



# Teachers' Beliefs of Using Multimodal Resources in Teaching English Skills

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## Abstract

It is undeniable that language learning can be communicated through various modes. The innovation of technology has changed the way people read, write, and thought. Multimodal resources are defined as a medium communication that played important role in conveying the message that contained meaning. The research objective was to identify types of multimodal resources that teachers used in teaching English skills. Furthermore, this study aimed to define the teachers' perceived and reflected on using multimodal resources in teaching English skills. The research was conducted using a mixed-method design with an explanatory sequential design. The researcher utilized questionnaires, classroom observation, and in-depth interviews as the research instruments. The participants in the research were UIB English teachers with a total of 10 English teachers. The result of the study showed that the highest percentage of multimodal resources were speech (94%), facial expressions (92%), graphics (90%), and pictures (90%), and the lowest percentage of multimodal resources were physical movement (80%), music (80%), and writing (82%). In addition, this study also found out that teachers showed positive attitudes to the use of multimodal resources in teaching English skills. Teachers believed that multimodal resources were a communication bridge between the teachers and students in the class. The use of multimodal resources in English learning facilitated teachers to deliver the lesson materials easily. Therefore, the utilization of multimodal resources was significantly important in teaching English skills. It was found that the use of multimodal resources engaged the teachers and students to achieve meaningful language learning.

**Keywords:** English skills; multimodal resources; teachers' beliefs.

## **Introduction**

Nowadays, something novel is undeniable that language learning can be communicated through various modes. It is evidenced by the increasing of using computers and mobile phones and they even are being called digital natives because of their familiarity with multimodal resources (Kress et al., 2001). Frost (1999) cited in (Ganapathy & Seetharam, 2016) explained that the nature of Information and Communications Technology (ICT) has primarily affected nowadays people live, communicate, work and play because almost all information can be found on computers. It has been the nature of the current young generation.

The innovation of technology has changed the way people read, write, and thought. People are no more rely on the traditional way of communication. The use of blogs, websites, slideshows, webinars, and other networking has become the most influential in gaining information. Chan & Unsworth (2011) discovered that the presented messages were not only in the form of words but also in the form of pictures, graphics, and other elements that combine with the movement and sounds. The multimodal resources become social semiotic modes for the people in the communication.

Furthermore, Manan (2012) mentioned that the application of ICT in our daily life urged the shifting of conventional teaching approaches to modern teaching approaches by enabling the incorporation of ICT in the pedagogy. As those modes are parts of people's needs, in the context of language learning, teachers are required to apply multimodal pedagogy and use multimodal resources for making meaning to fulfill students' needs in the teaching-learning process (Jewitt et al., 2001; Kress et al., 2001; Suherdi, 2015). Therefore, it emphasized that multimodal resources are defined as a medium communication that played important role in conveying the message that contained meaning.

Suherdi (2015) mentioned that the integration of ICT in teaching English skills is hoped to develop successful communication, of course optimizing the students' skill in mastering English and practicing English in the real-life context. The use of multimodal resources might facilitate the teachers in delivering English materials and supported the students in understanding the materials so that they can achieve the lesson plan outcomes (Apriani et al., 2020). In addition, Kendiani (2020) also stated that in teaching English skills, teachers should use multimodal resources for assisting the students to comprehend the English skills and be able to conduct successful communication. Therefore, the application of multimodal resources in teaching English skills can improve students' communicative competence, and also cultural understanding.

Hence, teachers are considered to have important roles in conducting students' successful learning in English. It is interesting to note that teachers conducted their teaching in various ways because of their beliefs about how to conduct teaching appropriately. Borg (2001) explained that belief is an individual mental state that considered something is accepted as true or right. Beliefs refer to the terms of the way teachers performed in the classroom and what is the effects of the teaching on

the students. As a teacher, she or he should concern with the following teaching tasks such as by selecting proper learning activities, presenting the learning activities, monitoring students' learning, checking their understanding, giving feedback and reviewing the materials, etc. Therefore, the appropriate approaches, methods, and strategies should be knowledgeable by the teachers since it is very important in teaching and learning activities especially in developing a good understanding of language learning.

By virtue of the fast-paced technological advancement and the urgency of the application of multimodal resources in teaching English skills, this study is attempted to identify teachers' beliefs on using multimodal resources in teaching English skills. This study aimed to figure out what types of multimodal resources are used by teachers in teaching English skills. In addition, this study also aimed to identify how teachers perceived and reflected upon their use of multimodal resources in teaching English skills. This study will include teachers from UIB as participants. This study is considered crucial since it will be one of the resources for English teachers to understand more about multimodal resources in teaching English skills. It is expected that this study will produce outcomes that can assist teachers to implement multimodal resources in English pedagogy which is focused on English skills for achieving meaningful language learning.

## **Method**

In this research, the research design is mixed methods. Creswell & Plano Clark (2011) in (Creswell, 2012) book explained that mixed methods research design is a term of procedure for collecting, analyzing, and mixing the quantitative and qualitative methods in research to acknowledge research problems. Following that, the type of mixed methods design in this research is explanatory sequential design. An explanatory sequential mixed method design is a step of collecting data in two phases. First, the researcher collects quantitative data and after that, the researcher collects the qualitative data. The research took place at Universitas Internasional Batam. The participants for the research were English teachers in the university. The total participants were 10 English teachers.

According to (Pandey & Pandey, 2015), they defined a questionnaire is a prepared form with a compilation of questions that are distributed to the respondents to answer certain questions. The questionnaire in this research is closed-ended questions designed by the Likert Scale. It is the most common tool to measure the level of agreement to the given questions from strongly agree to strongly disagree towards the attitude, opinion, perception of the respondents about the phenomenon (Taherdoost, 2019). The researcher used classroom observation as the research instrument in this research. Halim et al. (2018) described that classroom observation is a term of observing and evaluating what is happening in the classroom. To analyze how teachers perceived and reflected in using the multimodal resources in teaching English skills, the researcher used the in-depth interview to acquire detailed information. In-depth interviews are an activity of

collecting data by extracting more detailed information about a certain subject or topic (Showkat & Parveen, 2017).

The researcher used the following formula by (Sugiyono, 2016) as below for analyzing the first criteria in the questionnaire:

Table 1.  
Likert Scale and Score

Items	Score
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

$$P = \frac{F}{N} \times 100\%$$

Notes:

P= Percentage

F= Frequency

N= Number of Sample

100%= Constant Value

The researcher also used the following data interpretation for analyzing participants' attitudes towards the second criteria in the questionnaire. Following mean scores that underpinned by Suwannasri (2016); Jenkins (2007) for 5-point Likert scale as below for analyzing the second criteria in the questionnaire:

Table 2.  
The 5-point scale interpretation

Score range	Mean rating	Interpretation
4.21-5.00	Strongly Agree	Very positive
3.41-4.20	Agree	Positive
2.61-3.40	Unsure	Moderate
1.81-2.60	Disagree	Negative
1.00-1.80	Strongly Disagree	Very negative

## Results

The researcher presented the result of the questionnaire about the types of multimodal resources used by English teachers. Based on the teachers' responses in the questionnaire about the types of multimodal resources used by teachers in teaching English skills were assorted into percentages. The result of the data will be presented in the table below.

Table 3.  
Percentages of Types of Multimodal Resources Used by Teachers in Teaching English Skills

No	Statements	Frequency					Total Score
		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	
1	I believe that speech can trigger students' interest and curiosity to the material.	7	3	-	-	-	94%
2	I believe that physical movement and gestures can assist my students to catch the sense quickly.	5	4	1	-	-	80%
3	I believe that auditory element can provide some linguistics input to students.	4	6	-	-	-	88%
4	I believe that verbal expression such as differing stress, pitch or intonation can deliver more meaning to the students.	6	3	-	1	-	88%
5	I believe that facial expression can build a positive reinforcement in the class.	6	4	-	-	-	92%
6	I believe that	2	6	2	-	-	80%

	music can trigger students to enjoy the learning.							
7	I believe that writing can be as a tool to express students' idea.	4	3	3	-	-	82%	
8	I believe that the use of graphics can assist the teacher to explain about a certain concept.	5	5	-	-	-	90%	
9	I believe that using layout in arranging the lesson material can assist students to understand the material well.	5	3	2	-	-	86%	
10	I believe that using pictures and photographs can help the students to understand the language learning.	6	3	1	-	-	90%	
11	I believe that using animations can entertain the students in the classroom.	5	2	3	-	-	84%	
12	I believe that using videos can sensitize	5	3	2	-	-	86%	

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students to the  
language  
learning.

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Based on table 3 above, it is showing the highest and lowest percentage of the types of multimodal resources used by English teachers. The first highest percentage is speech. The result of the percentage for speech is 94% which means teachers mostly agree and believe that speech can trigger students' interest and curiosity to the material. An example of using speech as a multimodal resource is teacher always used speech for explaining the material to the students.

The second highest percentage is facial expression. The result percentage for facial expression is 92%. It means that the use of facial expressions as multimodal resources is significantly crucial while teaching to build positive reinforcement in the class. The example of using facial expression as multimodal resources is the teacher's serious expression while explaining the material.

The third-highest percentage is graphics and pictures or photographs. The percentage result for graphics is 90%. It is shown that the use of graphics in teaching facilitated the teachers to describe the subject topic easily. The example of using graphics as multimodal resources is teacher displayed a table of verbs (regular and irregular) in the simple past tense.

Further, the percentage result for pictures or photographs is 90% the same with graphics. It means that teachers believe using pictures or photographs stimulates the meaning construction in the teaching and learning process. The example of using pictures or photographs as multimodal resources are teacher provided pictures such as highway, underpass, traffic light, toll road, etc. for students' vocabulary comprehension.

Meanwhile, there were three types of multimodal resources with lower percentage results. The first lowest percentage is physical movement and music. The percentage result for physical movement is 80%. It is shown that physical movement is beneficial in teaching because it could convey additional meaning. Further, the percentage result for music is 80% the same as physical movement. It is shown that music as a multimodal resource has the potential to be applied for engaging students' interest in language learning. The second-lowest percentage is writing. The percentage result for writing is 82%. It is displayed that using writing as multimodal resources have the prospect to assist the students' critical thinking. Concisely, this study found out that the highest percentage of multimodal resources were speech, facial expression, graphics, pictures, or photographs. The lowest percentage of multimodal resources were physical movement, music, and writing. In other words, it is indicated that each of the types of multimodal resources supported their purposes and enabled to equip with each other.

The researcher presented the result of the questionnaire about the benefits of multimodal resources. Based on the teachers' responses in the questionnaire about the benefits of multimodal resources were assorted into mean scores. The results of the questionnaire will be presented in the table below.

Table 4.  
 Benefits of Multimodal Resources

No	Statements	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Mean	Interpretation
1	I believe using multimodal resources will engage the students to be active and motivate them.	5	4	1	-	-	4.4	Very Positive
2	I believe using multimodal resources will engage the students to be an autonomous learner.	4	3	3	-	-	4.1	Positive
3	I believe using multimodal resources aid the teacher to comply the students' needs.	4	4	2	-	-	4.2	Positive
4	I believe using multimodal resources help the students understand the content.	6	4	-	-	-	4.6	Very Positive
5	I believe using multimodal resources plays important role in fostering effective communication.	5	3	2	-	-	4.3	Very Positive



Based on table 4 above, it is shown that teachers considered that the application of multimodal resources was necessary for teaching English skills. Most teachers showed positive responses towards the benefits of using multimodal resources in teaching English skills. Teachers believed that students will be motivated and active when using multimodal resources in the class. The mean score for the statement is 4.4. Teachers showed very positive interpretation towards the use of multimodal resources will engage students to be active and motivated in language learning. In addition, teachers believed that using multimodal resources supported the students to be autonomous learners. The mean score for the statement is 4.1. The interpretation for the statement was teachers showed a positive response to the use of multimodal resources supported students to be an autonomous learner. Furthermore, teachers believed that using multimodal resources facilitated the teachers to fulfill the students' needs in language learning. The mean score for the statement is 4.2. Teachers showed positive interpretation towards the using multimodal resources in facilitating the teachers to comply with students' needs in language learning.

Moreover, teachers also believed that using multimodal resources helped the students to understand the content. The mean score for the statement is 4.6. Teachers showed very positive interpretations towards the application of multimodal resources supported the students to understand the topic or material content while in teaching and learning English. As well, teachers believed that multimodal resources played important roles in fostering effective communication. The mean score for the statement is 4.3. The interpretation for the statement was teachers showed very positive responses that multimodal responses are significantly important roles in fostering successful communication. Therefore, the researcher used in-depth interviews and classroom observation to support the questionnaire results. The researcher used purposive sampling in choosing the participants. Two teachers were chosen because they taught English subjects that focused on English skills. Before conducting the in-depth interview, the researcher entered the meeting three times for each class. After that, the researcher conducted in-depth interviews with the teachers to acquire more detailed information. The in-depth interview was divided into four criteria to answer the research questions. The researcher will elaborate and explain the collected data in below.

### **Teachers' familiarity to multimodal resources**

It was found out that teachers always used multimodal resources in the class. Teachers themselves also recognized the term multimodal resources that they used in the class. This study found that Teacher A mostly used speech, gestures, writing or texts, and images while teaching reading and writing skills. However, Teacher A stated that she did not have much-used video in teaching reading and writing subjects. She also mentioned that the use of images depending on the texts.

*“For these two subjects; reading and vocabulary subject and critical reading*

*and writing subject, I used speech, gestures, images, writing, or texts. I seldom used video for reading and writing subjects. Then for images, it is usually used but not always. It depends on the texts, if the texts need images, then the images will be provided."*

It was similar to Teacher B. Teacher B also claimed that he always used multimodal resources for almost all meetings in his class. He stated that he did not only use one multimodal resource when teaching in the class.

*"Almost all meetings. So, from every meeting, I always use more than one multimodal resource while teaching in the class."*

From the interview with the two teachers or participants, it can be summed up that teachers were recognized for using multimodal resources in the class. The teachers also indicated that they were interested in utilizing multimodal resources in teaching English skills. They also demonstrated that using more than one multimodal resource exposed the students to enrich their learning experiences. Teachers also identified that the use of multimodal resources should according to the subject course purposes and the students' needs.

### **Teachers' competence in using multimodal resources**

It was found out that teachers admitted know how to use multimodal resources while teaching in the class. Teacher A claimed that the utilization of multimodal resources was very crucial in teaching and learning. She explained that multimodal resources were very helpful to facilitate the teachers or even the students, especially in the current online learning situation. In other words, teachers should be able to apply multimodal resources during the teaching and learning process.

*"It is very important to use multimodal resources. Furthermore, in this current online situation, lecturers must be more dominant and initiative. Thus, what really helps is definitely multimodal resources, such as texts, essays, pictures, and others."*

Another interesting finding also appeared in Teacher B. Similar to Teacher A, Teacher B clarified that the use of multimodal resources in the class enabled students to relate between one resource and other multimodal resources. He mentioned that the utilization of multimodal resources cultivated the learning resources in the class. Teacher B explained that the application of multimodal resources might create different approaches with students while teaching and learning English.

*"But why multimodal resources are used, it is supporting the learning resources become richer. So you can relate between one source into other sources. For example, pictures, the approaches will be different when we presented in videos. Well, for example, when we present two different texts, the approaches will be different to the students. Surely, they will require to connect the first and the second resources."*

In addition, this study provided an example from the classroom observation. When teaching reading and writing skills, Teacher A provided an example of the short paragraph to demonstrate how to find the main idea. Teacher B also provided native

audio about a family topic when teaching speaking and listening skills.

From the interview with the two teachers or participants, it can be summed up that teachers recognized and were able to apply multimodal resources in the class. Teachers also considered that the application of multimodal resources should accordingly to the learning outcomes and purposes. Moreover, teachers also identified that the multimodal resources should be issued from valid resources.

### **Function of multimodal resources**

It was found out that using multimodal resources allowed the interaction between teachers and students in the classroom. Teacher A commented that the function of multimodal resources is to facilitate and support teachers or lecturers to transfer the lesson materials to the students. She also said that multimodal resources were one of the media communications between teachers and students. The use of multimodal resources emerged the interaction within teachers and students in the classroom.

*"... However, the multimodal resources function here is to support teachers or lecturers to deliver material, like what I said earlier. So, it is like an endorser, something that really supports very important. So, the term is as media communication, it means like when we are explaining something, there must be a media that facilitates."*

Teacher B also shared the same idea with Teacher A. He defined that the function of multimodal resources was to assist the teachers in explanation. Besides that, the multimodal resources enabled the students to get a better understanding of how to do specific skills. Teacher B expressed that using multimodal resources exposed students to have critical thinking skill and creativity skill.

*"It is important for teachers because it will help us to give an explanation. It also helps the students so that they can understand how to do specific skills. In*

From the interview with the two teachers or participants, it can be summed up that teachers showed a positive reaction to the benefits of using multimodal resources in the classroom. Teachers believed that the utilization of multimodal resources motivated the students' and teachers' interaction during the teaching-learning process. Teachers also demonstrated that multimodal resources promoted students' critical thinking and creativity. Students would pay full attention and be aware of the given material in the classroom.

### **Impact of multimodal resources**

It was found out that using multimodal resources in the class was a useful way in helping the teachers to deliver lesson materials to the students. Moreover, teachers also argued that using multimodal resources built the teaching-learning process to become adequate.

Teacher A claimed that the use of multimodal resources in the class gave an advantage for teachers to deliver lesson subjects easily. Teacher A explained that using multimodal resources while teaching supported the students to recognize the

presented topic. Students will recognize what lesson topics the teachers explained. Besides, using multimodal resources allowed the students to have a representation of the delivered lesson topics.

*"The advantage is it is definitely easier to deliver the material. So, the students can already know what they will learn, what they will answer, and what they need to perceive. So, it is easier. It gets more description, and it is easier to understand."*

Corresponding to Teacher A, Teacher B also argued that using multimodal resources in the class created an interesting teaching and learning activity. Students will not feel bored during the teaching-learning process. In other words, using multimodal resources allowed the students to be more enthusiastic in participating in the lesson tasks.

*"The advantage of using multimodal resources is the class is not boring."*

From the interview with the two teachers or participants, it can be summed up that teachers believed that the multimodal resources were an effective way in assisting the teachers to deliver lesson topics to the students. They discovered that multimodal resources facilitated the students to have a better understanding of the materials being delivered by the teachers in the class. In addition, the application of multimodal resources in teaching English revealed students to the new learning experiences and skills that they should acquire as the outcomes of the learning activity.

In a nutshell, this study discovered that teachers believed the application of multimodal resources was tremendously crucial in teaching English skills. Teachers showed positive responses on using multimodal resources while teaching English. Along with it, teachers claimed that multimodal resources supported the interaction with students in the classroom. Multimodal resources were a medium for communication between teachers and students in the teaching-learning process. Teachers believed that using multimodal resources exposed the students to new learning experiences. They could develop their learning skills. Indeed, they also counted that the utilization of multimodal resources assisted the students in developing their understanding and allowed them to acquire the knowledge in various resources of learning.

## **Discussion**

Based on the findings, this study found out that teachers mostly showed positive responses to the use of multimodal resources in teaching English skills. The New London Group (1996); Kress & Leeuwen (2006) explained that multimodal is defined as the term of communication modes that are used by people to communicate and to express a particular meaning. Multimodal resources were considered as a part of human needs in communication. Furthermore, Suherdi (2015) mentioned that it was necessary to implement multimodal resources in the education field especially in teaching and learning English for facilitating the

students and teachers.

Therefore, this study also attempted to find what types of multimodal resources are used by teachers in teaching English skills. The results showed the highest percentages of multimodal resources that teachers believed namely were speech, facial expressions, graphics, pictures, or photographs. The first multimodal resources are speech, the second multimodal resources are facial expressions, then the third multimodal resources are graphics, pictures, or photographs. The results also showed the lowest percentages of multimodal resources that teachers believed namely were physical movement, music, and writing.

Speech became the most used multimodal resource by teachers in teaching English skills. This result was in line with the study of Apriani et al. (2021); Syafryadin et al. (2017) who claimed that speech was useful in teaching. They reasoned that using speech could help teachers or lecturers in delivering their lesson materials in the class. In other words, it can be concluded that speech was important in teaching because it facilitated teachers to explain the lesson materials to the students.

The second-highest percentage of multimodal resources was facial expressions. Teachers believed that facial expressions could support teachers while teaching in the class. Apriani et al. (2021) mentioned that the use of facial expressions as multimodal resources could build positive reinforcement in the class. For example, in the class, teachers keep a smile, nodding and focusing on the students who gave opinions in the teaching-learning process. This act gave positive behavior which encourage students to be more active during the class.

The third-highest percentage of multimodal resources were graphics, pictures, or photographs. Teachers claimed that the application of graphics and pictures were definitely assisted the students to understand the lesson materials easily. It is in accordance with the result of Apriani et al. (2021) identified that using graphics as multimodal resources facilitated the teachers in explaining the concept of learning materials. Furthermore, the use of pictures or photographs could trigger students in meaning construction. Gusmuliana et al. (2020) revealed that teachers who used pictures as multimodal resources could create an interesting learning atmosphere so that students would be able to enjoy the teaching-learning process. To simplify, the use of graphics, pictures, or photographs were functional to support teachers in teaching and explaining the lesson materials.

On the other hand, the lowest percentage of multimodal resources were physical movement, music, and writing. This result is in contrast with Apriani et al. (2021); Syafryadin et al. (2019) who found that physical movement was important and beneficial for teachers in teaching English. There is a gap in the result because the researcher took the data during online classes, thus the teachers considered physical movement as less option. Furthermore, because of the limitation for teachers to use physical movement since they were online learning. Furthermore, Apriani et al. (2021) also mentioned that music as a multimodal resource can build meaningful English learning in the class. In the in-depth interview, the teacher stated that he also used music as one of the sources for practicing students' listening skills. Apriani et

al. (2021); Rahmawati et al. (2019); Sanjaya et al. (2020) also stated that teachers and students can use writing as a tool to express ideas. In somewhat, there is a gap in the results because of the anxiety feeling while conducting writing. Teachers mentioned that students still have occurred some difficulties in writing. Moreover, in the in-depth interview, the teacher mentioned that sometimes it is difficult to find the resources of text on the internet because the text must be obtained from valid and trusted resources.

Apart from that, this study found that teachers demonstrated a positive attitude towards the urgency of multimodal resources in teaching English skills. Teachers believed that the use of multimodal resources promoted students' understanding of the lesson materials. Gerlic & Jausovec (1999) indicated that the interaction of verbal and nonverbal communication could promote students' understanding of a concept. It is also supported by Julinar (2019) who confirmed that the implementation of multimodality in teaching reading developed students' understanding in learning variously. Teachers applied multimodal resources in the class enabled students to aware and recognize the concept of the language learning.

Along with that, this study also noticed that teachers used multimodal resources as a bridge of communication between teachers and students in the class. It is in line with Ryu & Boggs (2016) discovered that teachers believed using multimodal composition facilitated the students in conducting effective communication in the class. Zahirah & Sukyadi (2018) also confirmed that the implementation of multimodal resources allowed deaf students to interpret and express their feelings in the teaching-learning process. In other words, multimodal resources assisted teachers and students to convey a message in achieving communication competence in language learning.

This study also found that the teachers believed the utilization of multimodal resources in teaching English exposed students to reinforce their learning experiences and skills. Asfar & Zainuddin (2015) indicated that the application of ICT in language learning aroused students' skills in managing their language learning tasks. According to (Fajri, 2020), the approaches of multimodal encouraged students to experience vast learning experiences. The implementation of multimodal resources supported the teachers to adjust to the students' needs in language learning so that they are able to achieve the learning outcomes.

In a nutshell, teachers demonstrated a positive attitude towards the use of multimodal resources in teaching English skills. Teachers believed that multimodal resources were an effective tool in the teaching-learning process. Multimodal resources application was as a medium for teachers and students in meaning-making. It is facilitated the teachers and students to interact with each other during the teaching-learning process. Teachers believed that using multimodal resources supported students to understand the learning context easily. The application of multimodal resources also exposed the students to obtain new learning experiences and skills so that the language learning atmosphere will be fun and interesting.

**Conclusion**

In this present, it is undeniable that language learning can be communicated through various modes. The innovation of technology has changed the way people read, write, and thought. It is discovered that the way how the messages are conveyed is not only in the form of words but also in the form of pictures, graphics, and other elements that are integrated in making meaning. Hence, the terms are called multimodal which those resources are used as the nature of communication. The multimodal resources played an important role as medium communication in every field, especially in the English education field. Therefore, this is the reason why this study is conducted. The objective of this study is to identify types of multimodal resources that teachers used in teaching English skills. Furthermore, this study also defined the teachers perceived dan reflected on using multimodal resources in teaching English skills.

Based on the findings and discussion above, the researcher concluded that multimodal resources were significantly important in English pedagogy, especially in English skills. From the study results, the researcher found the highest and lowest percentages of multimodal resources. The highest percentage of multimodal resources are speech (94%), facial expressions (92%), graphics (90%), and pictures (90%). Then, the lowest percentages of multimodal resources are physical movement (80%), music (80%), and writing (82%). It is implied that each type of multimodal resource has its function and purposes. The multimodal resources had supported each other to achieve meaningful language learning.

Furthermore, this study found that teachers showed positive attitudes to the use of multimodal resources in teaching English skills. Most teachers believed that the application of multimodal resources was beneficial for students in the language learning context. Using multimodal resources in teaching facilitated teachers to deliver the lesson materials to the students. Teachers also gave very positive responses towards the benefits of using multimodal resources in teaching English skills.

In addition, this study also identified that the implementation of multimodal resources was as medium communication for teachers and students in the class. Teachers claimed that multimodal resources were a communication bridge between the teachers and students in the class. Teachers mentioned that it is impossible to build interaction if the teachers were not using multimodal resources in language learning. Without the multimodal resources, the teachers will have obstacles in delivering the lessons to the students. In other words, multimodal resources assisted teachers and students to convey a message in achieving communication competence in language learning.

On the other hand, this study also discovered that using multimodal resources arouses students' learning skills and experiences. Teachers believed that the implementation of multimodal resources allowed students to enhance their

communication skills, creativity, and critical thinking. It is found that the implementation of multimodal resources must adjust to the student's needs in the learning outcomes so that it will encourage the students to achieve the purposes of learning English.

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