



Students' Perception of Using Multimodal “E-Book” for Learning Writing Descriptive Text at Junior High School Level

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Abstract

Multimodal E-Book is a learning media that can be used in learning writing descriptive text. This research aims to explore the students' perception of using multimodal E-Book media for learning writing descriptive text. This research used narrative inquiry research design. The subjects in this research is the eight grade students of MTs Tarbiyatus Shiblyan Wal Banat consisting of 19 students with 10 students selected to interviewed. The data were collected through observation, interview and documentation. Then, analyzed used descriptive qualitative. The result showed that students generally have positive perception of multimodal E-Book, as it make learning more engaging, interesting and facilitate a better understanding of the material compared to the conventional learning method. Additionally, the advantages included improved students understanding, increased enthusiasm for learning, enhanced vocabulary, and better pronunciation skills. However, challenges were also identified, such as difficulties using media independently at school due to limited of digital access at school. Additionally, students struggled in understanding the contents of multimodal E-Book that was entirely in English without Indonesian translation. Apart from that the overall impact remains positive, indicating that multimodal E-Book are effective strategy to support learning writing descriptive text.

Keywords: *Descriptive Text, Multimodal E-Book, Narrative Inquiry, Students' Perception, Writing*

Introduction

In English learning, students are equipped with the development of four language skills. It aims to enable students to communicate and adapt effectively in various situations. These skills include speaking, listening, reading and writing. Among them, writing is one of the important language skills that students must be mastered. Writing holds important role as it can help students in conveying ideas clearly and accurately. Sugesti & Wuzaro (2022) stated that in Indonesia, writing skills are taught from junior high school to university level, it shows that writing is one of the main skills that must master by every student.

Writing not only helps students to express ideas or opinions but also contributes to the development of other language skills such as reading, listening and speaking. Bora (2023) emphasized that improving writing skill is not only improves verbal communication but also contributes to overall language skills. However, writing skill is often difficult because it requires a students to organize their ideas coherently and express them into written form (Dewi & Rizal, 2023). Therefore, mastering writing is essential for students to express their thoughts effectively while simultaneously improving their English skills.

There are several types of text in English that students need to learn to enhance their writing skills. Understanding various types of text is important for students because each text has its own purpose and function. There are some types of writing such as descriptive text, narrative text, exposition text, recount text and many more. Among these, descriptive text is one of the texts that must be learned by students. Descriptive text is a type of text that describes something. According to Ahmed & Kumalasari (2023) descriptive text is a text that expresses and describes the characteristics of an object, person, and place in general.

This type allows students to describe objects in a real and clear manner, helping students to develop critical and creative thinking skills. Descriptive text present detailed explanations and the readers can understand the purpose of the information conveyed well. Aswir et al. (2021) stated that descriptive text describes the properties and characteristics inherent in something such as objects, people, animals, plants and so on with the aims provide clear information to the reader.

However, many students often face challenges in writing descriptive text such as limited vocabulary, difficulty in using grammar and lack of motivation in writing. Siregar et al. (2022) argued that students who are lack vocabulary and grammar will face significant challenges in writing. As a result, they may find it difficult to write fluently and efficiently, and failing to meet academic demands. Syahrir & Hartina (2023) stated that psychological factors such as low motivation and confidence, lack of experience cause the students' writing difficulties.

The challenges in writing descriptive text occurs when students feel lack of experience and low motivation in learning. Kristiana et al. (2021) found that difficulty in finding ideas and executing ideas is one of the most dominant difficulty

faced by students compared to other difficulty. To overcome these challenges, the use of interesting and interactive learning media is essential to create a good learning experience. Digital learning devices have become the most preferred media among students. Utilizing digital technology in learning facilitates a more accessible and effective learning process, enabling students to engage interactively and participate in captivating activities.

Digital technology has emerged as a powerful tool in education, offering various forms of media to support learning process. One of the media that can be used in learning writing descriptive text is multimodal media. According to Fitriani et al. (2024) multimodal is one of the learning media that is widely utilized as instructional media in line with technological advancements because it combines various communication modes such as visual and auditory. Kessler (2022) explains multimodal is the use of multiple means of communication to convey meaning such as language, visual, audio, and movement elements.

It means that the essence of multimodal can be interpreted by putting all modes of communication to create meaning, make the delivery of information more interesting and understand easily. The combination of various communication modes in the text provides a richer and deeper learning experience, increase students' engagement and comprehension. Multimodal includes a wide variety of forms such as comics, picture books, magazines, brochures, newspapers, print ads, posters, PowerPoint presentations, multimodal E-Book, digital posters, YouTube videos, social media platforms, and etc (Sholikhah 2023).

One type of multimodal media that can be used in learning writing descriptive text is multimodal E-Book. Multimodal E-Book is a learning media that provides text, images, sound and video (Barus et al. 2024). With the presence of these various elements, the material can be presented in a more interesting, interactive, and easy to understand by students. Amelia et al. (2024) stated that multimodal E-Book can support modern learning effectively, enhance student focus, and improving their creativity and English skills. This media is beneficial for students in improving their creativity and English skills.

The use of multimodal E-Book is suitable for writing descriptive text because it is requiring a concrete depiction of the object to be written more accurately. Descriptive text that focuses on describing objects, places, or people in detail will be easier for students to understand if it is accompanied by visual elements such as images or videos. Cibro et al. (2024) emphasizes that audiovisual media influences students' descriptive writing skills significantly.

In everyday life, each individual perceives and understand things differently, it influenced by how a person receives, absorbs and interprets information which is called perception. Hummel et al. (2021) define perception as an individual's understanding that are influenced by personal experiences and cognitive factors. It means that a person's understanding of information is not only shaped by sensory input and experience but also by how effectively the brain processes and stores the

information. In education, student perceptions are critical to enhance the learning experience.

Rahman et al. (2024) stated that perception is crucial in educational contexts, as it determines how teachers and students engage with learning tools. How students view themselves during the learning process greatly influence their participation, attitudes, behaviors, and academic achievement. Hafrizal et al. (2021) stated that students' background and perceptions are correlated with their achievements. Students' motivation and attitudes directly influence their learning process directly. Kurniawati (2022) stated that successful language learners are engaged in their learning process actively. Therefore, understanding students' perception on learning can influence the way teachers teach. It also provides opportunities for students to improve their academic performance.

The difficulties in writing descriptive text are faced by junior high school such as MTs Tarbiyatus Shibyan Wal Banat. The difficulty is caused by several factors, including students expressing ideas, lack of vocabulary, and the conventional learning model such as the lecture method and the use of LKS books which tend to be less engaging and provide minimal opportunities for interaction. Wardani et al. (2024) stated that conventional methods such as lectures make limit student involvement, resulting in low student interest in writing activities. Teachers often use conventional learning methods and rarely use varied learning methods and media. Conventional learning causes students' low interest in writing, difficulty in understanding the structure and elements of descriptive text, and limitations in developing ideas creatively.

Several previous studies have examined the use of multimodal media in writing. Maufironi (2023) conducted research about multimodal to improve writing ability in descriptive text of first grade students. The results showed that the use of multimodal texts improves student learning outcomes significantly. Novita et al. (2024) researched the effectiveness of using multimodal texts in improving narrative text writing skills in EFL students. The results indicate a significant improvement in students' writing abilities, and showed that multimodal can effectively improve language skills and student engagement in writing narrative texts.

Setyani et al. (2024) researched the effectiveness of teaching using multimodality towards students' skills to write descriptive text. The result showed that the multimodal approach is better at improving students' skills in writing descriptive text. Rajendra & Kaur (2022) researched the effectiveness of print-based multimodal texts used to generate ideas and assist students in writing narrative texts. The results showed that print-based multimodal texts can help students generate ideas and be able to write narrative texts in an interesting and creative way. Zokirovna & Baizhumakzy (2025) researched the impact of multimodal composition on the development of writing abilities among university students.

The results showed that multimodal composition can increase students' engagement in the writing process and contribute to the enhancement of their overall writing abilities. Aini et al. (2022) researched the effectiveness and effects of using multimodal text media on students' ability to write narrative texts. The result showed that the use of multimodal text media is very effective and has a good effect in increasing students' abilities in writing narrative texts.

The previous studies analyzed the improving of descriptive writing ability using multimodal media, the effectiveness of multimodal in learning narrative text, the effectiveness of multimodal in learning descriptive text, the effectiveness multimodal texts in writing narrative text and the impact of multimodal composition in writing abilities. The weakness of the previous studies is only emphasis on the improvement of students' writing skills without exploring how students perceive and responds to the use of multimodal media in writing learning. Therefore, this research will fulfill the gap by conducting research that focuses on exploring students' perceptions, the advantages and challenges of students in using multimodal E-Book for learning writing descriptive text.

Based on the problems, the researcher interest to conduct research about students' perception of using multimodal E-Book media for learning writing descriptive text. This research lies in the use of multimodal media based on E-Book. This research is necessary to conduct because to find out the students' perception, the advantages and challenges in using multimodal E-Book media for learning descriptive text. By understanding student perceptions, it is essential to evaluate the effectiveness of multimodal media in facilitating learning so that this research is also expected to provide insight into how the use of multimodal media can be optimized to support the student learning process more effectively.

Based on the problem the researcher formulated research question as follow:

1. How is the students' perception in using multimodal E-Book media for learning writing descriptive text?
2. What are the advantages that students perceived in using multimodal E-Book media for learning writing descriptive text?
3. What are the challenges that students faced in using multimodal E-Book media for learning descriptive text?

Method

This research used narrative inquiry research design. According to Creswell (2012) a narrative typically focuses on exploring an individual, gathering data through the stories, reporting individual experiences, and discussing those experiences for the individual. This design was chosen because it is well-suited to explore students' perceptions of using multimodal E-Book in learning writing descriptive text, focusing on their experiences and thoughts. The subjects of this research are the eight grade students of MTs Tarbiyatus Shiblyan Wal Banat.

The total students is 19, consisting of 7 male and 12 female students. There were only 10 students that were interviewed because this research uses a narrative inquiry that requires in-depth exploration of perceptions, so focusing on data quality is a priority. 10 students were taken as participant in interview based on academic abilities gotten from teachers' information and the score in academic report. There are 3 students with high ability, 5 students with medium ability, and 2 students with low ability. 10 students are enough to represent the variety of experience in the classroom.

To collect the data, the researcher used observation, interview, and documentation. In observation, the researcher as passive observer. Observation was conducted during the descriptive writing learning process focused on student's engagement, behavior, and interaction with the multimodal E-Book. Interview was used to gain in-depth insight or information about students' perceptions in using multimodal E-Book in learning writing descriptive text. It includes students' experiences or perceptions, advantages and the challenges they faced in using multimodal E-Book in learning writing descriptive text.

The interview is conducted face to face by asking directly to students by using semi structured interview to allow flexibility while still focusing on the topics. Documentation included voice recordings of interviews to ensure that data obtained are not lost and can be reexamined if necessary. Finally, the data were analyzed used descriptive qualitative based on Miles and Huberman (2014) that focuses on systematic and in-depth data analysis. The multimodal E-Book used in this research contained a combination of text, images, videos, and audio. It was developed using book creator and designed to teach descriptive text through visual examples, quizzes and interactive material.

Results

Based on interview the researcher found the students perception about multimodal E-Book.

How is the students' perception in using multimodal E-Book media for learning writing descriptive text?

Table 1. Students' perception of using multimodal E-Book

No	Question	Answer
1	How was your experience in learning writing descriptive text?	<p><i>S1: "It's fun because it is the first time, I've used media in English lessons"</i></p> <p><i>S2: "I'm happy, because it's easier for me to understand the material, I can see the example text directly on YouTube and there's also a quiz"</i></p> <p><i>S3: "It's fun because there's music, especially the</i></p>

quizzes that make it even more fun"

S4: "It's interesting because there are pictures, music, quizzes and the media is good, it doesn't get boring to watch"

S5: "It's very fun because I've never studied using media before, the material is easier to understand and doesn't get boring"

S6: "It's fun because it uses music and the explanation of the material is clear"

S7: "It's fun and exciting because it uses media, usually when I study, I just listen to the teacher"

S8: "I think it's very fun to study using this media rather than books, because there's music, usually when I study using books, I get sleepy but when I studied using media it was fun, I wasn't sleepy"

S9: "It's fun because usually when I study in class, I don't use media"

S10: "I'm happy because it's easier to understand and more exciting than use the LKS book, because I only listen and look at the book if I use LKS"

2 What do you think about the design and content of multimodal E-Book?

S1: "In my opinion, the E-Book display is good, interesting, nice to look and not boring because there is music"

S2: "I think, tis like a book but more interesting, there are example of images so it can be understood, and there is music so it doesn't get boring when studying"

S3: "It looks beautiful and interesting because I like the pictures and the colors"

S4: "I think it's interesting because there is music, quizzes and the book is good, it doesn't get boring to look."

S5: "The display is good, interesting and aesthetic"

S6: "I think it's good because there are quizzes and music and also images"

S7: "Interesting, the material is easy to understand, because there are several features in the media but not in the LKS so it's unique, I

		<p><i>think"</i></p> <p><i>S8: "In my opinion, the display is attractive and easy to understand because there is example of texts that are played directly with the video, so I understand it faster"</i></p> <p><i>S9: "In my opinion, it looks good, attractive and aesthetic"</i></p> <p><i>S10: "I think the media its good, and interesting because it is colorful"</i></p>
3	<p>What do you think about using multimodal E-Book in learning writing descriptive text rather than not using any media?</p>	<p><i>S1: "I prefer to study using media because if I only use ordinary LKS books, sometimes I feel bored"</i></p> <p><i>S2: "I like learning using the Multimodal E-book media, so I can alternate between learning using book and media so that if I get bored using book, I can learn using media."</i></p> <p><i>S3: "I prefer using media, because I don't get bored easily like when studying using regular books"</i></p> <p><i>S4: "I prefer using media because it's exciting"</i></p> <p><i>S5: "It's better to study using media because it's fun"</i></p> <p><i>S6: "It's better to study using multimodal E-Book because it's more exciting"</i></p> <p><i>S7: "I prefer to study using media because I feel like I understand descriptive text faster because there is clear description overview of what being discussed"</i></p> <p><i>S8: "Prefer using media because it makes me think more, if I use book, I feel sleepy because I only hear Mrs. Rowi explain"</i></p> <p><i>S9: "I think, if I only use book, I get bored quickly and sleepy, but if I learn using media, it doesn't make me bored, and doesn't make me sleepy and exciting."</i></p> <p><i>S10: "I prefer learning with using media because it's easier to understand, and there's music so it doesn't get boring"</i></p>

Note: S = Student

The students have some positive experience in learning writing descriptive text using multimodal E-Book. S1, S3, S5, S6, S7, S8 and S9 have similar answer that learning descriptive text using multimodal E-Book media is fun because they felt that it was a new experience for them as they had never used media in their learning before. Moreover, it contains some interesting elements such as quizzes and music, making the learning process more enjoyable and less boring rather than the usual book-based learning.

Meanwhile, S2 and S10 have the same opinion that through the use of multimodal E-Book media, they can more understand the material easily. They said that the presence of auditory and visual elements helped them understand the material more effectively compared to just learning by reading the LKS book. In addition, S4 emphasized that the combination of images, music and quizzes made the media interesting and prevented boredom. It showed that multimodal E-Book can increase students' engagement in learning.

The students have good responses about the design and content of E-Book. S1, S2, S4, and S6 have the same responses. They said that the design and content of the multimodal E-Book is good, and has an interesting appearance because it include elements such as images, music and quizzes. So it make the learning experience more attractive and preventing boredom. Meanwhile, S3, S5, S9, and S10 also had the same perception of the appearance of the E-Book. They explained that the design of E-Book was good, interesting, and aesthetic due to the visual appeal such as the use of well-matched colors as well as a variety of animations and images that made the material more engaging. Additionally, S7 and S8 said that multimodal E-Book is attractive, unique and easy to understand than the traditional textbooks (LKS). They mentioned that E-Book contain several features not found in the LKS book which enhanced their understanding of the material.

The students feel that used media like multimodal e-Book is useful in learning writing descriptive text S1, S3, S4, S5, S6 and S9 have the same response, they prefer to learning descriptive text by using media as it makes the lesson more exciting and prevents students from getting bored quickly. Students feel that traditional learning methods, such as only using LKS book make them bored, while multimodal E-Book provide a more engaging learning experience. Meanwhile, S2 said that using a multimodal E-Book allows them to alternate between using book and media while learning. It prevents monotony in learning.

In addition, S7 and S10 agreed that multimodal E-Book make learning easier to understand the material. By using videos, images and other interactive elements, it helps to ilustrate a clear description visually and auditory allowing students to understand descriptive texts quickly and in a more enjoyable way. Lastly, S8 emphasized that the use of media encourages students stay engaged and think actively and preventing drowsiness compared to just listening teachers' explanation.

What are the advantages that students perceived in using multimodal E-Book media for learning writing descriptive text?

Based on the interview results, they also consider multimodal E-Book provide several advantages in learning writing descriptive texts.

Table 2. Advantages in using multimodal E-Book

No	Question	Answer
1	What are the advantages have you experienced from using multimodal E-Book in learning writing descriptive text?	<p>S1: "I understand the material more easily and more enthusiastic about learning"</p> <p>S2: "I understand the material more easily easier to understand, there are video examples, interesting pictures, and there's music so it doesn't get boring"</p> <p>S3: "I am more enthusiastic about learning and know the meaning of vocabulary that I didn't know before"</p> <p>S4: "I think its make me more enthusiastic about learning and I know how to pronounce English vocabulary correctly from the videos"</p> <p>S5: "The material is easier to understand, because if I only use books sometimes I don't understand so it makes me lazy to study, if using media I get exciting"</p> <p>S6: "I became understand the example of descriptive text better and more enthusiastic about learning because it's fun"</p> <p>S7: "The lessons are more exciting and interesting than just using LKS so, I am not lazy to study. Usually if the teacher only explains I get bored and sleepy quickly"</p> <p>S8: "I get benefits and new knowledge from this media such as new vocabulary, then a new way of learning if at school I study using books, but at home I can use media because it makes it simple.</p> <p>S9: "I can understand the material faster and learn new vocabulary from the example.</p> <p>S10: "The advantage for me is that the material is easier to understand and remember because it is explained with clear examples of images and videos."</p>

The use of multimodal E-Book in learning writing descriptive text has some advantages, S1, S2, S5, S6, S9 and S10 said that the multimodal E-Book helped them to better understand the material and easy to remember. Beside, the students also can more enthusiastic about learning like what S1, S5, S6, said. S3, S8, and S9 explained that learning descriptive text using multimodal E-Book has beneficial in learning new vocabulary.

Additionally S3, S4 also said that they became enthusiastic about learning. Beside, the students also can learn how to pronounce word correctly like what S4 said. S7 emphasized that the learning process with multimodal E-Book becomes more exciting and interesting, thus preventing boredom and sleepiness that usually occurs when only relying on teacher explanations or textbooks.

What are the challenges that students faced in using multimodal E-Book media for learning writing descriptive text?

Although it has many advantages, the use of multimodal E-Book in learning writing descriptive text also has some challenges.

Table 3. Challenges in using multimodal E-Book

No	Question	Answer
1	What are the challenges did you face while using multimodal E-Book in learning writing descriptive text?	<p>S1: "If I want to learn using this media at school, I find it difficult, because at school we are not allowed to bring cellphones"</p> <p>S2: "It's difficult to learn using media because at school I can't bring handphone, but at home I can"</p> <p>S3: "I have challenges in media if I want study alone at school its difficult because not allowed to bring phones to school"</p> <p>S4: "Because at school I can't bring my phone, so it's difficult to learn independently in class"</p> <p>S5: "Because in here, we are not allowed to bringing phones"</p> <p>S6: "I think the difficulty is because there is no Indonesian language it's difficult to interpret and I'm not allowed to bring my phone"</p> <p>S7: "The challenge is that students here are not allowed to bring electronics to school"</p> <p>S8: "It's difficult to use this media at school because I can't bring phones, but if I study at home and there is material using this media, I am sure will understand quickly"</p> <p>S9: "My challenge is that I can't bring handphone to school, but if Mrs. Rowi teaches</p>

using a projector, maybe I can, but at home I can learn using this media because it is simpler and cooler"

S10: "The challenge is because the rules at school are not allowed to bring handphone, but at home I can study alone because at home I am free to hold my handphone."

All of the students had the main challenges of limited access to electronic devices at school, largely due to school regulations prohibiting the use mobile phones to school. This restriction made it difficult for them to learn multimodal E-Book while in class. In addition, one student found it difficult to understand the full meaning of the E-Book as all of the contents were in English without any Indonesian translation (S6).

Discussion

1. Students' perception in using multimodal E-Book for learning writing descriptive text

The students have positive perception about the use multimodal E-Book in learning writing descriptive text. The students said that by using multimodal E-Book, learning descriptive text becomes fun, interesting and help them to understand material easily. It is similar with the research finding of Djamdjuri et al. (2021) which found that the use of multimodal approach in teaching English made learning more interesting, effective and easier to understand. Therefore, students' positive perceptions indicate that the use of multimodal E-Book in learning descriptive writing is considered as an effective strategy to support learning.

It is evident because multimodal E-Book can increase students' engagement in learning and increase understanding of descriptive text materials. In addition students considered that the multimodal approach has superiority compared to conventional methods that only rely on the lecture method and the use of textbooks. It is due to the presence of elements such as images, videos, music and interactive quizzes that make learning more dynamic and reduce boredom in the classroom. As stated by Manihuruk & Sutabri (2024) learning media that integrated multimedia elements such as images, videos, animations, and interactive simulations can make learning more interesting, effective and interactive.

From the design and content, the students responses indicate that the use of multimodal E-Book in learning witing descriptive text is good, interesting, attractive and unique. It is line with Lesley (2015) multimodal book are designed to combine traditional book styles with interactive elements to enhance their visual appeal, allowing for innovative presentation, while retaining the essence of printed books by making them more visually appealing and engaging to readers. Therefore,

it can be concluded that the use of multimodal E-Book in descriptive text learning can attract students' interest in learning with the combination of traditional and digital elements provides a more dynamic and interactive learning experience, making the learning process more accessible and enjoyable for students.

The majority of students prefer to learn descriptive text using multimodal E-Book rather than just using traditional methods. It is align with the research conducted by Mumrikoh et al. (2023) stated that in learning, the use of multimodal-based E-Book is proven to be more effective and engaging than just using conventional book as it increased their engagement, motivation and understanding of the material. It is clear that students perceive multimodal E-Book prevent monotony in learning and improve comprehension so this proves to be an effective and engaging media for learning descriptive texts.

2. Advantages in using multimodal E-Book for learning writing descriptive text

Most of students said that using multimodal E-Book has several advantages, includes understanding the material easily, increased their enthusiasm in learning, learning new vocabulary, and knowing how to pronounce vocabulary in English. It is in line with research conducted by Fitriani et al. (2024) which found that students was interested, motivated, and engaged in learning when using multimodal media. They also reported that multimodal media helping students improve their vocabulary mastery and from the use of digital multimodal played a significant role in enhancing students pronounciation skills.

It showed that multimodal media is not only have a positive impact on learning but also have an impact on students' overall language skills. It is line with previous research, Novita et al. (2024) which also showed that multimodal media can improving language skills effectively and student engagement. Similarly, Cahyaningati & Lestari (2018) which also showed that hat multimodal can facilitate understanding, increase motivation and enhance language skills.

3. Challenges in using multimodal E-Book for learning writing descriptive text

Despite the advantages, some students also faced challenges or difficulties in using multimodal E-Book media independently at school because school policies that prohibbit the students from bringing mobile phones. It is line with Huda (2024) stated that one of the challenges in using digital media is lack of digital infrastructure which can make digital media-based learning is difficult to implement consistently.

In addition, one student difficult to understand the full meaning of E-Book because all of contents were in English without Indonesian translation. It aligns with Puspitasari & Ishak (2023) stated that indonesian students have difficulty in understanding learning media which is delivered in English because there is no translation in indonesian. It is similar with research finding of Marsella &

Tandaningtyas (2022) which stated that university students in indonesia struggle to fully understand learning media that is only presented in English due to their low English skills and the absence of indonesian translation.

Overall, digital multimodal E-Book do have many advantages in learning, but it is not free from challenges, without access to digital devices at school students will have difficulty when they want to learn independently. In addition, the full use of English in the media without translation makes it more difficult for students to understand the material.

Conclusion

In conclusion, most of students have a positive perception to the use of multimodal E-Book in learning writing descriptive text. The students said that it was their first time using media in English lesson so that making the new learning experience and enjoyable for them. Students said that Multimodal E-Book media made learning fun, interesting, and easy to understand. Moreover, the students also considered that the use of Multimodal E-Book media helped them to understand the material more easily, increased enthusiasm for learning, and expand students' vocabulary and pronunciation skills.

However, despite the advantages, all of students also faced challenges in using the media independently at school due to school policies restricting mobile phones use due to school is still under the auspices of the islamic boarding school. It is becoming the main challenges in using multimodal E-Book media for students. To solve this problem, students propose that the teacher utilize a projector when learning descriptive text with multimodal E-Book. Thus, students can continue to follow lessons in class effectively without breaking school rule. However, they also stated that the media still allowed them to study independently at home. Additionally, one students found the difficulty to fully understand the content in multimodal E-Book as it was presented entirely in English.

This research is limited by the number of participants, considering the limitations of this study in half the small sample size, future researchers are advised to conduct research involving a larger and more diverse group of participants. This will provide more comprehensive insights and increase the generalizability of the findings.

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