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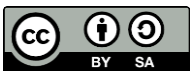

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Multimodal Product Promotion: Bridging ESP Learning and Descriptive Speaking Proficiency

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Abstract
This study examined the effectiveness of multimodal product promotion as a pedagogical strategy to enhance English as a Foreign Language (EFL) students' descriptive speaking performance. Specifically, third-semester culinary students enrolled in an English for Culinary course at a private university in Surabaya participated in the research. A quasi-experimental design was employed, with 43 third-semester culinary students were randomly assigned to an experimental group (n=22) and a control group (n=21), in which the experimental group received instruction integrating multimodal product promotion tasks, while the control group received conventional speaking instruction. Students' descriptive speaking performance was evaluated using a validated analytic rubric that included fluency, vocabulary, grammar, pronunciation, and content from reliable experts, and the posttest data were analyzed using an independent samples *t*-test. The findings revealed a statistically significant difference between the two groups, with the experimental group achieving higher mean scores than the control group, $t(47) = 5.63$, $p < .001$, a mean difference of 10.10 points, and a large effect size (Cohen's $d = 1.62$). These results highlight the pedagogical potential of multimodal learning tasks in promoting oral proficiency, suggesting that integrating real-world, performance-based activities into ESP instruction can meaningfully advance students' communicative competence.
Keywords: *Multimodal; Speaking; TELL; ESP; English for Culinary*

Introduction

In a world where English is the passport to academic mobility and professional opportunity, many university students still fall short of mastering it. Although English is a compulsory subject across all majors in Indonesia, for most non-English majors, it remains nothing more than a weekly, ninety-minute obligation in overcrowded classrooms. With limited practice, minimal exposure, and little relevance to their daily coursework or future careers, students often "pass" their

English classes without ever gaining the confidence to speak fluently. This paradox—English as both indispensable and yet underutilized—raises a pressing question: how can higher education bridge the gap between requirement and real communicative competence?

In Indonesia's non-English departments, oral communication can no longer remain a peripheral skill—it must become the central focus of English instruction. In today's globalized workforce, where collaboration with international partners is the norm, students in fields such as culinary arts urgently need the ability to communicate in English with clarity and confidence. Yet, too often, English classes in these departments prioritize passing requirements over building real communicative competence. The responsibility falls squarely on educators to equip students with the confidence to speak, not merely the ability to memorize. As more students seek English for authentic interaction (Cahyono & Widiati, 2011). The demand for speaking-focused pedagogy grows ever more pressing. Without a decisive shift toward speaking skills, non-English majors' risk being left voiceless in the global arena.

English for Specific Purpose (ESP) is a way for students from departments other than English to study the language. Teaching English as a second language encompasses a wide range of activities. Teaching English to speakers of other languages for academics, business, vocational training, or the workforce is another standard definition. English and ESP are different. Subjects covered in ESP will apply to majors. Students majoring in economics and law have different ESPs. Using English as a tool, ESP classes try to prepare students for specific scenarios (T. Agustina, 2014). Since its inception in the early 1960s, English as a Second Language (ESL) has grown in popularity as a viable approach to teaching English as a foreign language. ESP tailors its pedagogy to each student's unique requirements and interests.

A culinary arts program at one Indonesian institution offers all its students an ESP class. Students in this field learn ESP as a means to get them ready for the workforce. The emphasis of the ESP class is on oral communication. Grammar, fluency, and coherence are three aspects of spoken communication that culinary students work to hone. The English as a Second Language (ESL) course for culinary majors is specifically designed to equip students with the linguistic skills necessary for their field of study. The course enables students to read English texts related to culinary studies, practice speaking and listening with appropriate intonation, stress, and pronunciation, and develop their ability to write basic sentences and paragraphs in English. In addition, students are trained to comprehend and follow oral instructions in English, a skill essential for both academic and professional culinary contexts.

Descriptive writing is one of the styles covered. Things, particularly food and drink, are described in descriptive essays in the ESP for culinary majors. The next generation of students will develop a new culinary product and market it to specific demographics. They need to be good at selling themselves and their wares. If they

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want to attract clients, their product description has to be thorough and appealing. It would be perfect if they could use some media to make their product more effective. The ability of students in the non-English majors to communicate was tested in a preliminary study. Students in the S1 Culinary program who struggle with their speech are an issue. The pilot study done by the researcher showed that students worked to describe individuals on the spoken exam adequately. The five pillars upon which speech analysis rests are grammar and vocabulary correctness, content/politeness, fluency, voice/pronunciation, and comprehensibility. A below-average 53 was the average result on the students' speaking test.

The results of the survey in the pilot study showed that students had a range of difficulties with English conversation comprehension and responding (68.4%), accuracy (57.8%), grammar (73.6%), and vocabulary (73.6%) in this pilot study. The researcher interviewed the students betater to understand their experiences with English as a second language. In their final year of high school, they rarely get the chance to practice public speaking with their classmates and teachers. During their last year of high school, they studied English, emphasizing reading and grammar. Aside from that, the kids did not only care a little for the educational process.

Clustering, redundancy, fewer forms, performance variables, colloquial language, rate of delivery, stress, rhythm, intonation, and interaction are the eight factors that Brown and Lee (2015) found to make speaking challenging. When it comes to speaking, students need to be able to do five things: (1) use their grammar skills to produce fluent phrasal rather than word-for-word speech; (2) identify and use contractions and reduced vowels; (3) maintain pauses, backtracking, hesitation, and correction through the use of fillers; (4) understand colloquial language; and (5) use their vocabulary and grammar knowledge to comprehend formal and informal speech. Paralinguistic elements such as timber (breathy, creaking) voice quality, tempo, loudness, facial and physical gestures, and prosodic features such as intonation, pitch, stress, rhythm, and pauses are integral to spoken language (Artini, 1998).

Therefore, communicate effectively is still a complicated skill for ESP students. Speaking instruction presents numerous challenges, many of which can be traced to teacher practices (Aleksandrzak, 2011). Recent empirical studies by Irawan (2017), Soruç et al. (2025) and Zulfikar (2022) consistently highlight that aspects such as corrective feedback, confidence-building strategies, group work, and motivational support significantly shape students' speaking anxiety and oral performance. Similarly, when teachers fail to provide adequate opportunities for authentic interaction, students often struggle to develop communicative confidence and fluency (Leong & Ahmadi, 2017; Liu & Jackson, 2008).

Other pedagogical issues may further exacerbate these difficulties. For instance, teaching methods that limit student participation or rely heavily on teacher domination can intensify nervousness in public speaking. Large class sizes also make meaningful interaction difficult, while limited student involvement reduces

engagement (Amelia & Rusmanayanti, 2017). Consequently, when students feel voiceless, their motivation declines, and their ability to express themselves confidently is further diminished.

The teacher needs students to have effective speaking techniques to address the issue. In this study, the goal is to foster a love of learning in children so that they will acquire the English language. Teachers should consider students' needs and preferences while developing lesson plans and delivering speech instruction (Agustina, 2017). This is particularly crucial for Generation Z learners, who display distinct learning characteristics. For example, Surani et al. (2025) found that students prefer speaking tasks involving group work, role-plays, and presentations, while Putri et al. (2025) emphasized the importance of incorporating authentic digital materials such as videos and podcasts.

In addition, Lv and Li (2024) highlighted that Gen Z learners strongly favor blended and online models that provide flexibility and interactivity. Similarly, Shorey et al. (2021) scoping review confirmed that technology-driven, visually engaging, and practically oriented activities are highly appealing to this generation. As Dwidienawati and Gandasari (2018) said that they grew up with computers. Using multimedia in the classroom is highly recommended (Hernandez et al., 2020). Taken together, these findings demonstrate that neglecting students' needs and generational learning traits may diminish engagement, reduce motivation, and undermine the effectiveness of speaking instruction.

This research focuses on improving students' speaking skills, particularly in problem-solving and discussion. By combining discussion in the classroom and multimodal learning, the researcher produced an interactive environment that actively engaged students. Students who used multimodal approach were not only better equipped to design and deliver presentations, but also able to express their ideas in a more dynamic, modern, and audience-centered manner. An approach developed in the late 20th century; multimodality relies on fluency in English and all forms of literacy. According to Lim and Polio (2020), the structure of this medium depends on visual, auditory, and gestural means of conveying information. A person's mode of expression, logic, and comprehension of the universe are all interrelated (Jewitt, 2005).

The previous point was that classical rhetoricians first acknowledged the importance of multimodal communication (Wysocki, 2002) when they recognized the significance of voice, tone, facial expressions, and gestures. Due to the interconnected nature of various semiotic resources that contribute to constructing meaning in any particular context, verbal and nonverbal cues are equally crucial in oral communication, making it multimodal. There have been many studies on multimodal. Poria et al. (2015) investigated children's visual learning of correct speech structure. Using various media to captivate students' senses and promote active engagement is highly effective when teaching public speaking.

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Many educators began incorporating visual and auditory media into their lessons as the 20th century ended. The effects of representation and activity on focus, engagement, perception, interpretation, and the generation of meaning were readily apparent. Research also shows that when teachers use a variety of strategies, their EFL students become more engaged and self-aware in their learning. Educators who practice multimodal learning engage students in auditory, visual, and kinetic learning (Lim & Polio, 2020). Satar and Wigham (2017) state that multimodal learning necessitates multimodal teaching. Cárcamo et al. (2016) defined multimodal learning as using two or more sensory "modalities" rapidly or simultaneously. Through multimodal learning, students are encouraged to use various media and modes to enhance their task descriptions (Lim & Polio, 2020).

Since practicing public speaking in front of an entire class is a tedious and time-consuming process for everyone involved, the researcher opted to use multimodal learning to instruct students in public speaking (Amelia & Rusmanayanti, 2017). It could not be done in their time. It takes much practice for children to become better public speakers. Moreover, as part of multimodal learning, students can create their spoken output on platforms like YouTube, Instagram, and TikTok. They will be interactive and imaginative. Thirdly, students in contemporary times must be kept from social media (Hafifah & Sulistyo, 2020). Significant negatives are associated with social media (Anderson, 2013; Raut & Patil, 2016).

As teachers, we should advocate for using social media for pedagogical purposes. Millennials are studying multimodal learning, the fourth point. Instructors have always covered a variety of communication strategies in the speaking classroom since multimodal learning is inherent in the whole curriculum. Highlighting text on a page using layout and design is one example of a multimodal learning strategy that students employ. Fifth, they can gain self-assurance by advertising their speaking services on social media (Hafifah & Sulistyo, 2020). Other than their instructor and classmates, anyone can see them talk. It prepares them to make a difference in the real world. A mastery of multimodality is the goal of this ESP course, which focuses on oral communication. Using this method, students should be able to describe things with more originality, good fluency and pronunciation, appropriate substance, and correct general structure.

Given these recurrent speaking issues, multimodal learning appears to be a useful instructional approach for ESP students. Recent research shows that integrating several modes—visual, auditory, textual, and gestural—improves learners' communicative confidence, engagement, and language output (Lim & Polio, 2020). In ESP settings, multimodal tasks such as product demonstrations, digital storytelling, or video-based presentations promote real communication and situational relevance, matching classroom practices with professional expectations (Kusumaningrum et al., 2024). Furthermore, multimodal instruction encourages students to articulate meaning using a variety of semiotic resources, which reduces speaking anxiety while increasing inventiveness and fluency. By using multimodal

approaches, teachers can turn traditional, teacher-centered speaking workshops into dynamic, interactive environments in which vocational students learn to speak with clarity, confidence, and purpose.

Despite growing understanding of multimodal learning as a transformational educational approach, its application in English for Specific Purposes (ESP), notably in vocational and culinary education contexts in Indonesia, is underexplored. While previous research has shown that multimodal approaches improve engagement, creativity, and communicative competence in general EFL settings (Jewitt, 2005; Lim & Polio, 2020; Satar & Wigham, 2017), few studies have looked into how such approaches support oral communication in ESP classrooms where language is directly linked to professional practice (Agustina, 2017; Agustina, 2014; Amelia & Rusmanayanti, 2017).

Furthermore, current ESP research in Indonesia has mostly concentrated on reading and writing abilities (Hafifah & Sulistyo, 2020), leaving a considerable vacuum in understanding how multimodal tasks—such as digital product promotion—can foster speaking performance in vocational disciplines like culinary arts. Although multimodal approaches have been widely examined in general EFL contexts, empirical evidence on their effectiveness in ESP settings, particularly in vocational disciplines such as culinary education in Indonesia, remains limited. Moreover, limited studies have specifically investigated multimodal product promotion as a pedagogical task to enhance descriptive speaking performance aligned with professional communication demands. Consequently, this study addresses that gap by examining the impact of multimodal product promotion on students' descriptive speaking competence in an ESP course for culinary majors.

Based on the identified gaps, this study aims to examine the effectiveness of multimodal product promotion in enhancing students' descriptive speaking performance in an ESP context. Accordingly, the study addresses the following research questions: Is there a significant difference in descriptive speaking performance between students taught through multimodal product promotion and those taught through conventional speaking instruction?

Method

This study employed a quasi-experimental design with a non-equivalent control group, which is commonly used in classroom-based educational research where individual random assignment is impractical. Two intact classes of third-semester culinary students enrolled in an English for Culinary course were selected based on accessibility and empirical comparability. Due to institutional and ethical constraints, students could not be randomly assigned at the individual level; therefore, intact classes were used as experimental and control groups. (Ary et al., 2019; Guetterman et al., 2019).

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The participants of this study were selected from a cohort of third-semester culinary students who were enrolled in the English course. Two classes were chosen because they were empirically comparable, accessible, and practically feasible, reflecting typical procedures in classroom-based experimental research (Cohen et al., 2002; Fraenkel et al., 2012). Participants consisted of forty-three third-semester culinary students enrolled in an English for Culinary course at a private university in Surabaya. Two classes were chosen because they were empirically comparable, accessible, and practically feasible, reflecting typical procedures in classroom-based experimental research.

Participation in this study was voluntary and approved by institutional consent procedures. The two intact classes were selected through purposive sampling. The rationale for selecting two intact classes as research groups was based on ensuring empirical comparability, which was established through an analysis of students' pretest speaking scores, and instructor evaluations confirming similar English proficiency levels across groups. There were two distinct groups engaged in this investigation. One group is experimental group while another is control group. Every group received instruction on generating oral descriptive text using various pedagogical approaches.

The control group employed the conventional strategy, whereas the experimental group received a multimodal product promotion. The researchers investigated a series of five meetings. Out of the five meetings, the initial meeting served as a pretest and introduction to the course. The pretest focused on oral discourse characterized by descriptive language—the second meeting aimed to elucidate the concept of multimodal product promotion to the students. The third and fourth sessions were dedicated to administering treatment for spoken descriptive text. A post-test was conducted during the recent meetings. A total of 43 students participated in the pretest. Meanwhile, 42 students participated in the post-test due to absence. The pretest data assessed the distribution's normality and the two groups' homogeneity.

The researchers utilized several instruments to perform this research and gather relevant data. The study employed two devices: a speaking assessment and a scoring rubric. The initial assessment tool is the speaking test, which collects data on students' ability to articulate descriptively—the primary tool for testing hypotheses. The second tool employed is a grading rubric to evaluate the student's proficiency in descriptive speaking. The data for this study were exclusively obtained from the posttests. During the posttests, the students were instructed to generate spoken descriptive text.

Two raters evaluated the students' speaking performances. Furthermore, an analytic scoring rubric was utilized to enhance the precision of the speech evaluation and minimize the disparity in ratings between the two raters due to their divergent backgrounds. Inter-rater reliability was established through rater training and consensus scoring procedures. The data obtained from the posttest were analyzed to

determine the impact of the treatment on the experimental group. The students' performance on the posttest is displayed in Appendix 1.

The pretest was administered solely to establish group equivalence and to test the assumptions of normality and homogeneity, and it was not included in the main analysis to minimize potential testing effects. The data obtained from the posttest were examined to address the research inquiries and research hypotheses outlined in the preceding chapter. Upon gathering the data, it was subsequently transformed into quantitative data. The primary discovery is the research inquiry, " Is there a significant difference in descriptive speaking performance between students taught through multimodal product promotion and those taught through conventional speaking instruction?".

After calculating the students' speaking performance scores, the data was analyzed using a series of techniques recommended by (Latief, 2012). The first step was articulating a statistical assumption. There were two statistical assumptions, specifically homogeneity, and normality. As mentioned earlier, each of the tests employed SPSS 26.0. Hypothesis testing was the subsequent stage in data analysis. During this phase, multiple sequential tasks needed to be completed. The initial step involved formulating the statistical hypotheses to address the study question. The second phase involved establishing the criterion. In education, the standard for determining whether to accept or reject the null hypothesis (Ho) is a significance level of .05 (p = .05).

Subsequently, the statistical test was performed using the independent sample t-test. The T-test will compare the two groups' means to determine the degree of significance for rejecting the null hypothesis (McMillan, 1996). The subsequent stage involved determining whether the data supports or refutes the null hypothesis. The following phase examines how much the attribute variable (multimodal product promotion) influences the outcome. Prior to hypothesis testing, the posttest data were checked to ensure that they satisfied the parametric analysis assumptions. The Shapiro-Wilk test was used to ensure that the score distribution was normal, followed by Levene's test to demonstrate that the variances across the two groups were homogeneous. After confirming these assumptions, an independent samples t-test was used to compare posttest mean scores and establish the statistical significance of the treatment effect. Cohen's d was also calculated to determine the effect size, giving a practical interpretation of the magnitude of the difference between the experimental and control groups.

To ensure the validity of the research instrument, the test items and instructional materials were reviewed by two experts in English language teaching and educational technology. Their evaluations confirmed that the instruments were appropriate for measuring descriptive speaking skills and aligned with the intended learning outcomes. In addition, a pilot test was conducted with a small group of students outside the research sample to check the clarity, reliability, and practicality of the tasks.

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To enhance internal validity, several control measures were implemented, including the use of the same instructor, identical instructional time, equivalent learning objectives, and consistent assessment procedures across both groups. These measures were intended to reduce potential confounding variables and strengthen the causal interpretation of the findings. Ethical considerations were also carefully addressed. Participation in this study was voluntary, with students providing informed consent prior to involvement. The researcher ensured that confidentiality and anonymity were maintained, and that no harm would occur to the participants. Institutional approval was also obtained, adhering to the ethical guidelines for educational research.

Results

Levene's test was utilized to assess the uniformity of the students and the data acquired in this study. This study aims to demonstrate the equivalence of the entry behavior of students in both the Experimental and Control Groups. The homogeneity testing is described in the table below.

Table 1. The Results of Homogeneity

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Pretest	Equal variances assumed	.690	.410	-.737	47	.465
	Equal variances not assumed			-.740	45.886	.463

Table 1 shows the homogeneity testing of pre-test scores. Levene's test indicated equal variances, $F(1, 47) = 0.69$, $p = .410$, and the independent samples *t*-test confirmed no significant difference between the experimental and control groups, $t(47) = -0.74$, $p = .465$. The Kolmogorov–Smirnov test further showed that all *p*-values exceeded .05, indicating normal distribution. Thus, both groups were statistically equivalent at the outset, and the data met the assumptions for further *t*-test analysis.

The study question was addressed using an independent sample t-test. This study aimed to determine whether there was a significant difference in scores between the Experimental and Control Groups. To address the first research issue about the comparative descriptive speaking ability between two groups - one taught through conventional methods, and the other introduced utilizing multimodal product marketing - an independent t-test was conducted using the SPSS 20.0 program. The table below presents the comprehensive outcomes of the independent

sample t-test undertaken to examine the null hypothesis of the research question.

Table 2. The Results of Independent Sample T-test of the Experimental and Control Group Independent Samples Tests

		t-test for Equality of Means						
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
nilai posttest	Equal variances assumed	5.629	47	.000	10.10417	1.79509	6.49292	13.71542
	Equal variances not assumed	5.623	46.585	.000	10.10417	1.79706	6.48809	13.72024

Table 2 indicates that the p-value was .000, which is lower than the significance threshold of .05. This means that there was insufficient evidence to support the null hypothesis, leading to the acceptance of the first alternative hypothesis. In other words, students who received instruction in descriptive speaking through multimodal product presentation demonstrated significantly superior speaking skills compared to those who did not receive this strategy. The results of the independent samples t-test confirmed this finding, $t(47) = 5.63$, $p < .001$, with a large effect size (Cohen's $d = 1.62$). This suggests that the treatment had not only statistical but also practical significance, highlighting that multimodal product presentation substantially enhanced students' descriptive speaking performance compared to traditional instruction.

The findings revealed that employing multimodal product promotion as an instructional strategy for oral descriptive text yielded superior results compared to the conventional strategy. The experimental group utilized multimodal product promotion as a pedagogical method for teaching descriptive text speaking. The experimental group had a mean of 78.75, which was higher than the mean of the control group, which was 69.5. The t-test analysis revealed a p-value of .000, beyond the significance level of .05. The initial null hypothesis of this study has been refuted. The findings validated that the students who received instruction through multimodal product promotion had superior oral communication skills compared to those who did not receive such instruction.

In educational terms, this means that the multimodal treatment substantially elevated learners' ability to articulate product descriptions with greater fluency, lexical precision, and multimodal awareness—skills that are directly transferable to real-world vocational communication. The large effect size further reinforces the pedagogical implication that multimodal product promotion provides rich semiotic input and authentic communicative contexts, which stimulate learners' engagement and performance more effectively than conventional instruction.

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Discussion

This study demonstrates that students who were taught through multimodal product promotion significantly outperformed those who received conventional speaking instruction. This finding directly addresses the first research question, confirming that multimodal product promotion has a positive and substantial effect on students' descriptive speaking performance in an ESP context. The effectiveness of multimodal product promotion can be attributed to its capacity to engage learners in multiple semiotic modes simultaneously, allowing them to construct meaning through visual, auditory, and performative resources. This multimodal engagement likely reduced cognitive and affective barriers commonly associated with speaking tasks, particularly in ESP classrooms where learners often experience anxiety and limited confidence.

The discovery of the efficacy of employing multimodal techniques in speaking classes corroborates with research conducted by (Aufa, 2014; Cárcamo et al., 2016; Eka & Wardhana, 2021; Fang, 2015; Mora & Golovátina-mora, 2020; Satar & Wigham, 2017; Song, 2018). The research findings demonstrated that multimodal product promotion could serve as an alternate technique for teaching speaking since it was empirically proven to be beneficial. This discovery is consistent with other research, such as a study by (Sidabutar, 2021). In his research, Sidabutar held quantitative research. This study examines students' views on multimodal instruction emphasizing verbal and visual text. This study included sixth-semester English Education students from group C at HKBP Nommensen University Medan. Multimodal experiments and questionnaires were employed in this study. A multimodal teaching strategy emphasizing verbal and visual features boosts students' enthusiasm for speaking English. Student achievement is 73.33 percent, according to multimodal statistics.

Furthermore, a study by Song (2018) employed a case study research design. The study examines multimodality teaching for undergraduate accounting majors in a collegiate English course. This approach maximizes the benefits of both language and non-language elements, specifically through listening and speaking activities. Exploring the improvement of college English listening and speaking lessons is a valuable endeavor for educational purposes. The research recommends including multimodal English listening and speaking training using multimodality and media systems.

Moreover, a study by Aufa (2014) found that students' oral presentations are increasingly used as a multimodal evaluation method in language schools, particularly at the university level. It helps teachers build and apply a presentation evaluation rubric. Despite classroom implementation challenges, this alternative evaluation can effectively test students' multimodality skills and function as a formative assessment, according to this research. This evaluation can also track students' educational progress and identify learning challenges based on professors' feedback when they present their work. Thus, multimodal assessment as a teaching

approach in multiliteracies is expected to improve students' multimodal literacy skills, instructional quality, and learning outcomes.

Meanwhile, there were some factors making learning using a multimodal strategy became less effective found in the previous studies (Antonini et al., 2021; Bal, 2018; Eka & Wardhana, 2021; Kustini et al., 2020; Laadem, 2019; Satar & Wigham, 2017; Sidabutar, 2021; Smith, 2010). Those causes are lousy internet connection, poor digital ability, confusion in choosing proper aspects, smartphone problems, unclear instruction, and incomplete equipment. Laadem (2019) stated that multimodality must actively search for more suitable methods to process language and cultivate specific abilities and competencies for higher education learners. Furthermore, the evaluation of multimodality, encompassing several modes, is still in its early stages. This evaluation requires repositioning language alongside other modes and considering multiple aspects such as language, gesture, gaze, facial expressions, texts, postures, films, and more.

Before beginning the test, the researcher took many precautions to address potential issues that could jeopardize the efficiency of multimodal product promotions. First, the researcher established that all participants had access to the necessary technological devices, such as computers, mobile phones, or tablets, and confirmed that the university had a solid internet connection to facilitate continuous learning. It was also proven that all pupils possessed the necessary digital literacy skills to properly engage in multimodal assignments.

To ensure clarity and comprehension, the researcher thoroughly introduced the multimodal approach, defined its numerous modes, and provided actual examples of multimodal product promotion to encourage students' creativity. As a result, none of these possible roadblocks disrupted the implementation process. This preparation reinforced the study's validity, which finally indicated that multimodal product marketing considerably improved students' descriptive speaking skills in English, as evidenced by the experimental group outperforming the control group.

These findings have important pedagogical implications, including the necessity for intentional integration of multimodal tasks in limited classroom time. Teachers can maximize class time by assigning preparation stages—such as script drafting, graphic design, and rehearsal—as out-of-class collaborative work, freeing up in-class time to focus on performance, feedback, and reflection. Furthermore, instructors may benefit from specific professional development to improve their multimodal literacy, such as training in digital storytelling technologies, media design concepts, and multimodal artifact assessment. Institutional support for these competences will be critical to ensuring that multimodal pedagogies are not just creative, but also feasible and durable in real classroom settings.

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Conclusion

The findings revealed a statistically significant difference between the experimental and control groups, indicating that students who received instruction using MPP outperformed those who did not. This effect was reinforced by the careful selection of learning materials, the suitability of participants, and the availability of technological resources such as gadgets and stable internet access. These findings suggest that integrating MPP into the teaching of descriptive speaking enables undergraduate students to produce spoken texts more effectively and achieve higher levels of proficiency. Overall, this study contributes to ESP pedagogy by demonstrating that multimodal product promotion is not only effective in improving descriptive speaking performance but also pedagogically viable within vocational higher education contexts. From a pedagogical perspective, the results highlight the importance of integrating technology into speaking instruction to foster student creativity and engagement.

The use of digital tools in multimodal descriptive speaking tasks allows learners to produce more detailed and engaging product presentations. Importantly, this study extends existing multimodal research by situating its findings within an Indonesian ESP context, where instructional constraints and classroom culture often shape pedagogical choices. However, the successful implementation of this approach depends on ensuring that essential resources—such as laptops, PCs, tablets, and reliable internet connections—are readily available and functional. Equally important is ensuring that students possess adequate familiarity with the digital media used to support multimodal strategies. Future research may build on these findings by examining the longitudinal impact of multimodal product promotion on learners' professional communication competence and by exploring its applicability across different ESP disciplines.

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