



Developing Multimodal Literacy in English Grammar Learning through Interactive Digital Media: A Case Study

Asih Puji Lestari¹, Helmi Hibatullah², Laela Hidayati³, Nadia Puspita⁴, Lungguh Halira⁵,
Pujiati⁶

^{1,2,3,4,5}Pendidikan Bahasa Inggris, Universitas Pakuan, Bogor, Jawa Barat

⁶SMA Negeri 1 Kota Bogor, Jawa Barat

Corresponding E-Mail: asihpujilestari711@gmail.com

Received: 2025-06-27 Accepted: 2025-12-31

DOI: 10.24256/ideas.v13i2.7296

Abstract

Mastery of grammar constitutes a fundamental foundation in basic English language learning. Nevertheless, many students continue to encounter difficulties in accurately comprehending and applying the Present Tense. This study aims to describe the process of developing multimodal literacy in the instruction of Present Tenses, as well as to analyze the effectiveness and student responses to interactive digital media in English language learning on the topic of Present Tenses. The research was conducted at a senior high school in Bogor City employing a descriptive qualitative approach. The subjects consisted of 38 eleventh-grade students. Data collection was performed using multiple techniques, including participatory observation, semi-structured interviews with two students to obtain their insights, opinions, and experiences regarding the use of interactive digital media during the learning process, and documentation consisting of recordings of learning activities and student works integrating multimodal elements as part of the research data. The findings indicate that the development of multimodal literacy through interactive digital media in present-tense instruction elicited positive responses and proved effective in enhancing students' understanding of the material.

Keywords: *Literacy; Interactive digital media; Present Tenses*

Introduction

Mastery of grammar, particularly the Present Tenses, is a crucial foundation in basic English language learning. This structure is not only used in everyday conversations but also serves as the basis for understanding sentence forms in different tenses, such as past and future tenses. A good command of tenses facilitates students in practicing communication. However, in reality, many students still experience difficulties in accurately understanding and using the Present Tense in both oral and written communication contexts. This is in line with the findings of Firman (2022), who stated that most students tend to struggle in determining the appropriate verb forms according to the time context, especially within the Present tense structure.

With the advancement of technology, the field of education has undergone a significant transformation towards more modern and adaptive learning methodologies. One manifestation of this transformation is the implementation of multimodal literacy, which entails the integration of diverse modes such as text, images, audio, animation, and video within the instructional process. Multimodal literacy facilitates a more comprehensive and contextualized understanding of concepts, tailored to accommodate individual learning styles.

However, there exists a gap in grammar teaching practices in the classroom, which tend to still rely on traditional approaches such as rote memorization of rules and written exercises, thereby underutilizing the potential of multimodality. This results in a learning process that is less engaging and not aligned with the learning styles of 21st-century students. Therefore, it is necessary to develop digital-based learning media that can integrate aspects of interactivity and multimodality to more effectively enhance students' understanding of the Present Tenses.

In the context of grammar instruction, interactive digital media is considered an innovative solution that supports the comprehension of grammatical concepts. Various previous studies have supported this view. Asyiah and Marlina (2020) stated that the use of interactive videos in grammar learning can increase students' motivation and help them understand concepts visually and contextually. Similarly, Putra and Wulandari (2021) found that technology-based media, such as interactive learning applications, have a significant impact on improving grammar comprehension among secondary school students. However, in practice, grammar instruction in classrooms still largely relies on traditional approaches, such as memorization of rules and written exercises, which underutilize the potential of multimodality. Consequently, the learning process becomes less engaging and fails to align with the needs and learning characteristics of 21st-century students.

Based on the issue described, this study focuses on the process of developing multimodal literacy in the teaching of Present Tenses through interactive digital media, as well as students' responses to the use of such media. This research aims to describe the process of developing multimodal literacy in Present Tenses instruction and to analyze the effectiveness and students' responses to interactive digital media

in English learning on the topic of Present Tenses.

The novelty of this study lies in the development of English grammar learning media, specifically focusing on the Present Tenses, through a multimodal literacy approach integrated within interactive digital media. Unlike previous studies that predominantly utilized a single mode, such as text alone, this research designs media that combine various modes, including text, images, and interactive features, into a cohesive and comprehensive learning experience. Furthermore, this study specifically targets the development of understanding in Present Tenses, a topic that has seldom been the primary focus in multimodal media innovations.

Another aspect of innovation is the high level of interactivity offered, such as conversational simulations and adaptive quizzes conducted within the Joint Construction of Text (JCOT) section, which enable students to actively participate and receive immediate feedback. Through this approach, the study aims to address the existing gap in grammar instruction that remains largely conventional and has yet to fully harness technological potential. Therefore, the findings of this research are expected not only to provide an innovative alternative learning medium but also to contribute to the development of more relevant and engaging grammar teaching strategies for students in the digital era.

Theoretical Framework

Multimodal Literacy in Language Learning

Multimodal literacy refers to the ability to interpret, create, and communicate meaning using a variety of modes, textual, visual, auditory, gestural, and spatial, integrated in a learning context. Khalid and Janjua (2024) emphasize that digital multimodal composition enables students to conceptualize ideas visually and aurally while expressing personal identity. In language learning, this literacy facilitates diverse learning styles (visual, auditory, kinesthetic), increases motivation, and fosters critical thinking and creativity (Mulyani et al., 2023). Given the digital nature of 21st-century education, multimodal literacy equips students with essential competencies for navigating and contributing to modern, technology-rich communication environments.

Present Tenses in English Grammar

Present Tenses in English encompass three main forms: Simple Present, Present Continuous, and Present Perfect. Each has distinct functions and structures for conveying meaning in both spoken and written contexts. The Simple Present Tense is used to express habits, routines, or general truths that are constant. Sentences such as “She goes to school every day” or “The sun rises in the east” illustrate how this form describes facts that occur repeatedly or universally. Structurally, the Simple Present uses the base form of the verb (verb 1) for plural subjects and adds the suffix -s or -es for third-person singular subjects (he, she, it) (Pauzan, 2021).

Meanwhile, the Present Continuous Tense is used to describe actions that are currently in progress at the moment of speaking or activities that have been planned for the future. Examples can be found in sentences such as “We are studying English now,” which indicates an ongoing activity, or “She is meeting her friend tomorrow,” which signifies a future arrangement. This tense is formed by combining the verb to be (am/is/are) with the present participle (verb + -ing) and plays an important role in expressing actions occurring in the present time frame (Pauzan, 2021).

The Present Perfect Tense is used to indicate actions that occurred in the past but remain relevant or have an impact on the present. A sentence such as “He has finished his homework” reflects an event that has been completed, yet its result or consequence is still felt in the present. This tense is formed by the auxiliary verb have or has followed by the past participle of the main verb. According to Pauzan (2021), the Present Perfect Tense is essential for linking past experiences with current conditions. It expresses actions or states that began in the past and continue to the present or have present consequences, emphasizing the connection between past and present time frames.

These three tense forms serve as the foundation for mastering English grammar, as each represents a distinct temporal dimension and complements the others. However, in practice, many students encounter difficulties distinguishing their appropriate usage, particularly between the continuous and perfect forms. Therefore, a learning approach that is not only structural but also contextual and multimodal is required to significantly enhance students’ understanding of the Present Tenses.

Digital Interactive Media in Grammar Teaching

The use of interactive digital media such as Canva, Padlet, Kahoot! and Quizizz has opened new opportunities in the teaching of English grammar. These media not only engagingly present the material but also enable active student participation through interactive features and gamification (Putra S Wulandari, 2021; JIPT, 2025). Students can learn visually, auditorily, and kinesthetically, following the principles of multimodal literacy. For instance, Canva facilitates the creation of grammar posters, while Kahoot enhances motivation through game-based quizzes.

These media also provide immediate feedback and support collaborative learning, which can help reinforce students’ understanding of grammatical concepts contextually. Nevertheless, challenges such as limited internet access and digital literacy remain obstacles (Utomo, 2023). Despite these issues, research indicates that interactive digital media can bridge the shortcomings of traditional methods and support grammar learning that is more relevant to students’ current learning habits (Asyiah S Marlina, 2020; Wildan, 2025).

Method

This research utilizes a qualitative descriptive method aimed at thoroughly illustrating the development process of multimodal literacy in English Present Tenses instruction by incorporating interactive digital media. The research was conducted at a senior high school in Bogor City. It was carried out in a class that was studying the Present Tenses material (Simple Present, Present Continuous, and Present Perfect).

The researcher acted as a model teacher in the Guided Learning Practice of the Teacher Professional Education Program (PPG Prospective Teacher) and simultaneously served as the implementer of the action. The research subjects consisted of one class guided by the model teacher, comprising 38 eleventh-grade students. Data collection was carried out using several techniques, including participatory observation, semi-structured interviews with two students to gather their information, opinions, and experiences regarding the use of interactive digital media in the learning process, as well as documentation in the form of recordings of learning activities and students' works that integrate multimodal elements as part of the research data.

Results

Findings

The Process of Developing Multimodal Literacy in Present Tense Learning Through Interactive Digital Media

The process of developing multimodal literacy in Present Tenses learning was carried out through the implementation of interactive digital media, which was systematically designed and integrated into the teaching and learning activities. The learning activities were conducted over three sessions in one eleventh-grade class at a senior high school in Bogor City, focusing on the three forms of Present Tenses: Simple Present, Present Continuous, and Present Perfect.

In its implementation, the learning process uses the Genre-Based Approach with the stages of BKOF (Building Knowledge of Field), MOT (Modeling of Text), JCOT (Joint Construction of Text), and ICOT (Independent Construction of Text). Interactive digital media such as Canva Interactive, Padlet, and Kahoot! are used to support the learning process. At the BKOF stage, the teacher builds students' initial understanding of the use of Present Tenses through interactive images displayed via the digital media Canva. This stage helps establish students' basic comprehension of the function and structure of each tense type. At the MOT stage, the teacher provides simple dialogue examples and explains how each tense is used in different contexts. This process is reinforced with visual and audio simulations designed to accommodate various student learning styles.

Next, at the JCOT stage, the teacher and students collaborate to compose texts in various forms, such as dialogues and descriptions of daily activities. This session is complemented by interactive quizzes through the Quizizz and Kahoot platforms, which provide immediate feedback and encourage active student engagement. Finally, the ICOT stage encourages students to create independent works in the form of digital posters, conversation videos, or interactive presentations using Canva. These works demonstrate that students not only understand the use of Present Tenses but are also able to integrate various modes of communication (text, visual, audio, and gestural) to convey meaning comprehensively.

Analysis of Students' Multimodal Literacy Development

The documentation of students' products shows positive development in their ability to understand and apply the concepts of Present Tenses through a multimodal literacy approach, although the scope of the tasks is still limited to creating simple dialogues. The dialogues produced by the students demonstrate that they can use the forms of the Present Tense (Simple Present, Present Continuous, and Present Perfect) accurately within sentence contexts.

Furthermore, analysis of the students' written works showed noticeable improvement in their ability to use Present Tense forms accurately, especially in distinguishing between Present Continuous and Present Perfect. Compared to their earlier understanding, students demonstrated better awareness of verb forms, time expressions, and sentence structures after engaging with the multimodal tasks in JCOT and ICOT stages.

Some dialogues display the use of appropriate sentence structures, with relevant subjects, verbs, and time expressions. For example, students can write sentences such as "I have finished my homework" or "She is studying English now," which demonstrate a functional understanding of the Present Perfect and Present Continuous tense forms.

From the multimodal aspect, although not all students add complex visual elements, some of them feature dialogue text in a neat and structured digital format (Microsoft Word). The layout used in digital documents helps clarify the flow of the conversation, as well as supports the audience's understanding of the content of the dialogue. This reflects that students are beginning to be able to organize information spatially and linguistically in an integrated manner.

Although the use of visual, audio, and gestural modes is not yet fully visible in student products (due to task limitations), the results still show the first steps in the development of multimodal literacy. Students begin to get used to expressing ideas through contextual text, and in some cases, adding simple illustrations or emojis to clarify emotions or the context of the dialogue.

Thus, although the assignment given is still simple and focused on the text of the dialogue, the multimodal approach provides an initial impetus for students to build an understanding of the Present Tenses not only theoretically, but also in the

context of their use in communication.

Students' Perception of the Use of Interactive Digital Media

In general, students give a positive response to learning using interactive digital media. Based on the results of interviews with two students, they admitted that they were more enthusiastic and motivated when learning grammar. Especially Present Tenses, as the material was delivered in a more stimulating and interactive manner.

They find it easier to understand the difference between Simple Present and Present Continuous thanks to the use of learning media and game-based quizzes like Kahoot! According to them, learning activities become more exciting because they can immediately try questions while playing and get scores in real-time.

In addition, students also revealed that the existence of automatic feedback from interactive media makes them more confident when doing exercises. They can immediately know which part is wrong, then fix it themselves without having to wait for corrections from the teacher.

However, while learning is fun, they also experience problems, especially when the internet connection is slow or the device is not supportive. Even so, they can still complete tasks because the media used is quite flexible and can be accessed again at another time.

Overall, students assessed that the use of interactive digital media made grammar lessons feel more lively, easier to understand, and not monotonous like traditional learning that relies only on textbooks and memorization.

Discussion

The results of this study support the theory of multimodal literacy as stated by Kress S van Leeuwen (2001), namely that meaning in communication is not only formed by written text, but also by other modes such as visual, audio, gestural, and spatial. In the context of Present Tenses learning, students who engage in the use of interactive digital media demonstrate the ability to compose and convey information through a combination of text, images, sounds, and visual expressions. This ability shows that they understand not only grammatical concepts structurally, but also functionally and contextually.

The results indicate that students benefited from multimodal inputs, such as interactive quizzes, visualized examples, and contextual video prompts which helped them internalize abstract grammar structures more effectively. The digital tools appeared to support different learning styles and provided scaffolding for students to apply tenses more meaningfully in context.

More specifically, these findings are in line with research by Mulyani et al. (2023) who showed that a multimodal approach in English learning can improve teaching effectiveness by providing a variety of learning modes that suit student characteristics. In the study, students and teachers welcomed the use of simulations

and multimodal tasks in grammar teaching, as they helped to structure sentences in a more creative and contextual way. A similar thing was found in this study, where students showed improvements in composing sentences using Present Tenses through creative projects such as conversation videos and digital posters.

In addition, these results are also supported by findings from Fachriawan et al. (2022) regarding the effectiveness of concept-based interactive learning media. They found that interactive multimedia is very feasible because it can increase students' motivation and understanding of the Present Tense material. In this study, the use of interactive Canva and Quizizz was proven to be able to foster students' enthusiasm and provide a meaningful learning experience. Students feel more interested and easier to understand sentence structure because they are given visual illustrations, audio narration, and interactive activities that reinforce concepts.

Furthermore, this study reinforces the findings of Saeful Bachrudin et al. (2022) who developed a multimodal-based e-module to support speaking skills. They found that the use of different modes in a single media unit can increase students' confidence and active participation. In this study, the ability of students to display video conversations using the Present Continuous Tense, complete with expressions and gestures, showed that the multimodal approach not only strengthens the cognitive aspect, but also affective and psychomotor aspects in grammar learning.

Students perceived grammar learning especially Present Tenses as more enjoyable, accessible, and meaningful when supported by interactive digital media. They expressed that the real-time feedback, visual explanations, and game-like activities helped them better understand the material and stay motivated throughout the learning process. Therefore, this study not only aligns with existing theories and prior research but also offers practical contributions by centering student experience and response. The novelty of the study lies in its multimodal, student-oriented design that reflects the preferences and learning habits of 21st-century learners, demonstrating the potential of technology to transform traditionally challenging grammar instruction into an engaging experience.

Conclusion

Based on the results of the research, it can be concluded that the development of multimodal literacy through interactive digital media in learning Present Tenses has proven to be effective in improving students' understanding of the material. The use of interactive digital media, such as visual presentations, learning videos, and other interactive features, is able to create a more interesting, enjoyable learning atmosphere, and motivate students to be more actively involved in the learning process. The response from the students to the use of this media was excellent.

The majority of students show higher interest and motivation, and experience improvements in comprehension and learning outcomes after participating in learning that uses interactive digital media. In addition, interactive digital media also

makes it easier for teachers to convey material in a more creative and diverse way, so that it can be an effective solution in overcoming English learning obstacles, especially in Present Tenses materials. Thus, the application of interactive digital media is worthy of being developed more widely in learning activities to support the improvement of multimodal literacy in students.

As a suggestion, teachers are advised to continue to develop and implement multimodal literacy-based learning innovations by utilizing interactive digital media so that the learning process becomes more interesting, effective, and able to increase student involvement and understanding optimally. Students are also expected to improve their creativity and ability to use various multimodal communication modes, such as visual, audio, and interactive, so that they can deepen their understanding of the Present Tenses material while improving overall English skills. For further research, it is suggested that the focus of multimodal literacy development be extended to other English skills, such as writing and speaking, in order to obtain a more comprehensive picture of the effectiveness of interactive digital media in overall English language learning.

References

- Antula, P. W. (2016). Penggunaan Present Perfect Tense Bahasa Inggris Oleh Siswa Smk Kesehatan Bakti Nusantara Gorontalo (Sebuah Analisis Kesalahan). *Jurnal Elektronik Fakultas Sastra Universitas Sam Ratulangi*, 4(2). Retrieved from <https://ejournal.unsrat.ac.id/index.php/jefs/article/download/13764/13425>
- Asyiah, N., S Marlina, L. (2020). Pengaruh penggunaan video interaktif terhadap pemahaman grammar siswa. *Jurnal Pendidikan Bahasa Inggris*. Retrieved from <https://ejournal.iainpare.ac.id/index.php/latihan/article/download/2797/1429/>
- Bachrudin, S., Drajadi, N. A., S Santosa, E. B. (2023). Pengembangan E-Modul berbasis Multimodal untuk Mendukung Keterampilan Berbicara Bahasa Inggris Siswa. *Journal of Education Research*, 4(4), 1723-1730. Retrieved from <https://www.jer.or.id/index.php/jer/article/view/510>
- Firman, F. (2022). Kesulitan siswa dalam memahami penggunaan Present Tense. *Jurnal Ilmiah Kanderang Tingang*, 13(2), 169-182. Retrieved from <https://doi.org/10.37304/jikt.v13i2.163>
- Retrieved from <https://ejournal.unsrat.ac.id/index.php/jefs/article/view/13764>
- Handayani, T. C. K. An Analysis of Students Grammatical Errors in Writing RecountText (A Case Study on Eighth Grade Students in Al-Fath Junior High School, BSD) (Bachelor's thesis, Jakarta: FITK UIN Syarif Hidayatullah Jakarta). Retrieved from <https://repository.uinjkt.ac.id/dspace/handle/123456789/72126>
- Fachriawan, H., Mansur, H., S Rafiudin, R. (2022). PENGEMBANGAN MULTIMEDIA PEMBELAJARAN INTERAKTIF BAHASA INGGRIS MATERI PRESENT TENSE DENGAN

- MODEL PEMBELAJARAN KONSEP DI SMP. J-INSTECH, 3(2), 78-88.
- Holifah, L., Nurjanah, D., S Sari, W. (2023). Kesalahan umum dalam penggunaan present continuous tense oleh siswa SMP. *Jurnal Pendidikan Bahasa Inggris*.
- Ilahy, W. Q., Subali, B., S Widiarti, N. (2025). KAJIAN LITERATUR TREN PENELITIAN PENGEMBANGAN MEDIA PEMBELAJARAN INTERAKTIF BERBANTUAN CANVA PADA RENTANG TAHUN 2020-2025. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 10(01), 213-222. DOI: <https://doi.org/10.23969/jp.v10i01.23780>
- Khalid, A., S Janjua, F. (2024). Broadening Perspectives and Possibilities: Learners' Pathways to Digital Multimodal Composition (DMC) in ESL Context. *Sindh Journal of Linguistics*, 3(1), 1-19.
Retrieved from <https://sindhjol.smiu.edu.pk/index.php/sindhjol/article/view/62>
- Kress, G., S Van Leeuwen, T. (2001). *The modes and media of contemporary communication*. London: Arnold.
- Mukhlisulfatih, L., Ahmad, H., S Pradana, R. (2025). Pengembangan media pembelajaran berbasis Adobe Animate untuk materi dialog komik.
Retrieved from <https://jipp.unram.ac.id/index.php/jipp/article/view/1641>
- Mulyani, M., Hidayat, A., S Supardi, A. (2023). Implementasi multimodal dalam pembelajaran Bahasa Inggris.
- Permatasari, T., Sulastri, D., S Utami, S. (2022). Pemanfaatan Padlet sebagai media kolaboratif dalam pembelajaran bahasa.
- Pramudiana, N., S Chairiyani, I. (2022). An Error Analysis on Using the Present Continuous Tense. *Edumaspol: Jurnal Pendidikan*, 6(2), 1735-1740.
Retrieved from https://www.academia.edu/download/106820147/2429-Article_Text-7945-1-10-20221025.pdf
- Lestari, T. A., Handayani, B. S., S Suyantri, E. (2023). Pengembangan Media Pembelajaran Berbasis Adobe Animate Untuk Siswa SMA Kelas X di Kota Mataram. *Jurnal Ilmiah Profesi Pendidikan*, 8(4), 2012-2018.
Retrieved from <https://jipp.unram.ac.id/index.php/jipp/article/view/1641>
- Pauzan, P. (2021). *The Book of Complete English Grammar*. Retrieved from <https://repository.uinmataram.ac.id/839/1/The%20Book%20Of%20Complete%20English%20Grammar%20%28Tata%20bahasa%20Inggris%20Len%20gk%20ap%29.pdf>
- Putra, A. R., S Wulandari, D. (2021). Pengaruh aplikasi pembelajaran interaktif terhadap pemahaman grammar siswa.
- Rohmatika, A., Widodo, H., S Lestari, R. (2020). Pemanfaatan Padlet dalam pembelajaran bahasa kolaboratif.
- Pauzan, H., IPI, S., Sukaca, Y. Y., Anggelina, S. L., Indonesia, P. D., S Artha, P. C. G. (2021). *Complete English Grammar*. Jakarta Selatan: PT Cipta Gadhing Artha.
Retrieved from https://sar.ac.id/stmik_ebook/
- Siregar, H., S Zuriani, M. (2020). Students' Error in Using Simple Present Tense. *PROJECT (Professional Journal of English Education)*, 3(3), 379-383. DOI:

<https://doi.org/10.22460/project.v3i3.p379-383>

Utomo, F. T. S. (2023). Inovasi Media Pembelajaran Interaktif Untuk Meningkatkan Efektivitas Pembelajaran Era Digital Di Sekolah Dasar. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 8(2), 3635-3645. DOI: <https://doi.org/10.23969/jp.v8i2.10066>