

## Teachers' Perceptions of the Implementation of Multimodal Pedagogies in Teaching Writing in Indonesian vocational high schools

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### Abstract

*This research aims to describe teachers' perceptions of implementing multimodal pedagogies in teaching writing. This research is undertaken at SMKS YAPIS Biak, Biak Numfor Regency, Papua Province. This research applies a descriptive qualitative design. The researcher uses the purposive sampling technique to get the sample. The participants in this research are two English teachers. The research instruments are observation, interview, and documentation. For the data analysis technique, the researcher carries out some steps: data condensation, data display, and conclusion drawing and verification. This research result shows that the teachers' perceptions of the implementation of multimodal pedagogies in teaching writing have similar statements. They have positive perceptions based on their purpose, problems faced, supporting factors in implementing multimodal pedagogies, and their opinions about implementing multimodal pedagogies.*

**Keywords:** *Teaching writing, implementing multimodal pedagogies, perception.*

### INTRODUCTION

Writing is a complex activity in language teaching since it requires practice and understanding of other English skills. Durga and Rao (2018) mentioned that writing is a highly complex cognitive activity in which the writer is required to demonstrate control of variables simultaneously. Writing needs several processes, mental and physical, to be carried out at the same time.

Many students find problems in writing. For instance, Al Seyabi and Tuzlukova (2014), found that students frequently struggle to decide how to begin an essay/paragraph, using appropriate words, organization and coherence. The responsibility lies on the teacher to improve their students' abilities so that the students can write easily and creatively.

Many strategies can be used to teach writing, and the multimodal pedagogies is one of them. Laadem and Mallahi (2019) said that a multimodal combines many modes, such as visual, audio, text, and speech, to generate meaning in a specific classroom environment. Images, for example, could play an essential part in multimodal communication by inspiring learners, attracting their attention, and enhancing their linguistic skills.

Related to the explanation above, the researcher is curious about how multimodal pedagogies is implemented in a vocational high school. So, the researcher conducts the research to know the teachers' perceptions of the implementation of multimodal pedagogies in teaching writing in Indonesian vocational high schools".

## **METHOD**

To conduct the research, the researcher used a descriptive-qualitative design. The findings of this research were presented in the form of a descriptive text based on the results of the interview with the teachers and students and observation in the classroom. The researcher undertook this research at SMKS YAPIS Biak, Biak Numfor Regency, Papua Province. The researcher applied the purposive sampling technique to get the sample. The school employs three English teachers. Two English teachers were picked as research participants.

The researcher used three instruments to collect the data. They were observation, interview, and documentation. The procedure for data collection included classroom observation, interviews with teachers and students, and documentation. The researcher carried out the following steps for the data analysis technique: data condensation, data display, and conclusion drawing and verification.

## **FINDINGS**

The research findings dealt with the teachers' perceptions of multimodal pedagogies in teaching writing. The findings were based on interviews with two English teachers who had implemented multimodal pedagogies in teaching writing. The results of the interviews are presented in the points below:

### **The Purpose of Implementing Multimodal Pedagogies**

The question was given to the teachers to know their purposes for implementing multimodal pedagogies in teaching writing. The result of the interview is explained in the following.

#### **a. Motivate and Attract the Students' Interest**

The first teacher explained her purpose in implementing multimodal pedagogies. It can be seen in the result interview:

*Implementing multimodal pedagogies in learning to write about procedure text is to attract interest and motivate students to follow learning so that they can be more active in learning and learning goals can be achieved. (Translation, Interview, March 2nd, 2023)*

The first teacher implemented multimodal pedagogies in teaching writing to attract interest and motivate students to be more active in the learning process and could achieve the learning objectives.

The explanation of the second teacher has a similar purpose in implementing multimodal pedagogies with the first teacher. It can be seen below:

*...motivate students to learn, especially recount text material. (Translation, Interview, March 15th, 2023)*

b. Facilitate the students

Another explanation comes from the second teacher about the purpose of implementing multimodal pedagogies. It can be seen in the following below:

*My goal in applying multimodal pedagogies in teaching writing is to facilitate students to learn.... (Translation, Interview, March 15th, 2023)*

The second teacher added another explanation about his purpose for implementing multimodal pedagogies in teaching writing to facilitate the students' learning.

Based on the findings above, it can be concluded that their aim in implementing multimodal pedagogies was similar, namely to attract interest and motivate students to participate in learning and also to facilitate the students' learning so that they could be more active in learning and learning goals could be achieved.

### **The Problems Faced in Implementing Multimodal Pedagogies**

For the following finding, the researcher asked about the teachers' problems implementing multimodal pedagogies in teaching writing and how to solve them. It can be seen from the points below:

a. Limited Time in Preparation

The first teacher explained her problem in implementing multimodal pedagogies below:

*I have limited time to prepare learning using technology, so my attempt to overcome it is to plan how long it will take to prepare materials and multimodal-based learning media. (Translation, Interview, March 2nd, 2023)*

The first teacher had limited time to prepare the lesson using technology. Still, she tried to solve the problem by making planning in advance in preparing materials and multimodal-based learning media.

b. Using Digital Learning Media

The first teacher gave an additional explanation about the problem of implementing multimodal pedagogies in teaching writing. It can be seen below:

*I have not been maximal in using digital learning media presented in various multimodal-based models in the process of learning to write English. The effort I have made to overcome this is that I have to take a lot of online training so that my ability to use various digital learning media can increase and be applied in making interesting multimodal-based learning media. (Translation, Interview, March 2nd, 2023)*

The first teacher had not been maximal in using digital learning media presented in various multimodal-based models in learning to write English. To solve the problem, she had to take a lot of online training so that her ability to use various digital learning media could increase and be applied to making interesting multimodal-based learning media.

c. Students' Comprehension

Another explanation comes from the second teacher about the problem of implementing multimodal pedagogies in teaching writing. It can be seen in the following:

*In teaching many students, those who receive lesson material related to recount text do not fully understand the material provided. There must be one or several students who do not understand the material because the abilities of each student are different. (Translation, Interview, March 15th, 2023)*

The second teacher faced the problem of teaching many students when implementing multimodal pedagogies. The students did not fully understand the material provided. There must be one or several students who did not understand the material because each student's abilities differed. To overcome the problem, He gives the solution in the following:

*To solve those who do not understand the material, I will re-explain or reaffirm the recount text material by conveying important material to the students concerned, which is displayed in PowerPoint. (Translation, Interview, March 15th, 2023)*

The second teacher solved the problem by re-explaining or reaffirming the material by conveying important material to the students concerned, which is displayed in PowerPoint.

The findings above indicate that the answers between the first teacher and the second teacher differ. The first teacher explained the problems faced in implementing multimodal pedagogies: limited time to prepare learning using technology and not yet maximized using digital learning media presented in various multimodal pedagogies. The second teacher explained the problem faced when implementing multimodal pedagogies. The problem was the students' comprehension. When receiving material in teaching, several students did not understand the material presented because of their different abilities.

For solutions to overcome these problems, it could be seen that both teachers had their own solutions based on the problems they faced. The first teacher overcame the problem by maximizing time management and improving skills through online training. The second teacher overcame students' problems by repetition and emphasis on material that was considered difficult for students to understand.

### **The Supporting Factors in Implementing Multimodal Pedagogies**

The question was given to the teachers to know the supporting factors when implementing multimodal pedagogies in teaching writing. The results of the interview are presented in the points:

#### **a. Adequate Facilities and Infrastructure**

This is based on the results of the interview with the first teacher. It can be seen in the following:

*For the supporting factors, the first is the existence of adequate facilities and infrastructure in schools.... (Translation, Interview, March 2nd, 2023)*

The first teacher had support from the school, namely adequate facilities and infrastructure in the school.

#### **b. Internet**

The first teacher also explained that the internet includes the supporting factor in her implementing multimodal pedagogies. It can be seen below:

*.... the existence of a smooth internet network to open access to videos used as learning media and to work on student worksheets. (Translation, Interview, March 2nd, 2023)*

The first teacher also had support from a smooth internet network. The second teacher gives another piece of information, but it is similar in meaning. It is explained in the following:

*...certainly, no less important is the internet network. (Translation, Interview, March 15th, 2023)*

The second teacher said the internet network is no less important in supporting the implementation of multimodal pedagogies.

#### c. Learning Media

The second teacher also gives another explanation. It is explained in the following:

*.... The most important supporting factors that play a role in this learning, of course, we use learning media, including PowerPoint, YouTube videos, InFocus, and laptops.... (Translation, Interview, March 15th, 2023)*

The second teacher said the learning media is the most important factor that plays a role in implementing multimodal pedagogies.

#### d. Colleagues Support

The first teacher also explained the supporting factors when implementing multimodal pedagogies in teaching writing. It can be seen below:

*Support and cooperation from colleagues in preparing multimodal-based learning materials and media. (Translation, Interview, March 2nd, 2023)*

The first teacher also had support and cooperation from colleagues in preparing multimodal-based learning materials and media.

Based on the findings above, it could be seen that for the supporting factors, the first teacher said that adequate facilities and infrastructure, a smooth internet network, and peer cooperation were very helpful in supporting the implementation of this multimodal pedagogy. Then, the second teacher said that learning media played an important role in implementing multimodal pedagogies, and the internet network was no less important. It can be concluded that both teachers have good support in implementing multimodal pedagogies.

### The Teachers' Opinions about Implementing Multimodal Pedagogies

The question was given to the teachers to know the teachers' opinions about implementing multimodal pedagogies in the learning process. The results of the interview are presented as follows:

#### a. Very Good and Effective

It comes from the two teachers' explanations. It can be seen in the statements below:

*Implementing multimodal pedagogies in teaching writing is very good because it makes students more interested in viewing pictures/videos, and can hone students to learn to read a message, then write it down. (Translation, Interview, March 2nd, 2023)*

The first teacher explained that implementing multimodal pedagogies in teaching writing is very good because it makes students more interested in viewing pictures/videos in the learning process.

The second teacher gives an additional explanation. It is stated in the following:

*Its implementation is very effective in making students motivated in learning, compared to learning that is fixated with books only. (Translation Interview, March 15th, 2023)*

The second teacher explained that implementing multimodal pedagogies in teaching writing is very effective in motivating students to learn instead of learning centered on books only.

#### b. Think Critically

The first teacher also added an explanation. It can be seen below:

*They are also directed to think critically in understanding a message that is obtained, for example when students are asked to understand a picture message, they must be able to read the intent of the image display and put it in written form. (Translation, Interview, March 2nd, 2023)*

The first teacher's opinion that implementing multimodal pedagogies in the learning process could make the students think critically in understanding the message obtained.

Based on the findings above, it could be seen that both teachers have a similar opinion about the implementation of multimodal pedagogies in teaching writing. They said that the implementation of multimodal pedagogies in teaching writing is very good and effective because it makes students more motivated to learn. The students are also directed to think critically when understanding the obtained message.

## DISCUSSIONS

The data about the teachers' perceptions of implementing multimodal pedagogies in teaching writing was gained from interviews with two teachers. Based on the findings previously, the researcher found some discussions:

The first, the teachers implementing multimodal pedagogies aimed to motivate and attract the students' interest and facilitate their learning so that they could be more active in the learning process and achieve learning goals.

The finding proves that the teachers' primary purpose in implementing multimodal pedagogies in teaching writing was to motivate and attract the students' interest and facilitate their learning so they can be active in the learning process and achieve the learning objective. It is in accordance with Al Fajri's statement (2020) that implementing multimodal pedagogies increases students' involvement in teaching and learning. Students participate in lessons based on multimodal pedagogies compared to single-mode lessons. Moreover, Laadem & Mallahi (2019) proved that implementing multimodal pedagogies facilitates interaction between teachers and students, encourages creativity, improves the learning environment, and improves communication for specialized and general goals. It can be concluded that the purpose of implementing multimodal pedagogies in teaching writing is successful because the students actively participated in the classroom with full motivation.

The second, the teachers explained the problems faced in implementing multimodal pedagogies: limited time to prepare learning using technology, not yet maximized using digital learning media presented in various multimodal pedagogies, and students' comprehension when receiving material: when the teacher taught many students, some students did not understand the material presented because their abilities were different even though the teacher had implemented multimodal pedagogies.

The finding shows that in implementing multimodal pedagogies, the teachers faced limited time to prepare learning using technology and have not yet maximized the use of digital learning media presented in various multimodal pedagogies. To overcome the problems, the teachers'

solutions include maximizing time management and improving skills through online training. It is in line with Li (2020), who said that teachers must become more responsive to the latest technology and educational changes and be involved in continuous professional development by participating in various webinars discussing language teaching technology to apply multimodal literacy to learning properly.

The finding also shows the students' problem: students' comprehension when receiving material is different. When the teacher taught many students, some students did not understand the material presented because their abilities differed, even though the teacher had implemented multimodal pedagogies. To overcome the problem, the teachers did repetition and highlighted material that was considered difficult for students to understand. Multimodal pedagogies in teaching allows teachers to meet the needs of different students in a language-learning environment (Al Fajri, 2020). However, if multimodal pedagogies are applied in classes with a large number of students, in that case, it cannot be maximized because of students' different abilities, skills, interests, and learning styles.

The third, regarding the supporting factors in implementing multimodal pedagogy, the teachers mentioned that adequate facilities and infrastructure, internet network, learning media, and colleagues support were very helpful in supporting the implementation of this multimodal pedagogy.

The finding proves that adequate facilities and infrastructure, internet network, learning media, and colleagues support help teachers implement multimodal pedagogy. Agustina et al. (2020) argued that to support teachers in learning, the school must provide them with network infrastructure and training in technological knowledge. It can be concluded that the teachers have good support from the school facilities dan peer in implementing multimodal pedagogies.

The last, the teachers stated their opinions about implementing multimodal pedagogies in teaching writing. The teachers said that the implementation of multimodal pedagogies in teaching writing is very good and effective because it makes students more motivated to learn. The students are also directed to think critically when understanding the message that was obtained.

The finding shows that the teachers' opinions about implementing multimodal pedagogies are very good and effective for the students because it can motivate them to learn and make them think critically. It is in line with Laadem & Mallahi's statement (2019) that one of the benefits of multimodal pedagogies in the teaching and learning process is to increase students' motivation to learn and improve their critical thinking and decision-making abilities.

The researcher concludes that the teachers' perceptions of implementing multimodal pedagogies are positive since it helps the teachers in the teaching process. It is in line with Irwanto (2002), who said that positive perception is a perception that describes that the individual accepts and supports the perceived object.

## **CONCLUSION**

The teachers' perceptions of the implementation of multimodal pedagogies in teaching writing have similar statements. They have positive perceptions based on their purpose, problems faced, supporting factors in implementing multimodal pedagogies, and their opinions about implementing multimodal pedagogies.

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