures, and so on are referred to as modes. So, the mode in the context of multimodality is a collection of semiotic sources that can make meaning, such as pictures, writing, or speech. This is also in line with Cimasko's opinion regarding multimodality (Cimasko, 2021). He argues that multimodality is concerned with making meaning with multiple modes (e.g., language, images, sound) and multimodal texts that include both digital and non-digital forms (e.g., videos, websites, live performances). If the 'means of making meaning' is 'modality', or 'mode', as it is commonly called, then we can say that the term 'multimodality' is used to highlight that a person uses many ways to make meaning.

The term multimodality has now been widely used in the academic world (Widyaningrum et al., 2022). In the context of learning, multimodal aims to develop students into knowledgeable readers and text

producers by drawing attention to multiple sources or modes of making meaning in texts. This collection of modes influences different theoretical situations, providing opportunities for the reader to increase their understanding of an idea or concept. The multimodal learning model was chosen to solve learning problems and hone students' creativity independently by combining various modes (media) or technology combined into one meaningful unit.

3. Multimodal Learning

The notion of multimodal learning refers to the use of a multisensory (visual, auditory, kinesthetic) approach to learning. That is, multimodal learning involves many sensory systems and learner action systems. Furthermore, Sarwi (2020) explains that multimodal learning is a learning model in which students seek information using more than one mode that has differences and is used at the same time (M et al., 2020). This learning is emphasized for students with learning challenges and can include a variety of visual input in addition to text. According to Ma

(2021), in multimodal learning, learning media does not only function as a teacher's tool in conveying knowledge but must also be a cognitive tool to help create active learning and collaborative exploration of students. Therefore, in multimodal learning, students must simultaneously process images, sounds, movements, videos, animations, etc. (learning media) to understand the meaning of text or material.

The multimodal approach is very appropriate to use in learning. Because through this approach, all the senses of students will be involved during the learning process. Auditory input can be in the form of audio-producing media or a so-called text-to-speech synthesizer. Various forms of spoken language games, singing accompanied by musical instruments, and poetry. An example is the use of songs to learn English vocabulary, visual input, such as using images to represent an event, and other solid materials, such as paper, clay, and paint, to represent objects and ideas. Kinesthetic involvement includes all forms of motor behavior and body movements, such as jumping rope and so on. Implementing multimodal in this language class aims to develop students into knowledgeable

readers and text producers by paying attention to the various sources of meaning-making in texts (Casey, 2012).

Multimodal learning provides a comprehensive way to improve understanding of the learning process by combining various information taken from various material sources (Fitzgerald & Palincsar, 2017). Learning like this will later be used to solve learning problems and hone students' creativity independently by combining various modes (media) or technology combined into one meaningful unit. In addition, in the context of learning a foreign language, multimodal learning can help students by combining writing, pictures, movements, sounds, actions, and so on. This method can be used to assist students in learning, remembering, and understanding foreign language letters and vocabulary effectively.

a. Teacher' Strategy in Multimodal EFL Classroom

Teaching strategies can be interpreted narrowly or broadly. Narrowly, teaching strategy is defined as a design and a method teachers use to achieve learning objectives. While broadly

speaking, teaching strategies can include five things, namely: 1) methods, 2) approaches, 3) selection of sources (including media used in learning), 4) grouping students, and 5) measuring success (Irwan & Nasution, 2016). In other words, teachers are increasingly required to form effective learning strategies in the classroom by utilizing various kinds of media and learning resources to gain student success. In this context, multimodal learning emerges as an innovative learning method for language learning (Saragi & Sugandi, 2018).

Multimodal presentation systems have been proven to significantly support language learning to increase student learning effectiveness (Abidin, 2022). However, implementing multimodal-based learning in the classroom is difficult, and EFL learning contexts are notoriously resistant to adaptation. It is a challenge for teachers to choose the right strategy to align with changes and new patterns in learning, especially for EFL learning (Lotherington & Jenson, 2011).

Multimodal learning is a learning activity combining multiple learning media so that the message's meaning is broader and easier for

students to understand. Gilakjani (2011) argues that at least five action methods can be used to design multimodal learning. These five activities certainly cover multiple learning styles, so they are suitable for use in mixed classes or with students with more than one learning style.

1) Educational Games

Educational games invite students to use several rooms at once. Actions that require words, colors, movements, pictures, language, music, and writing can be used to convey learning messages. When using educational games, students can learn both inside and outside the classroom.

2) Think-Pair-Share

This collaborative learning strategy can improve students' understanding of the material, collaborate and communicate ideas. Generally, this activity consists of three steps. The stage is "thinking," or letting students think for themselves about the topic. The second stage is "pairing up," in which partners discuss their ideas or observations during the

“thinking” activity. The third stage is “cooperation.”

3) Case-Based Learning

This is a learning strategy that highlights real cases as learning material. This learning causes students to examine information in various ways, such as: observing, interviewing, reading, listening, and taking notes on the concepts they learn in class. In this activity, the teacher facilitates class discussions about the cases discussed and ensures students can relate them to the concepts being studied. The advantage of this method is to convince students that what they learn is useful and relevant in the real world so that their learning motivation is higher.

4) Personal Diary

This strategy is an activity that offers opportunities for students to put the learning material they have received into their own words. For multimodal learning, teachers can suggest that they publish their diaries in a different medium. For example, you can write

it down in the form of written notes, charts, pictures, podcasts, stories, and even videos.

5) Multimodal Research Project

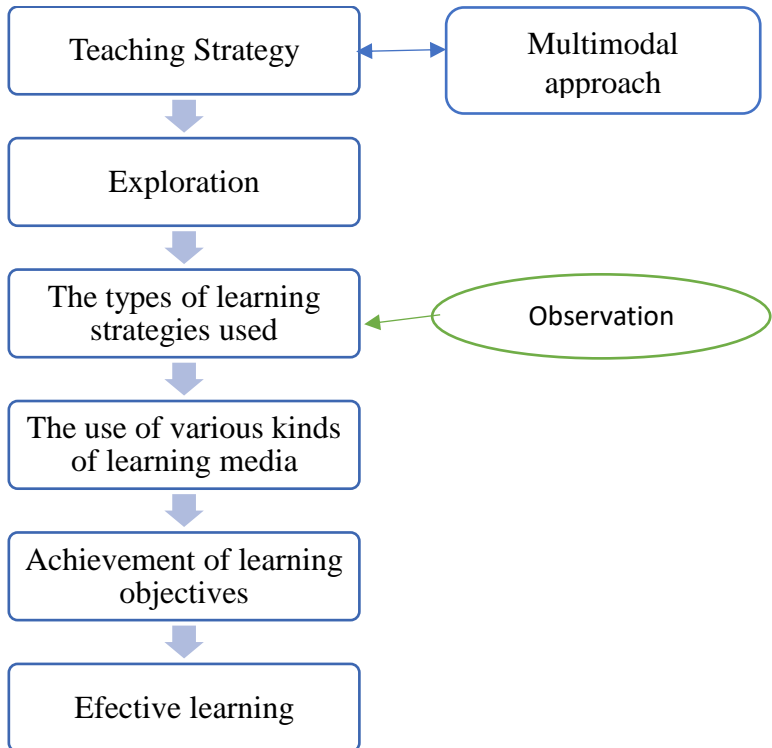
In this strategy, students carry out simple research on teaching materials using different sources and work methods. These resources and facilities can be traditional or digital. After that, students can present their research results in the desired format. For example, presentations in the form of lectures, interactive dialogues, videos, posters, etc.

Thus, without realizing it, students have entered the modern world with rapidly advancing technology. Teaching and learning have adapted to technology through a multimodal approach. In the end, education in the 4.0 industrial revolution era towards the 5.0 industrial revolution can be applied with adjustments without neglecting important matters. It is hoped that the role of the government, schools, teachers, students, and the community will be able to bring about positive changes to jointly lead recovery and move for independent learning.

C. Conceptual Framework

The conceptual framework is a unified understanding of something or a problem that needs to be formulated according to what we intend to use it for. This serves to simplify the meaning of words or thoughts about ideas, things, and nouns, as well as social phenomena used, so that other people who read them can immediately understand the meaning according to the wishes of the writer who uses the concept.

Table 2.1 Conceptual Framework



Based on the picture above, it can be understood that the teaching strategy is a planned effort to be determined deliberately by the teacher to help achieve learning goals. The use of a multimodal approach in the learning process causes teachers to be required to be able to apply various modes in the classroom. In this study, the researcher explored what strategies were used by teacher in multimodal-based learning. For

teachers, learning strategies can be used as a framework and point of reference to guide their systematic approach to implementing effective teaching methods. On the other hand, students can benefit from employing learning strategies as they assist in facilitating the process of acquiring knowledge and skills. Therefore, the strategies used by teachers in multimodal-based classes are expected to help achieve learning objectives for achieving effective learning.

CHAPTER III

RESEARCH METHOD

A. Research Design

To obtain and focus intensive data collection, researchers conducted research using a qualitative case study approach. Case study research is focused on specific cases that will be observed and analyzed carefully to the end to answer "how" or "why" questions about an interesting phenomenon (Frees & Klugman, 2001). In this study, the phenomenon referred to is the application of a multimodal approach in learning English.

During this study, the researcher carried out three main stages, namely: 1) The researcher carried out a very broad focus, an open phase, without selectivity or prejudice. This is intended to capture the dynamics of a developing situation and catch cases or problems that are currently happening. 2) After the researcher finds a case or problem, the research focuses on a narrower way to define it. This research also identified the main focus for further study and data collection. 3) In the data collection process, the researcher prepares a draft interpretation that needs to be

checked with the respondent before being presented in the final form.

The main instrument of this research is the researcher himself. The research process involves combining questions and procedures, analyzing data inductively, building from specific to general themes, and the researcher interpreting the significance of the data. The case study in this research is the application of multimodal-based classes at SMAN 13 Semarang. Case study data can be obtained from all interested parties and various sources. These sources will later be obtained during the data collection process through observation, interviews, and documentation. The phenomenon that occurs in this study is that English teachers' strategies in teaching in multimodal-based classes often use different strategies in each lesson.

B. Research Setting

This research was conducted at SMAN 13 Semarang, which is located at Rowo Street, Semanding, Wonolopo, Mijen District, Semarang City, Central Java 50215. The participant of this study was an English teacher at SMAN 13 Semarang. Research participants were selected using a

purposive technique. Through purposive techniques, researchers choose their research participants and research locations to study or understand the location to study or understand the subject matter to be studied (Krobo, 2021). Research participants and research locations selected with this technique were adjusted to the research objectives. Informed consent was received from teachers who were willing to participate. Cooperation with the English teacher was also agreed upon, and permission from the school principal was obtained. This study aims to explore how teachers' strategies for teaching English in the classroom and to find out opinions about the strategy that teacher use in multimodal classes.

C. The Technique of Collecting Data

The quality of research data is influenced by two primary factors: the quality of research instruments and the quality of data collection. Without knowledge of data collection techniques, the researcher cannot obtain data by established data standards. In this study, researchers used several data collection techniques, namely as follows:

1. Interview

Several interviews will be conducted in this study to strengthen the data. Interviews will be given to English teachers at SMAN 13 Semarang. The researcher will give several questions verbally to the participants as respondents. The list of questions containing the questions used in the interview was shown to the respondent during the interview because the method used was a guided interview. English teachers were interviewed to find out their opinions, challenges, opportunities, and solutions regarding the chosen teaching strategy for teaching English in multimodal classes. During the interview process, the researcher will use a recorder to help record the answers from the respondents. Then, the data obtained in the interview will be transcribed by the researcher in the form of an interview transcript to assist in data analysis.

2. Observation

Open observation techniques and non-participant observation techniques were used in this study. What is meant by non-participant observation techniques is that the observer only does one thing, namely, making observations. The non-participant observation method is used because the researcher

does not participate in learning activities but only observes during the research process. In the open observation method, the subject voluntarily lets the observer observe ongoing events and is aware that someone is observing what he is doing. The subject is openly aware of the presence of the observer.

In conducting research, researchers also used observation guidelines that were prepared with the aim of making it easier to do research. The following are observation guidelines used by researchers in conducting their research:

Table 3.1 Observation Guide

No.	Indicator / Observed Aspects	Yes	No
1.	The teacher creates teaching materials that are relevant to students.		
2.	The teacher uses technology as a learning medium.		
3.	The teacher uses more than one learning media.		
4.	The teacher emphasizes the use of strategies in teaching.		
5.	The teacher applies learning media appropriately.		
6.	The teacher uses different learning strategies between speaking, reading, listening, and writing learning.		
7.	Teacher-centered learning		
8.	Student-centered learning		
9.	The teacher uses learning strategies, according to Gilakjani (2011), including: 1. Educational Games 2. Think-pair-share 3. Case-Based Learning 4. Personal Diary 5. Multimodal Research Projects		
10.	The teacher creates interactive learning.		
11.	The teacher creates an interesting and fun classroom atmosphere.		

D. The Technique of Analyzing Data

Collecting and processing data systematically to assist researchers in concluding is known as data analysis techniques (Lotto et al., 1986). According to Sugiyono (2011), data

analysis is a systematic search and compilation of data obtained from interviews, field notes, and documentation. This includes organizing data into categories, describing it into units, synthesizing it, organizing it into patterns, selecting key information for further examination and understanding, and drawing conclusions that are easy for others and yourself to understand. Inductive analysis, or analysis based on the data obtained, is the basis of qualitative data analysis.

Miles & Huberman (1984) stated that the analysis process includes three related activities that are revealed simultaneously, namely: data reduction, data display, and conclusions drawing/verification. The three lines in more detail are as follows:

1. Data Reduction

Data reduction is a type of analysis that organizes raw field data to make it possible to draw and verify conclusions by sharpening, classifying, redirecting, eliminating unnecessary information, and so on. Researchers no longer need to interpret data reduction as quantification. There are several ways qualitative data can be simplified and transformed, including: through careful selection, summaries or descriptions, grouping them into larger patterns, etc. Data can sometimes be turned into ratings or numbers, but this is not always a good idea.

2. Data Display

Display of data, especially the collection of organizational information that makes research possible. Miles & Huberman (1984) limit the display of data to a structured set of information that provides an opportunity for conclusions and action. They argue that one of the important aspects of valid qualitative analysis is a better representation, which includes: various matrices, graphs, networks, and all kinds of charts. Everything is made to consolidate organized information to make it easy to find and understand. The analyst can see what's going on and decide whether to draw the correct conclusion or to continue the analysis in a way suggested by the presentation that might be useful.

3. Drawing Conclusions/Data Verification

Conclusion drawing and data verification is the final step in qualitative data analysis techniques. These steps look at the results of data reduction while still paying attention to the purpose of analysis. This stage aims to determine the meaning of the data collected by examining relationships, similarities, or differences to arrive at solutions to existing problems. In conclusion, researchers need to understand the basics of the data they analyze and be able to respond to information that is being researched

directly in the field by establishing a directional pattern. During the research, the findings are also checked or verified. That verification may be as brief as a reconsideration that crossed the researcher's mind during writing. Testing the correctness, robustness, and suitability, or validity, of the meanings derived from other data is necessary. In short, conclusions must be verified before they can be truly justified, and that also happens during the data collection process.

CHAPTER IV

RESEARCH FINDING

In this chapter, the researcher presents the final data as findings from the study itself. The data presented is the final result of observations and interviews about strategies for teaching English in a multimodal-based class to one of the teachers at SMAN 13 Semarang.

A. Findings

1. Teaching Strategies Used by EFL Teacher in Multimodal Learning-Based Classes and How to Use These Strategies

Researchers found that English teachers used two teaching strategies in classrooms based on multimodal learning, namely Cooperative Learning Strategy and Project-Based Learning Strategy.

a. Cooperative Learning Strategy

Based on the data obtained, the researcher concluded that teachers use cooperative learning strategies to encourage collaboration in teaching EFL in multimodal-based classes. In

collaboration-based learning, students learn in pairs or form small groups to achieve goals. This is also in accordance with the statement of the following respondents:

“Furthermore, what I never miss in every lesson is forming student discussion groups. For each new material or chapter, I always instruct students to have group discussions. The goal is for students to share their knowledge and experiences with their friends. Doing multimodal assignments, problem-solving assignments, taking quizzes, or playing educational games, I often ask students to work in groups.”

In this strategy, the teacher uses for teaching reading with material about exposition text. The teacher also uses the lecture method as a knowledge transfer method and the discussion method as a problem-solving method. This conclusion the researcher got when making observations in class XI IPS 2.

Extract

Teacher: “After we have reviewed the material about exposition text, now I will **divide you into several groups** to do a multiple choice quiz about exposition text using the quizz platform. One group consists of two or three children.”

Students: “Yes sir.”

In implementing this strategy, the researcher divided it into three stages, namely: pre-activity,

main activity, and post-activity. In pre-activity, what the teacher does is determine learning objectives, select learning materials, develop teaching materials, and prepare assessments of student learning processes and outcomes. This planning the teacher pours into the making of the lesson plan (RPP). This RPP is structured so that the teacher knows what steps must be taken in conveying the material and using strategies.

“Of course. Lesson plans are structured so that we know step by step what material you want to convey and the strategy, especially when teaching English in a multimodal-based class. The teacher must have careful planning before teaching. In this planning stage, what I do is determine learning objectives, select learning materials, develop teaching materials, and prepare assessments of student learning processes and outcomes.”

In the main activity, the teacher conveys the learning objectives and communicates the basic competencies to be achieved, and motivates students. Then, the teacher presents material to students using video and PowerPoint. Other media that teachers usually use to convey material are website-based media such as the British Council and BBC English. After that, the teacher gives

group assignments or collaborative projects with the aim of students working together to achieve the goals that have been set. The group's assignment was in the form of a digital-based quiz about exposition text using Quizizz media, group assignments, or other collaborative projects that teachers usually implement, such as writing text assignments, making videos, etc.

**Figure 4.1 The Process of Group Discussions
Working on Digital Quizzes**



To organize students into study groups, teachers always ensure that the groups they form consist of members with diverse skills and

expertise to encourage collaboration and complementary learning. During the collaboration process, the teacher guides the study group by giving directions and always monitoring the student collaboration process so as not to deviate from the learning objectives. In the post-activity stage, the teacher evaluates the learning outcomes of the learning materials that have been implemented.

b. Project-Based Learning Strategy

One characteristic of implementing multimodal-based learning is that students can work on multimodal projects. Multimodal projects refer to projects that combine several modes of communication, such as text, images, audio, video, and interactive elements, to convey information (Xu, 2021). Based on the results of interviews and observations, the researcher concluded that teachers use project base learning strategies to support EFL learning in multimodal-based classes. Some of the multimodal projects given by teachers include making videos, podcasts, posters, infographics, animated presentations, etc. This

information was obtained from the statements of the respondents as follows:

“Furthermore, I often give multimodal-based assignments to students. Usually, the task is like making videos, creating text accompanied by images, colors, graphics, or something else. I usually apply these assignments to learning writing and speaking.”

In using this strategy, the teacher uses the Project Method as a skill development method and the independent task method as a problem-solving method. In the pre-activity session, the teacher determines the learning objectives to be achieved. These goals can assist teachers in designing suitable projects. In addition, the teacher also determines topics or projects that are relevant to the material to be studied. The researcher found that the teacher gave a project in the form of making multimodal texts with the topic of report text for learning writing and speaking.

In the main activity, the teacher identifies the resources and learning materials needed by students to complete the project. This can include textbooks, online resources, software, tools, or other physical materials. Students are free to use a

variety of available resources and media to help them complete projects. This is, of course, adjusted to the project they will work on.

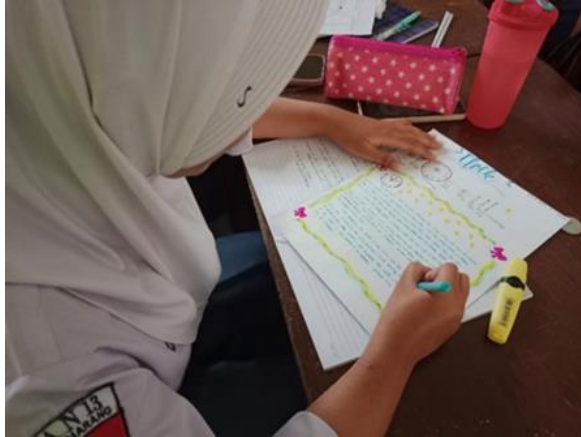
Extract

Teacher: “We will continue to **create a multimodal project** about report text with the theme ‘Things Around Us.’ After the project is finished, please present the results in front of the class individually.”

Students: Yes, Sir.

Based on observations made in class X E 3, the teacher asked students to make a report text with the theme "Objects Around Us" into a multimodal text. The materials used by students in the multimodal text creation project are paper, markers, colored pencils, etc. The teacher also always ensures that all of these resources are available and accessible to students.

Figure 4.2 Multimodal Project Creation Process



The teacher provides direction and guidance to students as they work on their projects by going around to see one by one the process of doing projects by students. This aims to assist students in overcoming obstacles that students may face. After the multimodal project is completed, the teacher allows students to present the results of their project in front of the class. It also aims to reflect on the learning process. In the post activity, teachers and students reflect and evaluate together about their experiences with Project-Based Learning.

Other findings show that in using the strategies mentioned above, teachers always take advantage of various digital tools such as live worksheets, e-learning, Google Classroom, Quizziz, Kahoot!, Wordwall, etc. And in using this strategy, teachers also often insert educational games by using digital tools as media. The use of digital tools and educational games aims to provide stimulus to students so that learning can be more interactive. These findings were concluded by researchers through the following interview results:

“In learning in this multimodal class, I often take advantage of many learning resources or educational platforms, both digital and non-digital. With the many uses of this learning resource or learning media, I am sure it will enrich the student's learning experience. Learning also becomes more interactive. While the educational platforms include live worksheets, e-learning, google classroom, Quizziz, Kahoot!, etc. I also provide an LMS (Learning Management System) in the form of Google Classroom to compile student products then. In learning, I always try to create interactive learning. One of them is by providing educational games.”

B. Discussion

This research was conducted to find out what EFL teachers use in multimodal learning-based classes and how to use them. The research that has been done shows that teachers use two strategies in teaching EFL in multimodal learning-based classes. The strategy is cooperative learning and project-based learning strategy. This contrasts with the results of research on EFL teacher strategies conducted by Heikonen (2017) which shows that teachers use two strategies, namely reactive behavioral and cognitive strategies. However, the two studies both demonstrated the effectiveness of the strategies used by EFL teachers.

Based on the results of the interviews, the participants revealed that the main purpose of the cooperative learning strategy is for students to share their knowledge and experiences with their friends. This reinforces the statement expressed by Slavin (1980) in his study, which he revealed that the purpose of cooperative learning is to promote social interaction and the development of interpersonal skills. According to previous research, the previous research was a study by Johnson (1994) shows that implementing cooperative learning successfully requires careful planning and arrangement of activities.

Teachers need to make clear instructions, define roles and responsibilities within groups, and provide appropriate resources and materials. It is very important to monitor group dynamics and provide guidance to ensure all students actively participate and contribute to group goals.

This is consistent with the use of cooperative learning strategies by the participants in this study. This data is obtained through observation activities. In using the cooperative learning strategy, the teacher plans by determining the objectives, materials, and assessment of learning. After that, the teacher gives instructions by giving group assignments or project assignments and dividing students into small groups. The teacher also provides the materials needed by students. During the collaboration process, the teacher provides direction and guidance. And at the end of the activity, the teacher gives a learning evaluation.

Another strategy that teachers use in teaching EFL in multimodal-based classes is project-based learning. Based on the data obtained through observation, one of the characteristics of a project-based learning strategy is student-centered learning activities. This is in accordance with the findings of the Duc Thuan (2018) study, which

from planning to project presentation, the teacher only acts as a facilitator, and students occupy a dominant role in learning activities. Furthermore, Duc Thuan also explains his findings regarding the practice of project-based learning strategies, which are in accordance with the findings of this research. The findings found six steps in using a project-based learning strategy.

Step 1 preparation: In this session, the teacher introduces the topic to students and asks students to discuss and ask questions. Step 2 planning: In this session, the teacher and students determine ways to collect and analyze information and assign different jobs. Step 3 research: In this section, students work individually or in groups gathering information from various sources. Step 4 Conclusion: Students draw conclusions based on their analysis of the collected data. Step 5 presentation: Students are asked to present their final results to the whole class. Step 6 evaluation: In this section, the teacher provides feedback on the students' efforts and efforts in working on the project.

Based on the discussion above, it can be seen that the strength of this study is that data collection is not only carried out by interviews but also by observation so that the

data obtained is more objective. As for the limitations of this study, the data collection at the observation stage was only carried out in two classes, so the data obtained was still not much. And overall, the implication of this research is to highlight pedagogical approaches that EFL teachers can adopt in multimodal classrooms and provide insights into how to practice multimodal strategies in EFL teaching.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains conclusions and suggestions regarding the research results. Conclusions are drawn from the research findings themselves, which were presented in the previous chapter. Suggestions are directed to teachers, students, teachers, and subsequent researchers who are interested in conducting similar research.

A. Conclusion

Based on the analysis of data obtained by the researcher from observations and interviews conducted with a male English teacher at SMAN 13 Semarang regarding teacher strategies in teaching EFL in multimodal learning-based classes, the researcher concluded the findings of this study as follows. First, teachers use two strategies to teach EFL in a multimodal-based classroom. The strategy is Cooperative Learning Strategy and Project-Based Learning. In implementing these strategies, teachers cannot be separated from using various types of digital tools as learning media. Both digital tools are in the form of visual, audio, and audio visual.

In practicing Cooperative Learning strategies, what the teacher does is as follows: 1) The teacher determines the objectives, materials, and assessment of learning; 2) The teacher gives instructions and divides students into small groups; 3) Teachers facilitate student collaboration; 4) The teacher provides guidance; and 5) The teacher gives an evaluation. And in practicing the Project-Based Learning strategy, what the teacher does is as follows: 1) The teacher determines learning objectives, relevant topics, and projects; 2) The teacher identifies the resources and materials needed by students; 3) The teacher gives instructions and directions to students; 4) The teacher asks students to present their project results in front of the class; and 5) The teacher provides feedback and evaluation. And overall, the implication of this research is to highlight pedagogical approaches that EFL teachers can adopt in multimodal classrooms and provide insights into how to practice multimodal strategies in EFL teaching.

B. Suggestion

1. For the School

Schools are expected to provide full support to teachers who apply multimodal-based learning and

participate in overcoming problems that arise in learning English and other learning.

2. For the Teachers

Through this research, teachers are expected to improve their skills and creativity in using effective teaching strategies for learning English in multimodal-based classes to create fun learning. In addition, because multimodal-based learning is related to the use of technology, teachers are also expected to improve their ability to use technology.

3. For the Students

Various strategies used by teachers in EFL-based multimodal learning classes are expected to facilitate students in increasing students understanding, motivation, and skills in learning English.

4. For the Next Researcher

The next researchers are expected to be more prepared in the research process so that research can be carried out better. In addition, the next researchers are also expected to examine more sources and references related to teaching strategies and EFL learning in multimodal classes so that their research results can be even better.

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APPENDIXES

Appendix 1

Research Permit



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile 024-7615387
www.walisongo.ac.id

Nomor: 818/Un.10.3/D1/TA.00.01/03/2023 Semarang, 12 Maret 2023
Lamp : -
Hal : Mohon Izin Riset
a.n. : Arina Sri Pertiwi
NIM : 1903046052

Yth.
Kepala Sekolah SMA Negeri 13 Semarang
di tempat

Assalamu'alaikum Wr.Wb.,
Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama : Arina Sri Pertiwi
NIM : 1903046052
Alamat : Jalan Ringinsari 1, Desa Purwoyoso, Kec. Ngaliyan, Semarang
Judul skripsi : Exploring Teacher Strategies in Multimodal EFL Classroom: A Case Study of Indonesian Senior High School

Pembimbing :
1. Agus Mutohar, MA., P.hD

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 12 hari, mulai tanggal 20 Maret 2023 sampai dengan tanggal 31 Maret 2023

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih,
Wassalamu'allikum Wr.Wb.



Tembusan :
Dekan FITK UIN Walisongo (sebagai laporan)

Appendix 2

Letter of Completion of Research



PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 13 SEMARANG
Jalan Rowosemanding, Mijen, Kota Semarang Kodepos 50215 Telpun (024) 7711024
Pos-el: kaseksma13@yahoo.com, Laman : <http://sma13smg.sch.id>

SURAT KETERANGAN

Nomor : 070/210/2023

Yang bertanda tangan di bawah ini, Kepala SMA Negeri 13 Semarang menerangkan bahwa :

Nama	: Arina Sri Pertiwi
NIM	: 1903046052
Fakultas	: Fakultas Ilmu Tarbiyah Dan Keguruan
Universitas	: UIN Walisongo Semarang

Yang bersangkutan telah melakukan penelitian di SMA Negeri 13 Semarang pada tanggal 20 Maret – 31 Maret 2023 dengan judul **Exploring Teacher' Strategies in Multimodal EFL Classroom: A Case Study of Indonesian Senior High School**.

Demikian surat keterangan ini buat untuk dapat dipergunakan sebagaimana mestinya.

Semarang, 24 Maret 2023
Kepala Sekolah

Rusmiyanto, S.Pd., M.Pd.
NIP-196908121998031013



Appendix 3

Interview Sheet

Name: Drajad Dwi Putranto, S. Pd. Subject: Bahasa Inggris Teacher: SMAN 13 Semarang		
No.	Question	Answer
1.	What do you think about teaching strategies?	“A teaching strategy needs to be prepared so that learning is effective, more interactive, and relevant to students while still paying attention to the subject matter.”
2.	Do you think every teacher must have a teaching strategy? Why?	“In my opinion, it is necessary because by having a learning strategy, learning will run systematically according to the lesson plans, so learning will be more effective.”
3.	What do you think about EFL learning in a multimodal-based classroom?	“In my opinion, multimodal learning is very good to be applied in learning. Especially in this digital era. Although with the consequence that, educators must prepare many models for one material. And teachers must also be able to create effective learning with these models. But overall, it is interesting.”
4.	Do you think learning English is suitable to be applied in a multimodal-based class? Why?	“I think it fits perfectly. Not only in learning English, but all subjects can be suitable by applying this multimodal approach.”
5.	Do you have a plan before teaching English	“Of course. Lesson plans are structured so that we know step by step what material you want

	<p>in multimodal classes? Why?</p>	<p>to convey and the strategy, especially when teaching English in a multimodal-based class. The teacher must have careful planning before teaching. In this planning stage, what I do is determine learning objectives, select learning materials, develop teaching materials, and prepare assessments of student learning processes and outcomes.”</p>
6.	<p>What strategies do you use for learning English in multimodal classes? And how do you use it?</p>	<p>“In learning in this multimodal class, I often take advantage of many learning resources or educational platforms, both digital and non-digital. With the many uses of this learning resource or learning media, I am sure it will enrich the student's learning experience. It will also encourage students to study independently. The learning resources that I often use are IKM ‘Merdeka Belajar’ Curriculum, YouTube, as well as websites such as the British Council or BBC English. At the same time, the educational platforms include live worksheets, e-learning, google classroom, Quizziz, Kahoot!, etc. So, my students are ordered to watch the video. I usually take these videos from the YouTube platform. Meanwhile, I have attached the video to the Google form. My students gave the attached video, followed by</p>

		<p>several questions related to the video. Students may answer orally / in writing. I also sometimes attach the video to PowerPoint material that I make. So that students can watch directly and together through the Projector screen.)</p> <p>“And then, I often give multimodal-based assignments to students. Usually, the task is like making videos, creating text accompanied by images, colors, graphics, or something else. I usually apply these assignments to learning writing and speaking. Students present assignments or videos related to the text they have made to make it more interactive with the audience. I usually give examples of finished work to students so that students have an idea of how to make it. My students are allowed to use any materials or tools to do the work. I also provide LMS (Learning Management System) in the form of Google Classroom to compile student products.”</p> <p>“Then, in learning, I always try to create interactive learning. One way is to provide educational games. The media I use are games from Wordwall, Quizziz, Kahoot!, etc.,</p>
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		<p>according to the material being taught. Ever used Crossword, the game “Who am I?” by utilizing the learning media in the classroom for vocab practice as well? By applying games in learning, students will not get bored quickly because learning will be more fun.”</p> <p>“Next, what I never miss in every lesson is forming student discussion groups. For every new material or chapter, I always order students to have group discussions. The goal is for students to share their knowledge and experiences with their friends. Whether it's doing multimodal assignments, problem-solving assignments, taking quizzes, or playing educational games, I often ask students to work in groups.”</p>
7.	To what extent can your strategy help you teach English in a multimodal classroom?	<p>“With the strategy that I have prepared, I am often surprised by the results because many of the students' works are very interesting. Students are not pressured because they can choose their way of conveying what they understand with various models. Learning also does not seem monotonous because it varies.”</p>
8.	What are the opportunities in using each of these strategies?	<p>“First, there is an opportunity for educators to immediately find out the results of the teaching and learning activities</p>

		to be used as an evaluation afterward. Second, transparency of students' work results. Third, it is more interactive because it involves students.”
9.	What are the challenges to using each of these strategies?	”Because it is related to technology, of course, the biggest challenge is that the infrastructure must be sufficient.”
10.	How do you encounter the challenges of applying these strategies?	”Prepare several alternative options that have been planned. Divide into groups to meet the work criteria.”
11.	Do you receive any support in implementing multimodal-based classes?	”Both fellow educators and students support each other for the existence of multimodal learning because apart from being by the directions of the independent learning/teaching program. Students also often ask what other activities they will do in the next material.”
12.	After knowing the barriers, do you revise your strategies in teaching English using multimodal approaches?	”Of course, no matter how good the strategy we put together, there must be drawbacks. So, revisions are always made to always adjust to the up-to-date learning materials/models.”

Appendix 4

Observation Sheet

No.	Indicator / observed aspects	Yes	No
1.	The teacher creates teaching materials that are relevant to students.	√	
2.	The teacher uses technology as a learning medium.	√	
3.	The teacher uses more than one learning media.	√	
4.	The teacher emphasizes the use of strategies in teaching.	√	
5.	The teacher applies learning media appropriately.	√	
6.	The teacher uses different learning strategies between speaking, reading, listening, and writing learning.	√	
7.	Teacher-centered learning		√
8.	Student-centered learning	√	
9.	The teacher uses learning strategies, according to Gilakjani (2011), including: 1. Educational Games 2. Think-pair-share 3. Case-Based Learning 4. Personal Diary 5. Multimodal Research Projects	√ √ √ √	√
10.	The teacher creates interactive learning.	√	
11.	The teacher creates an interesting and fun classroom atmosphere.	√	

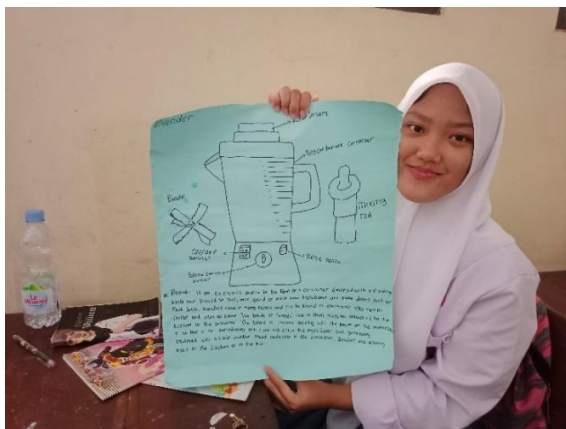
Appendix 5

Interview process with research participant at SMAN 13 Semarang



Appendix 6

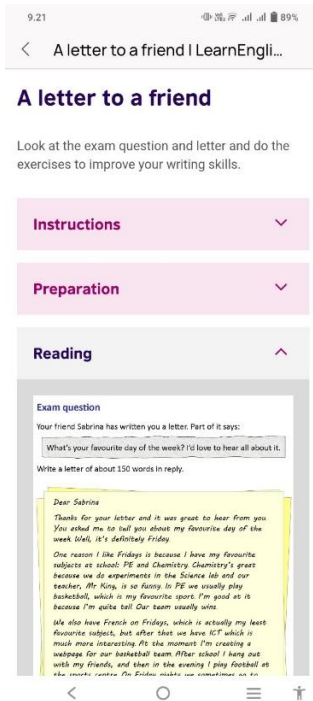
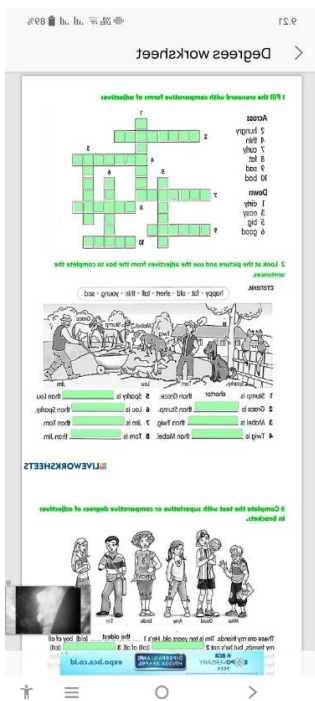
Observation of the teaching and learning process in class X E3 and XI IPS 2, SMAN 13 Semarang





Appendix 7

Pictures of media and learning materials used by respondent.



9.54 86%

Kind of Report Text

Living thing

Focus on subject's physical characteristic, habitat, diet, qualities, and behavior.



Non Living Things

Focus on two main information: the components of parts and the functions or uses of the object.

Deskripsi ✕

BAHASA INGGRIS Kelas 10 - Report Text | GIA Academy

92 Suka 2.254 Penayangan 9 Mar 2023

KELAS 10 #academia #england #education

Cakupan Materi:

1. Defenition of Report Text
2. Type of Report Text
3. Purpose of Report Text
4. Kind of Report Text
5. Generic Structure of Report Text
6. Language Feature of Report Te ...lainnya

Playlist unggulan

Gerak Lurus KELAS 10
GIA Academy
27 video

0:08 ✓ 0

Supporting data/argument in analytical exposition text is called?

A

Thesis

B

Argument

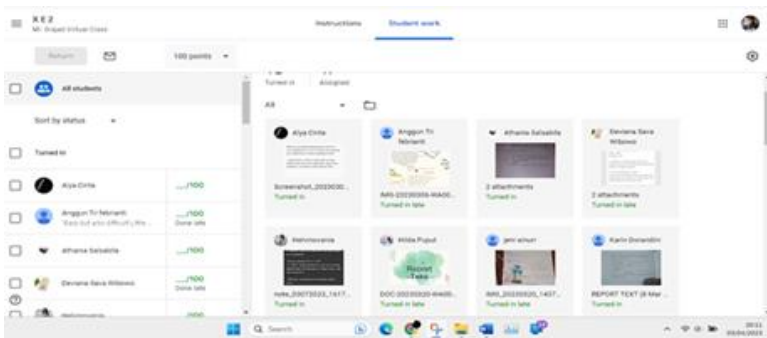
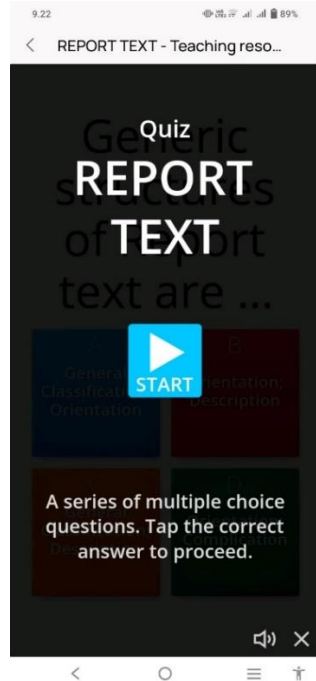
C

Reiteration

D

Conclusion

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CURRICULUM VITAE

A. Personal Identity

1. Complete Name : Arina Sri Pertiwi
2. Place and Date of Birth : Cilacap, 31 May 2001
3. Original Address : Dusun Kedungsalam RT 01
RW 05, Desa Sidamukti,
Kec. Patimuan, Kab. Cilacap
4. Mobile Phone Number : 085325203042
5. e-mail : arinasripertiwi07739@gmail.com

B. Education Background

1. SDN Tambakreja 04 (2007 – 2013)
2. SMPN 1 Kedungreja (2013 – 2016)
3. SMAN 1 Kedungreja (2016 – 2019)
4. UIN Walisongo Semarang (2019 - present)

Semarang, 22 June 2023

The Researcher,



Arina Sri Pertiwi

1903046052