

# PRESENTING MULTIMODAL TEXTS AS LEARNING MATERIAL: INSIGHTS FROM EFL WRITING CLASSES

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PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS SEBELAS MARET

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**PRESENTING MULTIMODAL TEXTS AS LEARNING MATERIAL:  
INSIGHTS FROM EFL WRITING CLASSES**

Dwi Wara Wahyuningrum, Sumardi, Endang Setyaningsih



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# ABSTRACT

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In the last decade, multimodal texts have become essential for teaching and learning in many EFL classrooms. Several studies have provided helpful information on how teachers use these texts to teach English. In particular, studies demonstrate the use and benefits of multimodal texts in reading classes. However, few reveal the use of multimodal text to overcome EFL writing skills. This study reports the results of distributing questionnaires and in-depth interviews with two junior high school EFL teachers in Indonesia who incorporate digital multimodal text in their writing teaching. The foci of investigation are the instructional design and the obstacles, as well as the coping strategies. The author recorded the interviews with two EFL teachers, then transcribed the results of the interviews. The data is then analyzed thematically following the stages of the qualitative data analysis method. This study show that for the teaching and learning process to dash; teachers must present real-world content and examples. This study reveals inadequate school-based writing learning strategies, especially multimodal ones. The findings imply that the future professional development of teachers should include such instructional practices.

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# INTRODUCTION

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- ❖ multimodal texts have become essential for teaching and learning in many EFL classrooms
- ❖ In particular, studies demonstrate the use and benefits of multimodal texts in reading classes. However, few reveal the use of multimodal text to overcome EFL writing skills

# RESEARCH METHOD

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- ❖ This present study is a Qualitative Research
- ❖ This study explores how teachers use multimodal texts to teach English to writing classes at EFL junior high school level
- ❖ Narrative inquiry promises to empower the teacher's voice as someone who has experience telling stories about how to present multimodal texts in a writing class.

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# Participants

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- ❖ This study was conducted with two junior high school EFL teachers in Indonesia who incorporate digital multimodal text in their writing teaching

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- ❖ The data from this study were taken from:
  - Questionnaire
  - In-depth Interview

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# FINDING AND DISCUSSION

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## 1. Instructional Design in Presenting Multimodal Text

- ❖ The teacher chooses short writing so that the presentation of the topic is not dull. Educators also use images and sound to help students learn multimodal texts.
- ❖ The teacher will discuss the material and prepare examples that are relevant to real-world situations. Using models in any multimodal text learning experience can reinforce and complement the components of instructional design that the instructor must create.

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# FINDING AND DISCUSSION

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## 2. The Obstacles and Coping Strategies to Presenting Multimodal Text

- ❖ Utilization of Digital Technology
- ❖ Inadequate Curriculum
- ❖ Scale for Evaluation
- ❖ Student Comprehension Process in Writing

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# CONCLUSION

- ❖ From this study, it can conclude that for the teaching and learning process to dash; teachers must present real-world content and examples. This study reveals inadequate school-based writing learning strategies, especially multimodal ones.
- ❖ Writing learning at this time, on average, has not improved students' writing skills, habits, or character, but doing it in multimodal learning has been proven to improve students' writing literacy. This technique adapts to the student's learning style, academic aptitude, and cultural background.

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**THANK YOU ...**

**ANY QUESTIONS?**