MULTIMODAL FEATURES IN TEACHER'S DEVELOPED TEACHING MATERIALS: A STUDY AT SMPN 1 WARU

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Abstract:
This article aims to address the research concerning features of multimodality that are present in the teaching materials developed by English teachers at SMPN 1 Waru. The study uses a content analysis to examine teaching materials developed by English teachers. Using Kress and van Leeuwen's multimodal theory, the finding of this research shows four multiple modes in the teachers' developed teaching materials. Those four modes covering visual, verbal, audio, and spatial work together in facilitating the students' understanding about the topic. The result of this study also highlights the importance of utilizing multiple modes in enhancing the students' readability of the materials.

Keywords: *English Teachers, Multimodal Features, Teaching Materials*

1. INTRODUCTION

English language teaching materials are an essential part of language teaching, providing important resources that help teachers facilitate students in learning English. According to Brown (1995), teaching materials are a complete guide for teachers which functions as a guide in carrying out teaching and learning activities that can be used in the classroom. This material also includes steps to make it easier for teachers to spread students' understanding. These teaching materials play an important role in facilitating the learning and teaching process of English as a foreign language. In addition to presenting as a source of information or a collection of lesson materials, teaching materials also function as a guide for teachers and students in achieving learning goals, as well as an effective measuring tool for assessing the extent to which students are able to understand the material presented (evaluation).

According to Tomlinson (2011), teaching materials are essential in creating effective language learning experiences. teaching materials are able to facilitate the transmission of knowledge, provide structured guidance, stimulate interest, and encourage critical thinking. With engaging and interactive designs, teaching materials can make the learning activities more enjoyable and meaningful while offering opportunities for personalized learning that suits individual needs or learning styles and actively involves students. By integrating a variety of tools and content, teaching materials enhance the educational experience, making it more effective and engaging for both teachers and students.

These teaching materials can take many forms including textbooks, workbooks, audio-visual, kinesthetic aids, online platforms, they can also include teacher-made resources and authentic materials from the real world. Tomlinson (2001) stated that the materials taught can either take the print (printed materials), work presented by live broadcast or display, or in the form of tapes, CD-ROMs, DVDs or the Internet. These forms might be utilized individually or collectively in a particular teaching material. However, although a single mode can be used in isolation from other modes, the use of

an individual mode potentially creates students' boredom and lack of interest towards the content of the materials. Therefore, to provide a more comprehensive portrait of materials that could help the students grasp the topic, combining multiple modes is essential.

In addition to that, effective ELT materials must be able to meet the diverse needs, ability and proficiency levels of learners, as well as provide engaging and relevant content that is aligned with educational goals. In order to accommodate the students' diverse needs, teachers can employ various modes in designing teaching materials. The use of these various types of materials is designed to support an effective learning process according to specific topics or subjects, especially English. Considering English learning as a foreign language, English teachers need to teach with a broad approach, using a variety of materials such as textbooks, diagrams, photos, and images to meet the various needs and learning preferences of students (Ajayi, 2012).

Teaching materials have a strategic position in the learning process. Being educators, teachers have the responsibility to provide teaching materials that accommodate the students' needs and enhance their understanding. Through these teaching materials, students can systematically learn basic competencies, allowing them to understand concepts comprehensively. Teachers should be able to select and carefully develop the appropriate teaching materials that include various modes including visual, verbal, audio components, and other modes. It is because the emphasis on a single mode would probably lead the students to a risk of missing important information (Danielsson & Selander, 2021).

The multimodal approach according to Kress and Van Leeuwen (2020) uses several modes such as audio, visual and kinesthetic in delivering instructional content. This approach allows students to receive information in a variety of comprehensive ways, by integrating visual, auditory and verbal elements into learning. This approach recognizes that each individual has a different way of perceiving, processing and understanding information as an effort to create an effective learning experience. By combining each of these modes, it helps educators to facilitate a better understanding of a lesson or material, so that they can create a more dynamic learning environment and are easy to adapt to various learning styles.

The benefits of utilizing various modes have been investigated by many researchers. Wang and Hemchua (2022) as quoted in Jamilah et al. (2024) state that there are multiple benefits of visual text, and is likely to make it easier for students by enhancing their interest in understanding and appreciation of cultural components and values in the context of learning English as a foreign language. In addition, Rahikummahtum et al. (2022) emphasize that images are able to support the textual content and provide an easy way for learners to understand in case someone has an auditory style. This approach makes it relatively easy for students to follow along in a learning process. By including visual and audio elements in teaching materials, teachers make the whole teaching and learning environment become interactive and inclusive, which increases students' understanding and invites students to actively participate in the teaching process.

Another study conducted by Muhassin, Putri, Hidayati, and Pradana (2022) conducted multimodal analysis on two English textbooks' cover. This study identified the visual and verbal elements found on the book covers and examines the interaction between these elements that convey messages to readers. By analyzing these components, the study aimed to understand how design choices affected the way information was communicated to potential users of the textbook. In addition, earlier studies were limited to the analyzing of two English textbook covers, "Critical Reading and Writing" and "Real Listening & Speaking", which made the findings less generalizable to all types of English textbooks, both domestic and international.

This research only focuses on the covers of the textbooks by analyzing the visual and verbal elements. However, the analysis does not extend to the multimodal features found in English textbooks, such as layouts, illustrations, diagrams, or other internal content that play an important role in supporting student learning. This creates a gap for further studies that explore the multimodal elements throughout the textbook. Addressing these gaps, this study can examine English teachers ' teaching materials through multimodal analysis to gain a deeper insight into what elements contribute to effective teaching and learning. On the other hand, recent research seeks to cover more variations by analyzing more of teaching materials, providing comprehensive understanding of how multimodality is applied in educational contexts.

This recent research bridged the gap by expanding both the scope and the analytical approach. It not only looked at visual and verbal elements separately but also integrated all multimodal elements to understand how teaching materials could be designed more effectively to support students' learning in the classroom. Multimodal learning engages the brain by combining different learning styles while using a variety of media. This approach is important in teaching materials because it improves the educational experience by catering to the different students' needs. In conclusion, multimodality learning is an approach that involves teaching actively and engages learners through various learning styles with the help of multiple media.

This study aims at exploring the multimodal features in the teachers' developed teaching materials. By referring to the theory of multimodality from Kress and van Leeuwen (2020) as cited by Erza (2022), each feature in a particular mode is described and explored in relation to the students' constructing knowledge and understanding, which then supports their learning process.

2. METHOD

This study used qualitative descriptive to explore the multimodality of English language teaching materials developed by an English teacher in a public school in Waru. The teaching materials developed by two English teachers used for seventh grade are analyzed. The observation guideline is used to identify and classify the modes of communication used in the teaching materials. Any semiotic resources, not only limited to texts, presented in the teaching materials are explored in detail, specifically in relation to its role in constructing the students' understanding of a given material.

Data collection in this study was carried out through document analysis to collect information about multimodal elements presented in teaching materials, such as

PowerPoint presentations (PPT) and animated videos. Then, the data obtained from the document analysis was broken down and analyzed using the content analysis method. As explained by Krippendorff (2018) as cited in Nguyen (2020), content analysis is a research method used to provide meaning to text through steps that can be applied in various contexts (replicable), valid, and reliable. As stated by Antoniadou, content analysis is a data collection process that involves coding and categorizing multimodal elements in teaching materials, based on the evidence found. Through this method, researchers try to determine a deeper understanding of the use of multimodality in the teaching materials.

Furthermore, data analysis was based on Kress and Leeuwen's (2006) multimodal theory which provides a theoretical framework for analyzing and understanding communication beyond traditional linguistic analysis. This approach considers that language, images, sounds, and gestures are interconnected and equally important (equivalent) communication tools. Data collection was carried out by document analysis to collect information about the content of multimodal elements that present in teaching materials, such as PowerPoint presentations (PPT) and animated videos.

3. FINDING AND DISCUSSION

In multimodal learning, teachers can be creative and flexible because they enable or help their students find the most conducive or suitable learning style for them. The purpose of this current research is to identify the various features of multimodality that are present in the teaching materials created by the English language teachers in a particular school in Sidoarjo. It particularly aims to explore the multiple modes in the teachers' developed teaching materials The following description provides the findings as well as discussion regarding the multiple modes found in the teachers' developed teaching materials.

It can be seen that the teaching materials incorporate a variety of multimodal elements that are carefully integrated to enhance student engagement and understanding. Through the analysis of these elements, this study aims to highlight the various multimodal elements contained in the English teaching materials for seventh grade. The results showed that the teachers used various forms of multimodal elements in their teaching materials, such as visual materials like pictures, diagrams, and color-coded symbols, along with auditory components like narrations and dialogues in videos. These multimodal features have served not only to support the verbal explanations but also made such material easier for students to understand, catering to the different learning styles.

After exploring the existing teaching materials, especially on the lesson or topic of asking and giving directions, it was found that these two teaching materials actually contain four modes: visual, spatial, verbal and auditory. Researchers look at the pictures or illustrations contained in the Slide of the PowerPoint or animation. Kress and Van Leeuwen (2006) suggest that visual elements like images, colors, music, and typography work similarly to language. They can simultaneously perform the same three main communication roles as language.

In the case of visual images, such as the position, size, and composition of the contents play an important role in the meaning conveyed and enhance the teaching material. For this research, The visuals being analyzed include images or illustrations found in teaching materials, as well as symbols (signs or landmarks), colors, layouts, graphics, which help students visualize the content better. In summary, these picture factors from the visual elements unite and work together with the words or text in assisting the achievement of the objective of learning and also increasing the students' interest in the materials.

The subsequent aspect is that of the verbal elements which includes text or dialogue. This text or written matter can be in the form of written passages, explanations, instructions or conversations (dialogue) between different characters. In this section on asking for and giving directions, the verbal elements consist of everyday practical sentences, phrases and dialogues which are commonly used in actual life situations. The text includes sentences like "How do I get to...?" and there are some instructions or expressions showing how distance is portrayed and giving easy directions such as "Turn left," "Go straight ahead," or "It's next to the school."

In any case, there is a variation in the level of language used from formal (academic) and informal, which is usually adapted depending on the students' levels so that it would be easy, in terms of understandable and appropriate for the age of the learners. For the most part, the text or language used is straightforward and very functional, with the main purpose being to give clear instructions. There are also some particular words or specific vocabulary that have to do with places (locations) and directions, giving instructions on how to get there so that the learner can be able to get the instructions and follow the guidance without any difficulties. Additionally, the tone is polite and simple, and the sentence structures are basic, which is suitable for students at the beginner or intermediate level.

The auditory elements consist of various audio components, such as audio conversations, dialogues, instructions, and background sounds. These audio materials explain and incorporate specific scenarios related to asking and giving directions to support learning activities. Moreover, the audio can provide context for written materials, such as audio instructions paired with visual maps, which students can respond to or engage with. As stated by Kress & van Leeuwen (2006), representational structure refers to the way that the visual structures represent objects or elements referred to as represented participants, which include people, animals, places; actions, experiences, and circumstances.

Figure 1 Animated Video Scene Showing Directions
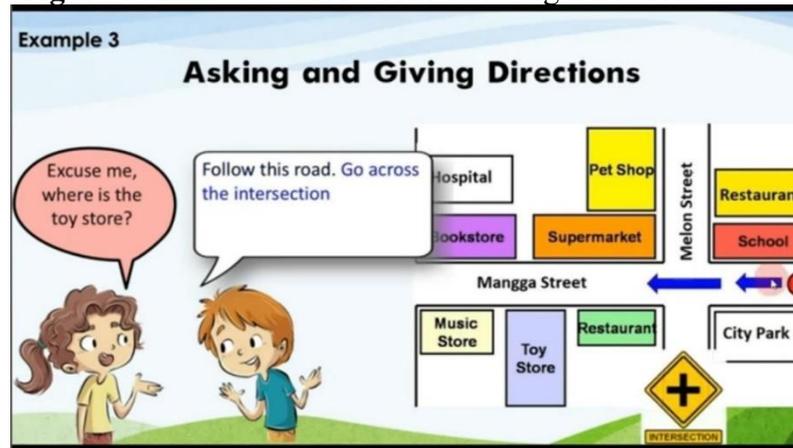
The teaching materials presented integrate various modes to deliver cohesive lessons on "asking and giving directions," with each mode playing a role in facilitating understanding by complementing and reinforcing one another. The first image, which is a screenshot of an animated video, features visual features such as image or illustration of two interacting characters. This helps students visualize everyday conversational situations about direction, making the learning experience more contextual.

The visual elements in these images, such as illustrations and the conversation between a boy and a girl, play an important role in making it easier to understand the context of the material, in particular asking and giving direction. Kress (2010) explains that visual representations have a crucial role in complementing and sometimes replacing text in conveying meaning. The characters' expressions, like the confused face of the girl and the enthusiastic face of the boy, can enhance the reader's engagement, concentration, and emotional connection to the material.

Additionally, the presence of speech bubbles indicates that the characters are talking to each other. These two speech bubbles represent the topic being discussed, which is asking and giving directions. In this interaction, the participants in the image act as speakers, the speech bubbles represent the verbal process, and the text within those bubbles serves as the spoken words or reflected in the conversation.

The map displayed in the background shows clear directions by marking key locations with easily recognizable colors and visual shapes. The use of symbols, illustrations, arrows, and colors serves to highlight important information regarding the directions and connects textual and visual instructions. Similarly, the visual theory by Kress and van Leeuwen (2002) states that color differences can be used to represent individuals, places, specific objects, and social categories. Therefore, these visual elements are essential to understand the context and meaning that is intended to be conveyed.

Colors are used strategically to differentiate locations on the map, such as hospitals in white and the pet shops in yellow, making it easier for students to quickly recognize locations. Jewitt (2009) emphasizes that the use of color in teaching materials is not

only for decoration but also serves as a source of information, helping students comprehend by separating the various components and locations on the map. The analysis of these visual elements, including symbols and illustrations, allows students to understand the situations and activities they are involved in, with characters in specific contexts and dialogues that support more active and engaged learning.

Layout refers to how text and images are arranged on a page to create an easily understandable structure. This element is important as it affects the way students access and navigate information. According to van Leeuwen (2005), an effective layout guides the reader to understand the relationship between multimodal elements and how they contribute to the delivery of the message.

The displayed map not only provides directions but also interacts with other elements such as images, characters and speech bubbles. From this interaction can enrich and help to understand the information because each visual element collaborates and works together to create a clearer narrative or story. For instance, images of characters pointing or showing certain expressions can enhance the meaning of the instructions on the map. Meanwhile, speech bubbles add a dimension of communication by featuring dialogue or instructions from the characters, creating a more engaging experience for the reader.

The map illustrates the spatial layout of various locations, such as toy stores, supermarkets, restaurants, and intersections, which helps visualize the layout. Each location is labeled with a different colors and shapes for easy recognition: directional signs are displayed in yellow, arrows in blue, and locations in a variety of other colors, such as pet shops in bright colors like yellow, bookstores in purple, and toy stores in light blue. These colors are chosen with varying intensity-bright, flashy colors are used for important locations to make them easily visible and recognizable. The Shape of the location is depicted as a rectangle, the subject as a circle, and the direction sign as a triangle.

This layout represents a simplified version of the roadmap that students may encounter in real life. The visuals of the map in the video appear gradually or highlighted according to the dialogue instructions, with the use of highlights or zoom-ins on important areas, such as intersection points or toy stores, to help students focus on key elements and enhance their engagement with the material. The map supports verbal content by matching text-based instruction with visual clues, helping students' understanding and following of directions.

Spatial elements through the layout of the map show the relationship of the location between the other locations, which is very important in understanding directional instructions. Symbols, such as arrows and the "intersection" road sign, help clarify the direction and road junction. Finally, elements of interaction are shown through illustrations of speaking characters, which invite students to imagine real situations in which the skills of asking directions and giving instructions are necessary. The map supports verbal content by matching text-based instruction with visual clues, helping students understand and follow directions.

The text is a key element in the teaching material used to convey information directly. In English teaching materials, text often appears in the form of instructions, dialogues, or descriptions. Kress and van Leeuwen (2006), mention that verbal texts in multimodality serve to provide context or explanation explicitly, which allows students to understand the material linguistically.

Textual elements are also seen in conversations that involve the use of specific words and sentences, such as "Excuse me, where is the toy store?" and " Follow this road. Go across the intersection." These sentences provide examples of the use of relevant language in situations of asking directions. Text labels on maps, such as "Bookstore" and "Toy Store," clarify locations and make it easier to identify places. This text provides sentence patterns that students can follow, demonstrating how to interact verbally in asking and giving directions.

We can see that text and images work together to clarify each other's meanings. Text can provide context or explanations for the images, and vice versa, images also can explain or enhance the meaning of text. This relationship is called Projection-locution, where the text in speech bubbles conveys the words spoken by the characters, while the images show who is speaking. Thus, both support each other in conveying the message more clearly. By effectively applying the verbal mode in the teaching material, students can learn how to ask and give directions politely in English, skills that are essential in everyday communication. The presence of characters and dialogue in videos that showcase real-life situations also makes students feel more engaged in the learning process.

In addition to the visual, verbal and spatial modes, the next is the audio mode, which consists of dialogue and narration. Audio and narration provide additional explanation of the use of phrases, as well as helping students understand how they are pronounced and used in everyday conversation. This Video shows real-life situations where direction-related phrases are applied, both for asking and giving direction. The conversation is presented in English and translated into Indonesian, making it easier for students to understand its meaning.

Audio is an important element in video-shaped teaching materials, helping students to internalize the material through phonological aspects, such as intonation and pronunciation more effectively. Halliday (1978) mentioned that auditory modes play a role in creating deeper nuances of communication and interaction. The dialogue in the video delivered clearly, providing real examples of how to ask and give directions, such as the phrase "Excuse me, where is the toy store?" and " Follow this road " which provide practical examples of how directions are given verbally. In addition to dialogues, soft and soothing instrumental background music is added, played at a slower and relaxed pace.

In the context of asking for and giving directions, the relationship and interaction between verbal, visual, and audio elements are crucial for creating a cohesive learning experience. These three elements interact through the character dialogues depicted in speech balloons, which indicate the exchange of speech. Verbal elements, such as the text in the balloons, questions, and instructions, help convey information directly. The

visuals like images, maps or backgrounds, which help in communicating, support the content and facilitates the students' comprehension.

For the audio elements, including clear dialogue and sound effect effects such as the voice over of the discussions taking place and background music help in ensuring the emotional involvement of the listeners as well as aiding in the comprehension of the messages contained in the speech bubbles. The combination of all these elements enables enhanced communication making it easier for students to learn and understand the words, and also apply those phrases more effectively when they meet the situations in real life, making the learning process more active and an interesting experience.

Figure 2 Presentation PowerPoint Slide about Direction
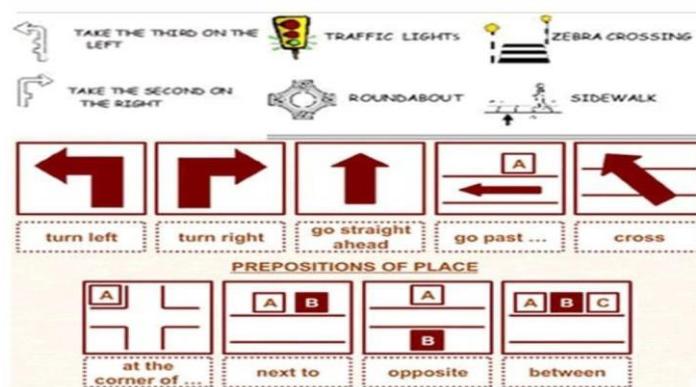
After analyzing the second image, it contains three modes: visual, spatial and verbal. The verbal mode involves phrases, words or sentences, while the visual elements include images, symbols and signs are presented together with the text. The verbal mode is examined through Halliday's metafunction theory's perspective of language, specifically the experiential function which offers identification of the process, participants, and circumstances. On the other hand, the visual element is spotted through patterns within the images that create meaning and explain how the two elements work together to enhance understanding and interpretation of the content.

In the second image of the teaching materials, there are also interesting visual elements designed that support and enhance learning activities about asking questions and giving directions. This image combines the directions along with clear text and supporting visuals that enable the learners to visualize instructions more effectively. By using bright or attractive color, this teaching material is able to capture students' attention and increases their engagement with the content. This interactive approach encourages learners to connect with the material, making the learning experience more dynamic and enjoyable.

The visual element in the second teaching material, unlike the previous images that featured human participants, this time the visual mode focuses on non-human objects. It highlights elements such as signs, places and situations that are relevant to the context of the direction. This approach allows the students to engage with the material and understand the relationship between the images and relate them to real-life situations, even without the presence of people (human) or specific objects. By featuring various

everyday objects, like traffic lights and road signs, the images effectively provide important information on navigating the real-world around them, helping students relate the visuals to practical situations.

Within the visual elements, it consists of various images and important icons such as traffic lights, zebra crossings, roundabouts, sidewalks, and directional arrows, which help to provide concrete visual representations of objects commonly encountered in everyday life. Directional arrows indicate routes (left, right, or straight), also offering clear visual cues about the route to take (navigation). In addition, prepositional diagrams of places help students visualize spatial relationships between objects, enhancing their understanding of prepositions such as "next to," "opposite," and "between." The relationship between visual and verbal elements reinforces learning, as the visuals support and clarify the accompanying text, allowing students to better visualize and understand the information being presented in the teaching material.

The use of color in this teaching material plays an important role in emphasizing key information. For example, as seen with the red color on arrows and the green on traffic lights, which are easily recognized in daily life. These colors provide the visual clues that help the students to read and understand the action to take, such as stop, walk or being alert according to the context given. Red arrows are used to indicate direction because this color attracts attention and directs the student's focus towards a specific activity they will be engaged in, such as turning left or right. Through the use of these colors, students can more easily recognize and process the information given effectively.

Furthermore, dark red is used on significant symbols, such as arrows, to highlight certain actions that students have to know and follow. This is in line with the opinion of Jewitt (2009), who states that visuals and colors become crucial elements of reinforcing learning through attracting attention and supporting cognitive processes. The analysis of visual elements, including symbols and illustrations, allows students to understand the situations and the actions that need to be taken. Besides, colors also facilitate the differentiation of important elements and the connection of verbal information with relevant visual contexts, thus enhancing the learning process.

In this teaching material, the verbal analysis also highlights "asking and giving directions," which focuses on place signs and prepositions of place. The verbal elements in this material would include words and phrases such as "turn left," "turn right," "go past," "cross," as well as prepositions such as "next to," "opposite," and "between." These verbal elements of instructions support the symbols and images, providing clear direction related either to actions or locations that help students in understanding directions using written language. While verbal elements are used to provide clarity to everything through words, the combination of visuals and symbols facilitates comprehension for different kinds of learners.

Utilizing elements of multimodality within teaching materials is very important in terms of improving students' understanding of the material. In the teaching material analyzed, the image and the symbol or signs of the visual element work together with the verbal element like text to explain and provide a clear instruction. Powerful

visualization makes abstract concepts easier to understand, and this combination becomes useful, especially for those students who have a visual learning style. As explained by Kress and van Leeuwen (2006), in the theory of multimodal texts, many modes of expression are taken, with their meanings created by a combination of various modes including visual, verbal, and spatial elements, to show deep and effective meanings.

In teaching materials that use multimodality, various elements support each other to create a comprehensive learning experience. For instance, the text provides verbal instructions or information, while images or illustrations can offer a visual representation of the information such as illustrations and signs. The two are often used together to explain concepts more clearly. For example, images or illustrations that show interactions in conversational situations, like asking for directions, provide visual context for the dialogue texts. These could help and make it easier for students to visualize real-life situations and understand how the text is applied in daily life.

One example of multimodal teaching materials is showing a map of a location with a text label. The map serves as a visual representation of geographical information, while the label describes details about those places. For example, an arrow pointing to the left direction helps students to understand better. This combination of text and images supports various learning styles, especially for visual learners, by visualizing or illustrating abstract concepts from the text. It also makes it easier for students to understand and remember information, particularly when the text alone may not be clear enough.

In addition, the use of colors, symbols, and spatial layout in teaching materials also helps students to process information more effectively. The spatial layout on the map shows geographical relationships between locations, making it easier for students to visualize routes and directions. Colors can highlight key details, with red arrows indicating important directions. Images, combined with symbols such as arrows, intersection or traffic signs, by showing the relative position of objects (for example, images of buildings and objects located next to them). This visual representation clarifies directional instructions, helps students distinguish important elements and understand the spatial concept more easily.

Audio adds an important interactive dimension, allowing students to imagine and practice real-life situations. The audio accompanying the text provides examples of correct pronunciation and intonation, as well as adding background sound effects that create realistic context. This helps students not only understand how words are pronounced but also how intonation and voice stress are used in real situations. By integrating these elements, teaching materials create a more comprehensive learning experience, therefore support more effective understanding and application of information by combinations of visual, textual, color, spatial, symbol, interaction, and auditory. The use of various modes, such as animated videos, worksheet and PPT is essential to create an effective and engaging learning experience that allows students to pay attention and be interested in learning English.

4. CONCLUSION

This study explores multimodal elements in the teaching materials developed by English teachers in Junior High School. By observing two teaching materials for the seventh grade, the multimodal elements are analyzed. Using theory of multimodality by Kress and Van Leeuwen (2006), the findings reveal that both teaching materials use a combination of verbal, visual, spatial, and auditory features. PowerPoint slides have images, diagrams, graphs, among other visual elements, while animated videos feature more dynamic visuals with audio narration or dialogue for greater interaction to provide and create the learning experience. Verbal features in the teaching materials are presented through text which gives detailed explanations to students.

The multimodality analysis in research on English teaching materials is to find out the components or elements that exist in the teaching materials and to understand the relationship between various elements such as text, images, layout, and visual symbols in supporting students' understanding. From this research, it has been revealed that the combination of visual elements, such as maps with arrows and directional illustrations along with the verbal elements involving dialogue and textual elements helped clarify concepts to the students. They use animated videos, which have moving images together with the relevant narration or audio dialog that delivers practical context, allowing the students to understand and memorize the material presented to them.

The use of these multimodal elements in teaching can make a more effective learning experience for learners of all different learning styles, and will enhance the learned content or material. This multimodal approach is not only to clarify concepts or understanding but also to enhance students' interest and support the teaching-learning activities. Other possibilities of future research can be explored by examining other types of teaching materials, such as digital media and learning videos, to expand the understanding of multimodality beyond textbooks. Additionally, considering that the respondents or the sample populations are students and teachers, it can provide some perspectives on how these multimodal elements work effectively in a live learning environment.

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