

TEACHERS' EXPERIENCES IN USING MULTIMODAL DIGITAL LITERACY FOR TEACHING SPEAKING

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STATEMENT OF WORK'S ORIGINALITY

I hopefully declare that this thesis, which I have written, does not contain the work or parts of the works of other people, except those cited in the quotations and references, as a scientific paper should.

Tangerang, 11 June 2025

The Writer,



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MOTTO

Fall when you fall

Sometimes you have to go into the dark to find the light

If you don't find the light, wait and realize that you are the light itself

DEDICATION

Gratefully and thankfully, I dedicate this thesis to:

1. My eternal love, ALLAH SWT, who gives me the breath of life till this time and always protects me with all Greatness.
2. My beloved parents: my father Mr. Endang and my mother Mrs. Rosminah, thank you for your advice, prayer, and always take care of me until now.
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The author realizes that this thesis is far from perfect. Therefore, constructive criticism and suggestions are highly expected by the author for future improvements.

Finally, I hope this thesis can provide benefits to readers and become a useful scientific contribution.

Tangerang, 11 June 2025

Ikham Al Rozaan

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ABSTRACT

This study aims to explore the use of multimodal digital literacy in teaching speaking skill. This research employed a qualitative approach with a narrative design. The study was conducted at an Islamic boarding school in Indonesia with two English Junior High School teachers as the key informants. Data were collected through interviews and reflective journals, and analyzed using thematic analysis. The findings highlighted five key aspects of the teachers' experiences in integrating multimodal digital literacy into their speaking instruction: 1) In terms of Multimodality text types, both teachers frequently used a combination of static and dynamic text which supported digital multimodal. 2) For communication mode, both teachers commonly employed a combination of all communication modes. 3) Regarding ICT literacy, both teachers demonstrate a reasonably good level of ICT literacy however, it still need additional training in using various learning platforms. 4) For information literacy, both teachers having good experiences in accessing, using, organizing, presenting, and evaluating however, only the first teacher who had ever created an instructional material. 5) For critical literacy, both teachers frequently asked the students to give feedbacks, and encouraged themselves to pose reflective questions, and applied problem-solving. Thus, this study revealed that digital multimodal literacy can build the digital literacy skills of teachers at Islamic Boarding School and it proves that there is already an equal distribution of digital literacy adaptation through the willingness and high creativity of teachers.

Keywords: digital literacy, English language teaching, multimodal, narrative speaking skills.

CHAPTER I

INTRODUCTION

1.1 Background of Study

The role of language in facilitating global communication has become increasingly vital in today's interconnected world. As societies become more integrated through advancements in technology, education, and mobility, the need for a common medium of communication has grown significantly. English has become the global lingua franca, serving as the primary language in various fields such as education, business, and international relations (Crystal, 2003). With the rapid pace of globalization, the ability to communicate in English has become an essential skill for individuals worldwide. In countries where English is not the primary language, learning English is a crucial part of the education system, aiming to equip students with the language proficiency needed to interact globally. The demand for English proficiency continues to rise, emphasizing the need for effective teaching methodologies to help learners develop strong communication skills.

In English language learning, each of the four language skills listening, speaking, reading, and writing plays a vital role in achieving overall communicative competence. Among the four core language skills, speaking is often considered the most challenging aspect of mastering English (Brown, 2004). Effective speaking skills require not only grammatical accuracy but also fluency, coherence, and interactive competence. However, many learners struggle with speaking due to a lack of confidence, limited language exposure, and insufficient engagement in

authentic communication practice. Classroom-based learning environments often fail to provide adequate opportunities for students to practice speaking in real-life contexts. Therefore, more innovative and interactive learning methods are needed.

In recent years, the integration of technology into education has reshaped traditional teaching practices, particularly in the field of language learning. To encourage innovative and interactive learning, advancements in digital technology have significantly transformed language learning. Digital technology offers new opportunities for interactive and immersive learning experiences (Hockly, 2012). Various digital tools and platforms enable students to access diverse resources, practice speaking through virtual interactions, and receive instant feedback, making language learning more engaging and effective. These technological developments have prompted educators to rethink traditional approaches and integrate digital learning strategies to enhance student engagement and language acquisition.

In this context, digital literacy has emerged as an essential skill for navigating and utilizing technology effectively for communication and learning. According to Burgos & Anthony (2024) As digital literacy becomes increasingly important in education, both teachers and students must adapt to these changes to maximize learning outcomes. In language learning, digital literacy involves the ability to engage with multimodal resources such as videos, podcasts, interactive applications, and online discussions. Developing digital literacy skills allows students to interact with authentic language materials, thereby improving their speaking proficiency and communicative competence.

In response to the evolving needs of 21st century learners, educators have explored diverse approaches to improve language instruction. Multimodal learning, which integrates various modes of communication such as visual, auditory, textual, and interactive elements, has been shown to enhance comprehension and meaning-making (Kress, 2010, p. 103). In language education, multimodal digital literacy combines digital tools such as video-based learning, gamification, and virtual simulations to create a more engaging and dynamic learning environment. By leveraging multimodal approaches, students can improve their speaking skills through exposure to diverse linguistic inputs and interactive learning experiences. The combination of multiple modalities enhances students' cognitive engagement, making learning more meaningful and effective.

Islamic boarding schools (pesantren) in Indonesia are gradually adapting to the digitalization of education. Regarding digital literacy in Islamic boarding schools, the first research conducted by Safitri (2020) revealed that the students had mastered technology and experienced a digital literacy transformation in their learning process. Apart from that, Islamic educational institutions such as Islamic boarding schools have been able to adapt to the digital era 4.0, in line with current developments expressed by Leeuwen (2005). Various studies also show that Islamic boarding school support for digital literacy in the current era which has a positive impact, where a number of Islamic boarding school students have experienced a significant increase in digital literacy skills (A'yuni & Muhammad, 2023). It means that digital literacy has spread well to Islamic boarding schools.

Several previous studies above shows that integrating technology-based learning, especially the introduction of digital literacy in Islamic boarding schools, is no longer rigid and is increasingly developing. Many Islamic boarding schools have succeeded in adapting digital literacy in their teaching learning and process and most of the results also have shown significant increase in students' digital competence and this in line with the result of the researcher pre- observations. Firstly, the researcher found that several teachers at a private Islamic boarding school in Indonesia have implemented technology in teaching and learning activities. For example, English lessons use multimodal or learning content that has been prepared by the teacher. Not only English, but other lessons such as Arabic and Indonesian also utilize technology to support the teaching and learning process at this school. Secondly, most of the teachers are accustomed to and understand how to teach using technology due to their intensive interaction with technology for about 2 years to 4 years. Thirdly, the school has provided facilities and infrastructure to support teachers' teaching and learning activities and directed them to be utilized optimally such as television, sound system, and internet access which is available in the classroom that can support the learning process, especially in the context of multimodal-based English language teaching which inadvertently, the English teacher at this Islamic boarding school has applied this method in his teaching practice. Fourthly, this Islamic boarding school facilitates students by providing public computers to support activities in accessing information. Moreover, this facility also functioned as a means of adaptation to digital literacy. To support supervision, the Islamic boarding school also provides a special place for teachers to monitor student activities when integrating digital literacy.

In contrast to previous studies, as explained by A'yuni & Muhammad (2023); Kholifah (2022); Safitri (2020); the research on the use of multimodal digital literacy in Islamic boarding schools is still relatively limited. These studies generally focus only on digital literacy in general or the use of technology in Islamic boarding schools, without exploring the multimodal aspect in depth; hence, this becomes a research gap that the present study seeks to address. This study aimed to explore English teachers' experiences at Islamic boarding schools in implementing a multimodal approach, particularly in teaching English speaking. In addition, it sought to explore how teachers integrate multimodal digital literacy into English language teaching within the context of Islamic boarding schools.

Based on the research background above, the aim of this study is to explore teachers' experiences in Using Multimodal Digital Literacy for Teaching Speaking, by addressing this research gap, this study seeks to provide valuable recommendations for educators, policymakers, and curriculum developers interested in integrating multimodal digital literacy into religious education settings.

1.2 Identification of the Problem

From the background of the study above, there are several important situations that can be identified, including:

1. The researcher found that several teachers at one of private Islamic boarding school in Indonesia have implemented technology in teaching and learning activities.

2. Most teachers are accustomed to and understand how to teach using technology because they have interacted intensively with technology for approximately 2 to 4 years.
3. The school has provided facilities and infrastructure to support teachers' teaching and learning activities and directed them to be utilized optimally such as television, sound system, and internet access which is available at the classroom.
4. The Islamic boarding school facilitates students by providing public computers to support activities in accessing information

1.3 Limitation of the Problem

Based on the identification situation (problem) above, the research focuses on exploring the teacher experience while teaching speaking using multimodal digital literacy.

1.4 Formulation of the Problem

Based on the research background above, the formulation of the problem is organized into how the teachers experience while teaching speaking using multimodal digital literacy.

1.5 Objective of the Study

Based on the problem formulation above, this research aims to explore the experiences of teachers in teaching speaking through multimodal digital literacy.

1.6 Significant of the Study

The significance of this study can be viewed from the following perspectives:

1. For Teachers

This study offers practical insights into how multimodal digital literacy can be integrated into English language teaching. By understanding how digital tools and multimodal resources are applied in real classroom settings, teachers in Islamic boarding schools can enhance their teaching strategies to be more engaging, interactive, and student-centered. It also provides guidance on overcoming challenges related to technology use in traditional learning environments.

2. For student

The research indirectly benefits students by promoting more dynamic and effective English learning experiences. With teachers applying multimodal digital approaches, students are likely to be more motivated and better supported in developing their speaking and overall language skills. This approach also helps students improve their digital literacy, a crucial skill in modern education and communication.

3. For Future Researcher

This study serves as a reference for future researchers interested in digital literacy, multimodal learning, or English language teaching in religious educational settings. It highlights existing gaps and challenges in the implementation of multimodal digital literacy, particularly in Islamic

boarding schools, and encourages further investigation into strategies for effective integration and impact measurement.

CHAPTER II

LITERATURE REVIEW

2.1 Speaking

In this section, the researcher discusses the concept of speaking as an important component in language learning, especially in the context of teaching English as a foreign language. Speaking is one of the main skills that students need to develop in order to communicate effectively. This skill involves not only the ability to produce language but also the mastery of various linguistic and non-linguistic elements. This section includes the definition of speaking and its components.

2.1.1 Concept of Speaking

Speaking ability is one of the important aspects of language skills, especially in learning a foreign language such as English. Among the four main skills, namely listening, reading, writing, and speaking, speaking skills are often considered the most challenging because they involve the ability to think quickly and use language spontaneously. In the context of English learning, speaking is an important indicator in measuring a person's communication skills. Brown (2004) defines speaking as an interactive process that involves the production, reception, and processing of information orally. In this process, speakers not only pronounce words, but must also consider the structure of language, meaning, context, and purpose of communication so that the message conveyed can be understood properly.

Speaking is one of the fundamental skills in language learning that enables individuals to express their thoughts, feelings, and ideas verbally. It plays a crucial role in communication, both in personal and academic settings. According to Nunan (2003), speaking is a skill that is widely used in everyday life and is the main indicator of a person's success in learning a second language. He stated that speaking includes the ability to express thoughts, feelings, and information verbally, both in formal and informal contexts. (Richards, 2008) explains that speaking skills include two main functions, namely transactional functions and interactional functions. Transactional functions are related to conveying information or messages clearly and efficiently, while interactional functions emphasize the social role of speaking, such as building relationships and maintaining interactions. Nurkhofifah et al. (2023) added that speaking ability is an interactive process that involves the production, reception, and processing of information orally. This skill includes the ability to convey messages clearly, understand responses from the other person, and interact effectively in various communication situations. Thornbury (2007) explains that the speaking process can be likened to building sentences gradually, where each new piece of information or word obtained will enrich what is conveyed. In speaking, a person does not always know completely what is going to be said from the start, but instead constructs words spontaneously based on ideas or responses that arise at that time.

Thus, speaking is not just saying words, but is a complex skill that combines linguistic, social, and cognitive aspects. In the context of language learning, developing speaking skills requires structured and meaningful practice so that

learners can use language fluently, accurately, and appropriately in communication situations.

2.1.2 Component of Speaking

In mastering speaking skills, a learner is not only required to be able to pronounce words but also to understand the various elements that form the fluency and meaningfulness of oral communication. Speaking skills consist of several important components that are interrelated and determine a person's success in communicating effectively. Understanding these components is very important in the language learning process because each aspect plays a specific role in forming complete speaking skills that function in real contexts.

In speaking skills, there are several important components that must be mastered by language learners. Thornbury (2007) identified the following main aspects:

1. Automaticity

Refers to a person's ability to speak a language fluently and spontaneously without having to think consciously about grammar, vocabulary, or pronunciation. Automaticity allows communication to occur naturally and efficiently.

2. Pronunciation

The ability to pronounce words clearly and correctly, including aspects of pronunciation, intonation, and rhythm. Good pronunciation is very

important so that the message conveyed can be understood by the interlocutor.

3. Grammar

The use of appropriate sentence structures and in accordance with language rules. A good understanding of grammar helps speakers construct clear and easy-to-understand sentences and minimizes misunderstandings.

4. Vocabulary

Mastery of various words and the ability to use appropriate vocabulary in various conversational situations. A rich vocabulary allows for accurate and expressive delivery of ideas.

5. Fluency

The ability to speak fluently without too many pauses, repetitions, or hesitations. Fluency indicates the level of confidence and skill in maintaining continuity of verbal interaction.

6. Speech Appropriateness/Management

The ability to adjust language use to the social and cultural context, such as politeness, appropriate word choice, and use of appropriate register or style. This is important for communication to be effective and not offensive to the interlocutor.

7. Speaking Conditions

Factors that influence fluency, such as the speaker's level of familiarity with the topic, the genre of conversation, and the interlocutor. A person tends to speak more fluently if they understand the context and content of the conversation well.

Speaking is a complex skill that involves various components, such as automaticity, pronunciation, grammar, vocabulary, fluency, accuracy of speech, and speaking conditions. These components are important in enabling learners to communicate effectively in real-life situations. Supporting this view, Leong & Ahmadi (2017) in their article stated that English speaking success is greatly influenced by the mastery of these components, especially in the context of natural communication. Their findings strengthen Thornbury's theory by emphasizing how each element contributes to the development of effective speaking performance. They emphasized that pronunciation and fluency have a major influence on the clarity of the message conveyed. Furthermore, Ilham et al. (2024) in their study *A Closer Look at Five Components of Speaking Performance in Indonesian EFL Students*, identified five main components in assessing speaking skills, namely pronunciation, grammar, vocabulary, fluency, and comprehension. This study emphasizes the importance of balancing mastery of each component so that learners can convey ideas well and be understood by the interlocutor. Meanwhile, Zare-Behtash & Sarlak (2017) interesting teaching approach supported by the teaching aid, can significantly improve these components, especially in terms of fluency and vocabulary mastery. This proves that the right learning approach also greatly influences the development of speaking skills. Thus, it can be concluded that

mastery of the basic components of speaking is very important to improve students' oral communication skills. Understanding each component and implementing the right teaching strategies are the keys to developing effective speaking skills.

2.2 Multimodality

Multimodality is an important concept in 21st century language education, where learners interact and produce communication using multiple modes—not just spoken or written language. This section provides insight into the theoretical understanding of multimodality and how it relates to teaching and learning practices, particularly in digital environments.

2.2.1 Concept of Multimodal

In today's digital and global era, the way individuals communicate and learn is no longer limited to written text but also involves various forms of representation such as images, sound, movement, and other digital media. Kress (2010, p. 79) Stated This concept is known as multimodal. Multimodal Refers to the use of various communication channels that complement each other to convey information more effectively. This mode of communication can include text, images, audio, video, and interactive elements in digital media. The multimodal approach aims to convey information in a more varied and interesting way so that the message can be more easily accepted by the audience.

In the context of education, a multimodal approach is used to support the learning process. The use of various communication channels allows for more dynamic and flexible delivery of materials, increases interaction between teachers and students, and adapts to various student learning styles. Through a combination

of text, images, videos, and other interactive elements, students can more easily understand difficult concepts, deepen their understanding, and remain actively involved in the learning process. This approach can also enrich the learning experience, encourage creativity, and facilitate more active and collaborative learning. A multimodal approach employs a range of signs or symbol systems to communicate meaning by fusing several modalities simultaneously. Multimodality, according to Leeuwen (2005) is the use of several communication channels, such as verbal (spoken and written), visual (pictures, colors, layout), aural (sounds, music), and spatial (element arrangement). Research by Afyattena & Pravitasari (2022); and Haerani et al. (2025); Kummin et al. (2020); supports this approach by showing that a multimodal approach, particularly with digital multimedia and videos, can make learning English more approachable and engaging for young learners.

Furthermore, multimodal-based learning media allows for more personalized learning and is in accordance with the learning style needs of each student. This is in line with the research results of Sutrisno et al. (2024) which stated that the use of a multimodal approach in learning English creates a richer, more interactive, and more enjoyable learning experience, thereby increasing student motivation and engagement in class. Thus, the implementation of multimodal literacy through digital media such as application not only supports technology-based learning but also opens up opportunities for students to develop 21st century literacy skills comprehensively.

2.2.2 Multimodal Digital Literacy

In the context of everyday communication, we often do not only use text or words. For example, when someone delivers a PowerPoint presentation, they usually not only use writing, but also convey it digitally by adding images, sound, animation, and sometimes video. All of these elements support each other so that the message to be conveyed can be received by the audience more clearly and interestingly. Kress (2010, p. 103) stated that communication is multimodal, meaning that in conveying meaning, a person does not only rely on one method or mode (such as writing or speaking), but combines various other modes such as images, sound, color, music, body movements, facial expressions, and videos assist by technology. All of these elements work together to form and convey messages more effectively and comprehensively.

In the digital age, communication is no longer limited to spoken or written text, but often involves the integration of multiple means to convey meaning more effectively. Multimodal digital literacy highlights the ability to interpret and create messages using multiple means, including visual, textual, and audio elements. In regard to multimodal digital literacy Rajistha & Claria (2022), in their study show how multimodality is applied in digital communication design. Visual elements, such as images and website layouts, are combined with verbal elements to create informative and interactive communication. Using Kress's multimodal socio-semiotic approach, they found that websites are not only used as information media but also as a means of building interaction and engagement with users. This emphasizes the importance of multimodality in digital communication.

While digital environments offer rich opportunities for multimodal learning, the role of multimodality in traditional classroom environments should not be overlooked. Even in conventional learning environments, the integration of multiple modes can enhance student understanding and engagement. Meanwhile, Feijoo & Anglada (2024) highlighted the important role of multimodality in language learning in conventional classes. They stated that traditional learning methods often leave empty spaces in message delivery, which can be filled by using multiple communication modes simultaneously. The combination of verbal, visual, and gestural communication in learning has been shown to increase the effectiveness of material delivery, make learning more interesting, and help students build deeper understanding. In other words, multimodal communication emphasizes that meaning is not only built through one communication channel but through a combination of various forms of representation. This is what makes communication in the current digital era increasingly dynamic and complex. Meanwhile, in an academic or educational context, Mehu (2015) explains that multimodal communication has two main functions, namely as a means of conveying information and as a means of social influence. Symbolic components such as verbal language are more effective in conveying conceptual information, while emotional components such as facial expressions or body movements that are difficult to control consciously function to form social influence.

Overall, multimodal digital literacy can be understood as a communication strategy that aims to increase the effectiveness of message delivery through the integration of multiple modes simultaneously supported by the use of technology. This strategy not only enriches the way information is delivered but also optimizes

audience engagement through a combination of symbolic and emotional aspects. In the context of education and digital media, this approach allows for the creation of interactions that are more adaptive, responsive, and in accordance with the characteristics of today's audience. Therefore, multimodality is a strategic approach that is very relevant in responding to the challenges of communication and learning in the modern era which is visual, interactive, and experience-oriented.

2.2.3 Types of Multimodal

Kress (2010) divides multimodality into two main types, namely based on the type of text and the type of mode used in communication

2.2.3.1 Text Types

1) Static Text

Text that is fixed and does not change over time. An example is descriptive text accompanied by two-dimensional illustrations, such as in textbooks, brochures, or posters. The information presented is fixed and not interactive.

2) Dynamic Text

Text that changes or moves over time or user interaction. Examples include moving images, videos, speech, or music. This also includes interactive websites, where content can change based on user choices through certain links or navigation.

2.2.3.2 Communication Modes

- 1) **Written Language:** A mode that uses written text to convey information, such as in books, articles, blogs, or other written messages.
- 2) **Spoken Language:** A mode of communication through speech, such as speeches, presentations, conversations, or interviews.
- 3) **Images:** A visual mode that includes photos, illustrations, graphics, or other visual symbols used to reinforce or complement a message.
- 4) **Voice:** Audio modes such as music, sound effects, or tone of voice in a conversation that can reinforce emotion and meaning.
- 5) **Body Movement:** Nonverbal modes such as facial expressions, hand gestures, body posture, or other movements that convey meaning in direct communication.

2.3 Digital Literacy

Digital literacy is an essential skill in the context of modern education, where students and teachers interact in a digital environment. This section discusses the core concepts of digital literacy and their practical applications, particularly in Islamic boarding schools at the junior high school level.

2.3.1 Concept of Digital Literacy

Digital literacy is an individual's ability to utilize digital technology, communication devices, and networks to access, manage, evaluate, and create information effectively and ethically. This definition is in line with Martin & Madigan (2006) view which emphasizes that digital literacy does not only cover

technical aspects, but also involves critical thinking, understanding digital ethics, and responsible use of digital information.

To fully understand digital literacy, it is important to explore its core components that contribute to an individual's ability to navigate and use digital technologies effectively. Scholars have categorized digital literacy in various ways to highlight its multifaceted nature. Wall & Ryan (2010, p. 31) divided digital literacy into three main components: Information and Communication Technology (ICT), Information Literacy, and Critical Literacy. The first component, ICT Literacy, refers to an individual's ability to use technological devices effectively. The second component, Information Literacy, involves skills in accessing, using, organizing, creating, presenting, and evaluating information. The third component, Critical Literacy, focuses on the ability to think critically and solve problems for learning. Understanding these components of digital literacy enables students to become competent and knowledgeable users of digital information in a safe and ethical manner. Students need the ability to investigate, create, and communicate while managing and operating technology to meet learning needs in literacy and numeracy experiences. They need to understand the personal, cultural, and social implications of appropriate use, along with the idea of lifelong learning – developing confident, creative, engaged, and informed citizens for the 21st century.

In today's rapidly developing digital era, digital literacy is a vital competency that students must have in order to navigate technology effectively and responsibly. According to Muyassaroh et al., (2022), digital literacy is a skill that students must have in the Society 5.0 era because they are required not only to be technology users but also as intelligent and critical information creators. Digital

literacy includes the ability to search for, evaluate, utilize, and produce digital-based information while still considering ethical aspects and social responsibility. Strengthening this perspective, Putri (2024) in her writing "Ethics in the Digital Era: Challenges of Modern Information Technology" emphasized that the main challenges in mastering digital literacy today are not only technical but also ethical. Students as part of the digital generation need to understand the social implications of technology, maintain ethics in online communication, and be aware of data security and privacy. Without a strong understanding of digital ethics, the use of technology can actually have a negative impact on personal and social life.

From the description above, it can be concluded that digital literacy is a very important basic skill in the era of globalization and the industrial revolution 4.0 towards Society 5.0. The ability to understand and utilize digital information appropriately and responsibly is very necessary in everyday life and learning. In addition, in the era of Society 5.0, students are not only required to be technology users but also as intelligent and critical information creators. Digital literacy not only concerns the ability to search, evaluate, and utilize digital-based information but must also be done by considering aspects of ethics and social responsibility. The biggest challenge in mastering digital literacy today is understanding and maintaining ethics in the use of technology, including maintaining data security and privacy.

2.3.2 The Concept of Digital Literacy

Digital literacy is a complex and evolving concept that extends beyond basic technical skills to include critical thinking capacities, ethical awareness, and social

practices in digital environments. As technology becomes increasingly integrated into everyday life, digital literacy has emerged as a fundamental competency for effective participation in contemporary social, economic, and educational contexts. According to Buckingham (2006), digital literacy encompasses “the ability to access, understand, and create communications across a range of contexts”. This concept highlights how digital literacy extends beyond technical proficiency to encompass broader analytical and creative capacities. Buckingham emphasizes that digital literacy involves not just knowing how to operate a device or navigate an interface, but also understanding the social, cultural, and economic forces that shape digital content and technological developments.

This perspective frames digital literacy as a form of critical literacy that enables individuals to evaluate sources of information, recognize the values implicit in digital content, and understand how digital media representations construct reality. Building on this foundation, Knobel & Lankshear (2006) conceptualize digital literacy as a set of social practices, rather than isolated technical skills. They argue that “digital literacy is best understood as a socially recognized way of producing, communicating, and negotiating meaningful content through textual media encoded in the context of participation in Discourse”. This sociocultural perspective highlights how digital literacy practices are always embedded in particular contexts and communities, each with its own expectations, values, and power dynamics.

Through their extensive examination of digital literacies across multiple domains, Lankshear and Knobel (2006) demonstrate that becoming digitally literate involves learning to participate appropriately in diverse digital cultures and

communities, from formal educational settings to informal online affinity spaces. Complementing this perspective, Pangrazio (2016) proposes a critical digital literacy framework that emphasizes the need for reflexivity and critique in digital environments. She argues that “critical digital literacy should encourage individuals to reflect on their own positionality within digital networks and develop a critical awareness of their mediation practices and the broader political economy of digital media”.

Pangrazio’s framework goes beyond functional approaches to digital literacy by emphasizing how power operates through digital technologies and platforms. Its conceptualization encourages users to question how digital technologies mediate their experiences, shape their identity formation, and potentially reproduce existing social inequalities. This critical orientation aims to develop not only competent technology users but also engaged digital citizens who can meaningfully participate in shaping digital futures. Collectively, these perspectives suggest that digital literacy is a multidimensional concept that encompasses technical competencies, critical thinking skills, and social practices.

2.3.3 The Use of Digital Literacy of Junior High School in Islamic Boarding School

As technology continues to shape the landscape of education, integrating digital literacy into language learning has become increasingly essential, especially in traditional educational settings. Digital literacy plays an important role in improving the language learning process, as a study by Lutfiatun & Aimah (2024) highlighted the challenges and opportunities faced by Islamic boarding schools in adapting to the communication crisis of the digital era. Their research showed that

although Islamic boarding schools face difficulties in adopting digital technology due to limited resources and digital skills, they also recognize the potential to expand the reach of their educational and da'wah efforts through digital media. The study emphasized the importance of improving digital literacy among Islamic boarding school administrators and students while ensuring that the traditional values of these institutions are maintained. The findings recommend that Islamic boarding schools develop effective digital communication strategies to remain relevant in the digital era, further supporting the role of digital literacy in improving education and outreach in these institutions.

The integration of digital platforms into classroom instruction has significantly transformed the way teachers deliver learning materials, especially in Islamic educational settings. In addition the research conducted by Mah et al. (2023) in several Islamic junior high schools in Maros Regency, revealed that teachers utilize various digital platforms, such as Google Classroom, YouTube, and WhatsApp, to deliver lessons in a more interactive and diverse way. This technology integration not only enriches teaching strategies but also encourages greater student involvement in the learning process. With access to digital media, students are encouraged to engage in independent learning and gain a deeper understanding of the material through a more contextual approach. In addition, digital devices support the development of critical thinking skills and enable students to assess and organize information from various sources effectively.

Similar conclusions were found in research conducted by Haji & Nurmisdaramayani (2024) their research shows that although the Al-Qur'an Hadith subject has not fully implemented digital literacy, its integration is planned and has

significant potential to improve student learning. Teachers were found to be actively seeking to improve student engagement and performance, and incorporating digital literacy into the curriculum was expected to have a positive impact on learning outcomes. The study emphasized the important role of teachers in implementing digital literacy, which is seen as key to improving student achievement in PAI (Islamic Education) related subjects and courses, as evidenced by students' positive performance in daily and semester exams.

In conclusion, the effective integration of digital literacy in Islamic boarding schools holds great potential to improve both educational quality and outreach. However, it requires overcoming challenges related to resources and digital skills, as well as a careful balance between technological adoption and the preservation of traditional values. Digital literacy, when applied effectively, can enhance student learning, broaden access to educational resources, and contribute to the modernization of Islamic education in the digital era.

2.4 Review of Relevant Study

Several previous studies are relevant to this research. The first study is conducted by Alfia et al, (2020). This study was entitled "*Digital Native Students' Perceived Competence on Digital Literacy: A Study of Digital Native Students at a Private Islamic Junior High Boarding School*" focusing on digital literacy among students in a private Islamic junior high boarding school. This study aimed to assess how students, despite facing restrictions on gadget use, perceived their own digital literacy skills. A case study is used as a research method. Data were collected from 54 students through purposive sampling. The research employed open-ended questionnaires to explore various dimensions of digital literacy, which included six

key areas: photo-visual literacy, reproduction literacy, branching literacy, information literacy, socio-emotional literacy, and real-time thinking literacy. In analyzing the data, the study applied the model of Miles et al., (2014) which involves three steps: data reduction, data display, and drawing conclusions. In the first step, only data relevant to the students' perceived competence in digital literacy were retained, while unrelated information was excluded. The data obtained from the open-ended questionnaire responses were then organized and presented thematically to display emerging patterns across the six dimensions of literacy. Finally, conclusions were drawn based on the overall trends in students' self-assessed digital competencies, highlighting a consistent intermediate-level proficiency despite technological limitations in the learning environment. The findings indicated that students generally rated their competencies at an intermediate level across all dimensions. Despite their limited access to digital devices, they still demonstrated a moderate level of understanding and ability to use digital tools. These results suggest that even in restricted environments, essential digital skills can still be developed.

The second study was conducted by Dashtestani & Hojatpanah (2020) entitled "*Digital Literacy of EFL Students in a Junior High School in Iran: Voices of Teachers, Students, and Ministry Directors.*" This relevant research explores digital literacy within the context of English as a Foreign Language (EFL), focusing on the perspectives of students, teachers, and education officials regarding the digital competencies of junior high school students in Iran. The primary aim was to evaluate the digital literacy levels of EFL learners and to identify the associated challenges. Utilizing a mixed-methods approach, the study involved 364 junior high

school students, 20 teachers, and three Ministry of Education directors. Data were collected through questionnaires and interviews. The validity of the questionnaire was confirmed via exploratory factor analysis, while the Mann–Whitney U test was employed to analyze differences in perspectives. Findings revealed the actual proficiency levels which ranged from low to moderate based on the survey data. Furthermore, it was found that students primarily used technology for entertainment purposes and relied on a limited range of digital tools.

The third study was conducted by Khoiriyah & Ilmi (2023) entitled “*Multimodal digital extensive reading program: a reflection on literacy movement in Madrasah and Pesantren*”. This study examines how the MDER (Multimodal Digital Extensive Reading) program in madrasahs and Islamic boarding schools can use digital literacy and reading literacy. The research design is a qualitative case study. One supervisor and nine inexperienced teachers from 10 madrasah and Islamic boarding schools took part. Interviews, documentation, Focus Group Discussions (FGDs), and participant reflection journals were the sources of data. The data was analyzed using thematic analysis. Findings revealed that digital reading resources are very helpful. This is driven by leaders’ plans to encourage the use of relevant technology and applications to enhance education. Methods of recycling and reusing books to create new content, such as pop-up books, are highly favored by teachers. Creating instructional videos, PowerPoint presentations, and video scribes are the only effective ways to create digital learning materials.

The fourth study was conducted by Malla et al. (2023), entitled “*Teachers’ Digital Literacy Ability to Improve Islamic Religion Education Learning in Islamic Boarding School.*” This study aimed to examine the digital literacy skills of Islamic

religious education teachers at MTs Nahdlatul Khairaat Pesantren, located in Labuan, Donggala Regency. A qualitative approach was employed, focusing on the integration of digital technology into the teaching and learning process. Data were collected through interviews, observations, and documentation, and the analysis was conducted using NVivo software. The participants in this study consisted of 133 people including 15 teachers and 118 students in the 2021 – 2022 academic year. The findings indicated that teachers possessed a relatively good level of digital literacy, particularly in the use of LCD projectors, PowerPoint presentations, and various information technologies to support the teaching of Islamic religious education.

The fifth study was conducted by Ardiansyah et al, (2024), entitled *“Strategy for Developing Islamic Educational Institutions in the Digital Era at Madrasah Tsanawiyah PAB 1 Helvetia.”* This study aimed to identify strategic efforts for the development of Islamic educational institutions in addressing both the challenges and opportunities presented by the digital era. Using a qualitative case study approach, data were gathered through in-depth interviews and analysis of institutional documents. In this research, data collection was conducted as an initial step to obtain direct information from the field through observation, interviews, and documentation. The participants involved were teachers who had relevant experience in implementing multimodal digital literacy in speaking instruction. The qualitative method used involved two-way interaction between the researcher and the subjects, allowing for an in-depth understanding of the institutional strategies. After data collection, the analysis phase followed, which involved systematically organizing and interpreting the collected

information. Referring to J. Moleong in Tohirin, qualitative data analysis is the process of arranging data into patterns, categories, and basic descriptions, enabling researchers to identify themes and formulate conclusions. This interpretative and naturalistic approach allowed the researchers to explore the phenomenon holistically and derive strategic insights relevant to educational development in the digital era. The findings revealed that the integration of technology in the learning process, digital training for teachers, and the development of a digital-based curriculum were key strategies implemented. These measures proved effective in enhancing educational quality and in preparing graduates who are competent to meet the demands of the digital age.

The latest research was conducted by Zuhro et al. (2025), entitled “*Digital Literacy Training for Students of Madrasah Tsanawiyah (MTs) Darul Kholili Jember.*” This study, presented as a form of community service, aimed to enhance the knowledge and digital literacy skills of madrasah students. The training employed a combination of lectures, discussions, and hands-on practice in an interactive setting. Data collection was carried out through observations during the training sessions, along with evaluations of participants’ engagement and performance. Although the article does not explicitly mention the data analysis method, the steps outlined—ranging from observation and interviews to evaluation and reporting—reflect the data analysis model proposed by Miles et al. (2014) which includes data reduction, data display, and conclusion drawing. This approach enables the researchers to systematically process field data, evaluate program effectiveness, and formulate recommendations for future improvements. The results indicated an improvement in students’ understanding of various digital

literacy components, including digital culture, digital ethics, appropriate use of social media, and cyberbullying awareness. Nevertheless, the study also found that certain areas still require further reinforcement to reach an optimal level of digital literacy among the students.

Based on the previous study above, there are several similarities and differences with this study, the similarities are from the level of participants, research sites, research methods qualitative (four studies), some data collection (Interview, reflective journal), and the issue of digital literacy. The differences can be seen from the objectives and the findings where almost all studies focus on the level of Islamic boarding school students in operating digital literacy, the types of digital literacy applied in Islamic boarding schools, the impact of digital literacy on the quality of education, and students' understanding of various components in digital literacy. However, this study focuses on exploring the teachers' experience, English skills, and the approach to the implementation of digital literacy, where this study used multimodal digital literacy.

2.5 Theoretical Framework

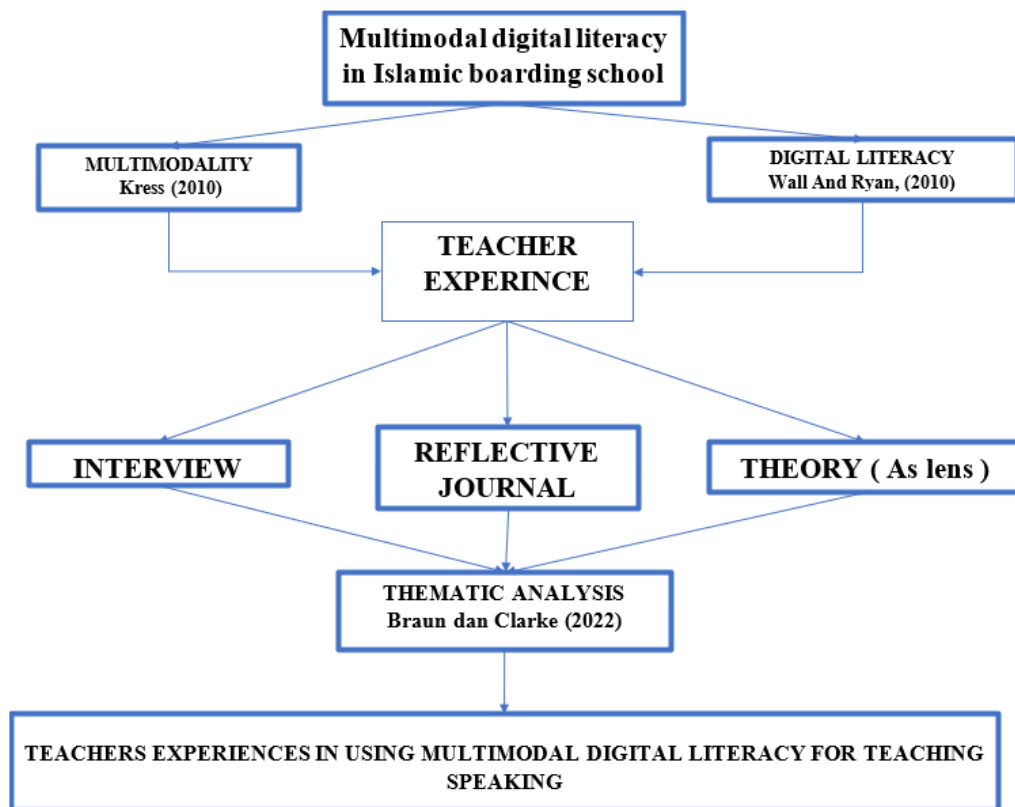


Figure 2. 1 Theoretical Framework of the study

This research examined teachers' experiences in implementing multimodal digital literacy approaches for teaching speaking instruction at an Indonesian Islamic boarding school (Pesantren). The theoretical foundation draws on Kress (2010, p. 54) multimodality theory and the theory of digital literacy from Wall & Ryan (2010, p. 31). Data collection employed Theoretical triangulation through complementary methods: in-depth teacher interviews to capture personal narratives and stories reflective journals. Data were analyzed using thematic analysis by Braun & Clarke (2022), finally, the researcher will obtain a comprehensive understanding of teachers' experiences implementing multimodal digital literacy strategies for speaking instruction.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This study used a qualitative approach with a narrative research design. The narrative research approach was chosen because the main focus of this study is to understand the meaning of an individual's subjective experience through the stories or narratives they tell. According to Cresswell (2013, p. 11), narrative research is an approach in qualitative research that is used to study an individual's life by recording and retelling their life experiences and constructing the meaning of the story. This design aims to explore the participant's experience in the form of a personal narrative that is rich in context, not to generalize the findings to a wider population. Thus, this approach is very suitable for studying social, psychological, or cultural phenomena from the participant's perspective based on their life story.

3.2 Setting and Participant

This study was conducted at a private Islamic boarding school in Indonesian, with a focus on English language teaching. Participants in this study were selected using purposive sampling. This method allows the researcher to purposefully select individuals who have specific characteristics relevant to the purpose of the study. Two English teachers were selected as participants. Each was chosen based on their experience and role in teaching English at the school.

The First participant was approximately four years of experience teaching English. He was a 39-year-old male teacher. With a longer tenure, this teacher would be expected to have more developed teaching strategies, classroom

management skills, and insights into the effectiveness of different approaches to teaching English. His experiences provided a point of comparison to understand how teaching practices may evolve over time.

The Second participant was an English teacher who had been teaching for approximately two years. He was a 21-year-old male teacher. As a relatively new teacher, this participant brought new insights into how novice teachers adapt to the teaching environment, especially in the context of English language teaching. His perspectives were invaluable in understanding the challenges and strategies adopted in the early stages of a teaching career.

3.3 Data Collection Techniques

Data collection in this study was carried out through three main techniques, namely semi-structured interviews and reflective journals. These three methods were chosen to obtain in-depth information about participants' experiences comprehensively.

3.3.1 Semi-structured interview

Semi-structured interviews were used as the primary data collection tool in this study. According Cresswell (2013 p.172) This method involves a series of guiding questions, while still providing flexibility to explore participants' responses in greater depth. The semi-structured format allowed the researcher to follow up on unexpected insights and clarify responses, providing a richer understanding of participants' experiences.

In this study, interviews were conducted with two selected English teachers. Each teacher participated in one interview session, resulting in a total of two

sessions. The interviews consisted of open-ended questions designed to elicit teaching experiences, reflective practices, and challenges faced in teaching English. Each session was guided by a series of seven core questions, designed to elicit meaningful and relevant responses that aligned with the research objectives.

3.3.2 Reflective Journal

Reflective journals were utilized as a complementary method to gain deeper insights into the participants' experiences during the teaching process. These journals serve to capture the participants' thoughts, emotions, and reflections, especially those that may not surface during interviews (Moon, 2004). By encouraging personal expression, the journals allow participants to document their teaching experiences in a more introspective and detailed manner.

In this study, each participant was provided with a sheet of paper and a pen to write their reflections. They were asked to describe situations they encountered while teaching, specifically focusing on their use of multimodal strategies in the classroom. The reflective journal entries aimed to capture how teachers applied different modes of communication (such as visual, verbal, and gestural) during their lessons, as well as their feelings and evaluations of those teaching moments.

In addition to serving as a primary data source, the reflective journals also functioned as a tool for data triangulation, helping to enhance the credibility and validity of the research findings by corroborating the data obtained from interviews.

3.4 Data Analysis Techniques

This study used a thematic analysis approach developed by Braun & Clarke, (2022) to process qualitative data. This method was chosen because it provides a systematic structure for recognizing, organizing, and interpreting patterns of meaning (themes) from the data obtained. The Thematic analysis allows researchers to understand the perspectives of participants in depth while remaining open to new findings that emerge from the data.

The analysis process was carried out through six main stages:

1. Comprehensive data introduction

The researcher reads the data repeatedly to understand the entire content and notes the initial ideas that emerge.

2. Initial coding

The data is coded in a structured manner to highlight important parts that are relevant to the focus of the study.

3. Theme introduction

The initial codes are grouped into potential themes that reflect the deep meaning of the data.

4. Theme review

The themes that are formed are reviewed to match the overall data and remain consistent.

5. Naming and defining themes

Each theme is given a name and explanation that reflects the substance of the data it represents.

6. Compiling the final report

The results of the analysis are compiled narratively with the support of direct quotes from the data as evidence of the findings.

3.5 Trustworthiness

In qualitative research, findings are usually based on participants' interpretations and views. Validity refers to the researcher's use of certain techniques, including member checks or triangulating data sources, to ensure the findings are accurate (Creswell & Creswell, 2023, p. 164). Because it is subjective, it is important to ensure that the research results are credible. According to Creswell (2013, p. 246), qualitative research results are subjective, so it is necessary to uphold the principle of trustworthiness so that the results are valid and reliable. The concept of trustworthiness includes several important aspects, namely credibility, transferability, dependability, and confirmability. However, in this study, the researcher only focused on three aspects, namely credibility, transferability, and confirmability.

3.5.1 Credibility

Credibility is related to how accurately and honestly a study describes the real experiences of participants. Credibility indicates the extent to which the results of the study are trustworthy and convincing because they correspond to the observed reality. According to Creswell (2013, p. 171), building credibility can be done through strategies such as long-term involvement in the field and triangulation of various data sources, methods, and theoretical triangulations. To ensure credibility the researcher used theoretical triangulation, which helped validate the

findings from different theoretical standpoint. This helps strengthen the accuracy of the findings because it verifies information from various angles.

3.5.2 Transferability

Transferability refers to the extent to which the results of qualitative research can be applied or transferred to other contexts with similar characteristics. That is, readers can judge whether the findings are relevant to other situations or groups. To achieve this, Creswell (2013, p. 246) suggests that researchers provide clear and detailed descriptions of the research context and participant characteristics so that readers can determine the appropriateness of the findings to their situations.

3.5.3 Confirmability

Confirmability refers to the extent to which research findings are free from the researcher's personal bias and are truly derived from the data. According to Creswell (2013, p. 247), confirmability indicates the objectivity of the research, namely that the results of the research are not influenced by the views or preferences of the researcher. In this study, the researcher increased confirmability through peer debriefing and member checking (Creswell & Creswell, 2023, p. 212). In this way, the researcher convinces the data collection composed of participants of the study and ask them to reflect on the accuracy of the account. And in peer debriefing provides an external check of the research process.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

4.1 Research Finding

This chapter presents the research findings and discussion. The data were obtained from two English teachers with experience in using multimodal digital literacy to teach English speaking. These findings aim to answer the research question: What are teachers' experiences in teaching speaking using multimodal digital literacy? The teachers' experiences were explored through in-depth interviews and reflective journals to understand their multimodal digital literacy practices during the teaching process. Two of these themes are interpreted through the lens of Kress (2010) theory of multimodality, particularly emphasizing how meaning is constructed through various modes such as written language, spoken language, images, voice, and body movement. The remaining three themes are based on the framework proposed by Wall & Ryan (2010), which focuses on ICT literature.

4.1.1 Literacy / Text Type

In the context of multimodal digital literacy, there are two types of texts static text and dynamic text. Based on the data collected from both interviews and reflective journals, two main types of multimodal texts were identified and had experienced by the teachers in their speaking instruction practices the description as follow.

a. Static Text Types

Static text types are multimodal resources that are fixed and do not change over time. These include materials such as images, infographics, posters, and PowerPoint slides that combine visual and textual elements without involving movement or sound.

Based on the interview data, Teacher 1 (T1) utilized book, picture/posters and slide as his static teaching resources. One strategy that T1 employed was pairing students in groups and having them take turns discussing pictures. This activity encouraged students to use vocabulary they already knew while also acquiring new words from their peers. T1 also frequently used PowerPoint slides to introduce topics or guide discussions. These slides typically contained short texts, guiding questions, or key points that helped structure the learning process. Furthermore, T1 encouraged students to create their own simple slide presentations, giving them opportunities to practice speaking in front of the class. When using infographics or posters, T1 deliberately selected materials that were visually engaging and easy to understand. Students were then asked to explain the content in their own words, which promoted comprehension and active use of language. As testified by (T1):

“Yes, I have used materials like images, slides, and infographics when teaching speaking with digital multimodal resources.” (I1/T1-ST(IM/S/IN))

This is strengthened by Reflective Journals

“Static texts like textbooks and posters are helpful for giving clear explanations and structure... Students read and understand the material independently, then discuss to clarify their understanding.” (R1/T1(ST/DT))

Teacher 2 (T2), on the other hand, also incorporated static text in their teaching. T2 combined PowerPoint slides with purposeful movements and consistently displayed images to support students' understanding. While static in nature, these resources were used in dynamic ways that enhanced student engagement and interaction. As asserted by (T2):

“Yes, I've used materials like images combined with movement and PowerPoint slides to help me teach speaking. I typically display images relevant to the topic on the slides, then explain the context of the images while encouraging students to imitate appropriate movements or expressions.” (I1/T2-ST(IM/Ppt))

This is strengthened by Reflective Journals

“Static texts like images, posters, and short readings help build background knowledge, vocabulary, and context. They give students time to observe, think, and prepare their responses.” (R1/T2(ST/DT))

Based on interviews and reflective journal entries collected from the two participating teachers, it was found that both teachers tended to use images as the primary element in teaching static multimodal texts. The selection of images was carried out as part of a teaching strategy aimed at attracting students' attention, facilitating comprehension of the text's content, and establishing a visual context relevant to the teaching material. The explanation above is in accordance with the theory proposed by Kress (2010).

b. Dynamic Text Types

Dynamic text types involve time-based and moving elements such as videos, animations, audio recordings, and interactive digital media. These types of multimodal resources are particularly effective in enhancing students' engagement and encouraging active language use.

Based on the interview data, both teachers agreed that dynamic media played a crucial role in their speaking lessons. Teacher 1 (T1) often used short videos or movie clips and asked students to describe what they saw or express their opinions. To stimulate deeper thinking and more spontaneous speaking, T1 sometimes paused the video and asked students to predict what might happen next. In addition, T1 incorporated animations and interactive slides to make the lessons more engaging. For example, after watching an animated story, students were asked to retell the story or practice the dialogue in pairs. T1 also utilized interactive slides with embedded questions or games to encourage student participation and maintain their focus throughout the lesson.

“Yes, I use dynamic media like videos, animations, and interactive presentations in teaching speaking.” (I2/T1/DT(VI/AN/IP))

This is reinforced by the reflection journal which states

“Dynamic texts like videos and songs make the lessons more engaging and easier to understand. I encourage students to discuss or practice speaking after watching or listening, so they become more active and understand the material in a fun way.” (R1/T1(ST/DT))

In addition, teacher 2 (T2) integrated dynamic media into speaking activities. T2 typically played short videos and then asked students to create summaries, which were later discussed as a class. This approach not only supported students' comprehension but also provided opportunities for collaborative speaking practice. These strategies and perceptions regarding dynamic multimodal.

Dynamic multimodal texts play a significant role in enhancing speaking instruction. By incorporating movement, sound, and interactivity, these texts provide authentic language exposure and foster active participation. Teachers

found that students were more engaged and motivated to speak when lessons included videos, animations, or audio-based activities. Furthermore, dynamic texts help learners develop not only speaking fluency but also listening skills, pronunciation awareness, and confidence in using English in realistic contexts. confirmed in the interview of T2 below.

“Yes, I use dynamic media like videos and animations when teaching speaking. For example, I play short videos and ask students to summarize or discuss them. Animations help explain concepts, and students practice speaking by describing them. These tools make speaking activities more engaging and effective.” (I2/T2/DT(VI/AN))

This is reinforced by the reflection journal which states

“Dynamic texts, such as videos, music, or interactive clips, bring the language to life. They help students practice listening, understand pronunciation, and respond to real-life situations. For example, after watching a short video, students can discuss the message or role-play a conversation.” (R1/T2(ST/DT))

Based on the description above, both teachers tended to use video in dynamic multimodal text instruction. The use of video, animation, or audio-based activities was considered effective because it increased student engagement and motivation to speak. Teachers stated that dynamic media like this helped create a more realistic and engaging context, enabling students to be more active in responding and participating verbally during the lesson. This is in line with the theory proposed by Kress (2010).

Based on the explanation above, the use of both static and dynamic multimodal texts significantly contributes to speaking instruction. Static texts such as images, posters, and PowerPoint slides provide foundational visual scaffolds that help students comprehend content, build vocabulary, and prepare for speaking tasks. Teachers often support these materials with verbal

explanations and gestures, allowing students to absorb information at their own pace and increasing their confidence in speaking. This is in line with findings from a study conducted in an English-speaking class in Kampung Baluwarti, where the integration of multimodal materials—such as pictures, texts, and visuals—helped students become more engaged and confident in expressing themselves orally (Yuliani, 2022). These findings highlight the positive impact of multimodal support on students' speaking performance.

On the other hand, dynamic texts like videos, animations, and audio recordings offer time-based, interactive input that creates authentic language exposure and boosts student engagement. Students become more motivated and actively participate in discussions, role-plays, and summarizing activities after interacting with such media. This aligns with the findings of (Dewi et al., 2023), who implemented digital storytelling in an EFL speaking class and observed that students improved not only in speaking fluency but also in critical thinking and collaborative communication through their interaction with multimodal digital content. This suggests that digital storytelling can be an effective tool to enhance multiple aspects of students' communicative competence.

4.1.2 Multimodal communication

Multimodal communication refers to the use of two or more modes or channels to convey meaning effectively. In the context of teaching speaking, combination of communication modes (written language, spoken language, images, Voice, and body movement) can facilitate students' comprehension of the material with richer input and multiple ways to comprehend and express meaning.

a. Written Language

Written language is a communication mode that uses text to deliver meaning, typically found in books, articles, blogs, slides, and other written media. In the context of multimodal learning, written texts serve as a foundational resource to support speaking activities by providing content, structure, and vocabulary.

Based on the interview data, both teachers emphasized the integration of written texts as part of their multimodal strategies to enhance students' speaking skills. Teacher 1 (T1) described using written materials such as short articles or blog posts as a starting point. After students read the text, T1 would show a related video or image and prompt them to discuss it using the information they had just read. To support students further, T1 often prepared slides containing key points or guiding questions. This helped students speak more fluently and stay on topic. According to T1, combining written texts with visual or audio elements made the speaking tasks clearer and more meaningful.

“In teaching speaking through digital multimodal, I often use short texts from books, articles, or blogs to give students ideas and vocabulary before they speak. These texts help them understand the topic and prepare what they want to say. I usually combine written language with images or videos.” (I3/T1/WL(SHT/AR/Blo) (I3/T1/WL(IM/VI))

This is reinforced by the reflection journal which states

“In my experience, combining several communication modes while teaching speaking really helps students express themselves better. I often mix spoken words with visuals like pictures or slides, and sometimes add gestures or short videos. This makes the meaning clearer and helps students understand the context. It also builds their confidence because they don't rely only on words—they can use expressions, body language, and even tone to support their message.” (R2/T1(WL/SL/IM/V/BM))

Similarly, Teacher 2 (T2) relied on written language as a core component of instruction. T2 typically used books as the main reference for lesson content, and then enhanced the delivery using PowerPoint slides. Since T2 frequently taught using a television screen in the classroom, the slides were useful for presenting key points from the book in a more visual and organized format. This method allowed students to read essential information while simultaneously engaging in speaking activities related to the topic.

“For me, written language—especially books—plays an important role in my teaching. (I3/T2/WL(BO))

This is reinforced by the reflection journal which states

“In my experience, combining several communication modes made teaching speaking more effective and engaging. For example, I often use videos (audio + visual), followed by written prompts or questions, and then lead students into speaking tasks like discussions or role-plays. This helps students understand the topic better, build vocabulary, and express their ideas more confidently.” (R2/T2(WL/SL/IM/V/BM))

Both teachers use written language in the form of textbooks for support their digital multimodal which combined with several other communication modes, such visual/images and audio elements, this accommodated students' diverse learning styles, clarified the meaning of the material, and helped build students' confidence in speaking. The use of written language enriched with other modalities not only improved comprehension but also encouraged students' active engagement in classroom speaking activities. the explanation above is in accordance with the theory proposed by Kress (2010).

b. Spoken Language

Spoken language is a mode of communication delivered through speech, including forms such as monologues, presentations, conversations, and

interviews. In multimodal teaching, spoken language plays a central role in modelling pronunciation, facilitating interaction, and encouraging verbal expression among students.

Based on the data, both teachers highlighted the frequent use of spoken language in their digital multimodal teaching practices. Teacher 1 (T1) explained that spoken language was used in various ways, such as playing short videos followed by conversation practice and delivering content through short lectures. After students listened to explanations or dialogues, they were encouraged to respond or discuss what they heard. T1 often combined speech with visual aids like slides or pictures to reinforce understanding and make the material more engaging.

“I often use spoken language in class such as conversation, lecturing, and video. Usually, I combine it with slides or pictures.” (I4/T1/SL(CO/LEC/VI))

“Usually, I combine it with slides or pictures.” (I4/T1/SL(S/PI))

This is reinforced by the reflection journal which states

“In my experience, combining several communication modes while teaching speaking really helps students express themselves better. I often mix spoken words with visuals like pictures or slides, and sometimes add gestures or short videos. This makes the meaning clearer and helps students understand the context. It also builds their confidence because they don’t rely only on words—they can use expressions, body language, and even tone to support their message.” (R2/T1(WL/SL/IM/V/BM))

Teacher 2 (T2) also utilized spoken language prominently, particularly through the use of monologues that were combined with supporting media such as slides or videos. This combination helped maintain students’ focus while providing clear oral models for speaking. Similarly, Teacher 2 also emphasized the use of spoken delivery, particularly in monologic formats, combined with multimedia support:

“I often use monologues and like to combine them with slides or videos. I also add subtitles or transcripts to help with understanding and build vocabulary.” (I4/T2/SL(Mo/Sub))

This is reinforced by the reflection journal which states

“In my experience, combining several communication modes made teaching speaking more effective and engaging. For example, I often use videos (audio + visual), followed by written prompts or questions, and then lead students into speaking tasks like discussions or role-plays. This helps students understand the topic better, build vocabulary, and express their ideas more confidently.” (R2/T2(WL/SL/IM/V/BM))

This spoken language commonly used by both teachers, through spoken interactions enriched with facial expressions, gestures, intonation, and other visual cues, teachers are able to create a more lively and meaningful learning experience. This multimodal use of spoken language not only helps students understand the material better but also increases their engagement, encourages diverse forms of expression, and builds confidence in their speaking skills. The explanation above is in accordance with the theory proposed by Kress (2010).

c. Images

Images are a visual mode of communication that includes photographs, illustrations, graphics, or other visual symbols used to reinforce or complement a message. In the context of speaking instruction, images serve as effective prompts to stimulate students’ descriptive language and support contextualized dialogue. Based on the data, both teachers reported frequent use of images or illustrations to assist students during speaking activities. Teacher 1 (T1) described using a picture of a busy market scene and asking students to describe what they observed—such as the people, the items being sold, and the overall atmosphere. Following the descriptive activity, students were instructed to

create a short dialogue as if they were buying something in the market. Although simple, this task effectively encouraged students to speak and use relevant vocabulary in context. As described by T1:

“I use pictures or illustrations to support students in speaking. They really help students get ideas and make it easier for them to start talking, especially when they’re not sure what to say.” (I5/T1/IM(PI/IL))

This is reinforced by the reflection journal which states

“In my experience, combining several communication modes while teaching speaking really helps students express themselves better. I often mix spoken words with visuals like pictures or slides, and sometimes add gestures or short videos. This makes the meaning clearer and helps students understand the context. It also builds their confidence because they don’t rely only on words—they can use expressions, body language, and even tone to support their message.” (R2/T1(WL/SL/IM/V/BM))

Similarly, Teacher 2 (T2) also used a market scene image and invited students to describe the details in the picture. T2 then asked students to create a short dialogue between two people in the image and perform it through role-play. This activity not only supported students’ descriptive abilities but also enhanced their creativity and conversational skills.

“I often use images or illustrations to support students in speaking activities. Visuals help stimulate ideas, build vocabulary, and make abstract concepts more concrete.” (I5/T2/IM(IM))

This is reinforced by the reflection journal which states

“In my experience, combining several communication modes made teaching speaking more effective and engaging. For example, I often use videos (audio + visual), followed by written prompts or questions, and then lead students into speaking tasks like discussions or role-plays. This helps students understand the topic better, build vocabulary, and express their ideas more confidently.” (R2/T2(WL/SL/IM/V/BM))

Both teachers used images in multimodal learning as a supporting media to teach speaking. They found that images served as an effective entry point for class discussions, stimulating ideas, clarifying context, and prompting verbal

responses from students. With these visual aids, students could communicate more fluently and meaningfully because they had concrete references to support their opinions or stories. The explanation above is in accordance with the theory proposed by Kress (2010).

d. Voice

Voice is an audio mode of communication that includes elements such as tone, pitch, music, and sound effects. In spoken interaction, these elements help reinforce emotional expression, convey meaning more effectively, and enhance learner engagement. Based on the interview data, both teachers reported that they primarily utilized live voice interactions during classroom activities rather than using pre-recorded audio. Teacher 1 (T1) stated that their focus was on live speaking during class, especially through discussions and role plays. T1 emphasized the importance of using real-time voice to create a more interactive and responsive speaking environment.

“I haven’t used voice recordings in my speaking activities yet. Usually, I focus more on live speaking during class, like discussions or role plays. But I think using voice recordings could be a good idea to help students practice and listen to their own speaking. I’m interested to try it in the future to see how it helps their progress.” (I6/T1/V(SDIR))

This is reinforced by the reflection journal which states

“I often mix spoken words (speak directly) with visuals like pictures or slides, and sometimes add gestures or short videos. This makes the meaning clearer and helps students understand the context. It also builds their confidence because they don’t rely only on words” (R2/T1(WL/SL/IM/V/BM))

Similarly, Teacher 2 (T2) also relied on live voice rather than recordings. T2 often spoke directly in front of the class, using voice modulation and expression to support students’ understanding and maintain their attention. This

direct use of voice was seen as more immediate and effective for engaging students in speaking activities. These insights reflect the central role of voice in both teachers' multimodal teaching practices, as evident in the interview excerpts below.

“I haven't really used students' voice recordings in speaking activities, because I usually speak directly in front of the class during lessons.” (I6/T2/V(SDIR))

This is reinforced by the reflection journal which states

“I often use videos (audio + visual), followed by written prompts or questions, and then lead students into speaking tasks like discussions or role-plays.” (R2/T2(WL/SL/IM/V/BM))

In using voice as part of multimodal learning, both teachers consistently delivered the material live in front of the class without using audio recordings. They preferred to speak directly to students for a dynamic and responsive interaction. This approach allowed teachers to adjust intonation, voice stress, and oral expression in real time to suit the needs of the class, while also providing direct examples of pronunciation. The explanation above is in accordance with the theory proposed by Kress (2010).

e. Body Movement

Body movement refers to nonverbal modes of communication such as facial expressions, hand gestures, body posture, and other physical actions that convey meaning. In the context of speaking instruction, body movement can enhance verbal communication, support comprehension, and build student confidence. Based on the interview data, both teachers acknowledged the importance of using body movement as part of their multimodal teaching approach. Teacher 1 (T1) emphasized that gestures and physical movement are particularly helpful

for visual learners. According to T1, body movement makes communication more real and understandable. When students observe how gestures align with spoken words, they tend to remember vocabulary more easily and gain confidence in expressing themselves with the appropriate emotion. As it also reflected in the interview excerpts below.

“Yes, I often use body movements like gestures and facial expressions when teaching speaking, both in digital (video) and face-to-face settings. I do it naturally to help students understand the meaning of words or to show emotions when speaking.” (I7/T1/BM(BM/G/FEX))

This is reinforced by the reflection journal which states

“I often mix spoken words with visuals like pictures or slides, and sometimes add gestures or short videos. This makes the meaning clearer and helps students understand the context. It also builds their confidence because they don’t rely only on words—they can use expressions, body language, and even tone to support their message.” (R2/T1(WL/SL/IM/V/BM))

Teacher 2 (T2) similarly recognized the value of physical movement in supporting student understanding. T2 noted that using gestures or body actions is especially effective when introducing new vocabulary or abstract concepts, as it provides students with a visual and physical reference that reinforces meaning. As it also reflected in the interview excerpts below.

“Yes, I often use body movements such as gestures and facial expressions when teaching speaking, especially to demonstrate or act out the topic or object being taught. I find that using physical movement helps students understand the meaning more clearly.” (I7/T2/BM(BM/G))

This is reinforced by the reflection journal which states

“I use body movements such as gestures and facial expressions in teaching speaking, especially when I need to demonstrate or demonstrate the topic being discussed. Through the use of physical movement, I find it easier for students to grasp the meaning of the material being presented. also supports different learning styles and keeps students more motivated and involved in the learning process.” (R2/T2(WL/SL/IM/V/BM))

Both teachers utilize gestures in their teaching as part of a multimodal approach, combined with other elements such as images, sound, and text. The use of gestures helps reinforce meaning, explain abstract concepts, and visually engage students' attention. When combined with other modalities, gestures become an effective tool for enhancing comprehension and supporting more expressive and contextual oral communication.

Based on data collected through interviews and reflective journals, it is evident that multimodal communication plays a crucial role in enhancing speaking instruction. Teachers consistently integrated multiple communication modes—including written language, spoken language, images, voice, and body movement—however most of the teacher used to communication mode while explaining the material does are spoken language and body movement while delivering material using media most of the teacher used all communication mode through video (animation) accommodate diverse learning styles, and support students' verbal expression more effectively. This aligns with the findings of Wang & Zuo, (2025), who demonstrated that oral English teaching based on an activity-driven approach—with multimodal input, knowledge processing, and multidimensional output—effectively improves students' speaking ability and learning interest. These findings are also in line with the study by Sa'adah et al., (2024), which found that the use of multimodal texts (audio, visual, kinesthetic) in teaching increased students' motivation, engagement, and comprehension in speaking activities. This indicates that multimodal approaches can effectively foster a more dynamic and supportive speaking environment

The integration of these modes in a multimodal approach not only helped students understand the materials more deeply but also increased their motivation and ability to participate in meaningful spoken interactions. Teachers recognized that combining multiple communication modes made learning more dynamic, interactive, and accessible. In conclusion, multimodal communication enriches speaking instruction by offering students multiple pathways to construct, interpret, and express meaning in English, thus promoting both fluency and confidence in oral language use.

4.1.3 ICT Literacy

ICT (Information and Communication Technology) literacy, according to Wall and Ryan (2010), refers to the ability to effectively use digital technologies, including application skills, web tools, multimedia, and social networking, for educational purposes. In the context of teaching speaking, ICT literacy empowers teachers to enhance their instructional strategies, promote engagement, and support diverse learning needs. This section presents how teachers demonstrated ICT literacy in their speaking instruction, beginning with the use of application skills.

a. Application Skills

Application skills in the context of ICT literacy refer to a teacher's ability to effectively use software and digital tools in the learning process. This includes mastery of office applications such as Microsoft Office and Google Workspace, as well as various web-based or multimedia tools that support teaching and learning activities. Based on the interview data, both teachers demonstrated strong application skills in their daily teaching practices. Teacher 1 (T1)

reported frequent use of Microsoft Word to prepare worksheets and lesson plans, and PowerPoint to design slides for speaking practice or class discussions. In addition, T1 made use of Google Workspace—especially Google Docs and Google Slides—for collaborative activities. These tools allowed students to write or present together in real time, fostering teamwork and active participation.

“I feel quite capable of using software like Microsoft Office and Google Workspace in my daily teaching activities. These tools make it easier to organize lessons and keep students engaged during learning.” (I8/T1/AS(Mof/GOWo)

This is reinforced by the reflection journal which states

“In my experience, even without using voice recordings or allowing students to bring phones, I still use applications, web tools, and multimedia through a TV or projector in class. I often show short videos, images, or slides from websites to support speaking activities. Social networking is only used by me to find or prepare materials, not by the students. These tools help make the topic more interesting and give students ideas to talk about, so they feel more confident when practicing speaking.” (R3/T1(AS/WT/MM/SN)

Similarly, Teacher 2 (T2) showed a well-rounded use of digital applications. T2 regularly used Word for lesson planning and worksheet creation, Excel for tracking student progress, and both PowerPoint and Google Slides for delivering interactive presentations. According to T2, these tools not only helped in organizing instructional content clearly but also made the learning experience more engaging and efficient.

These insights reflect that both teachers possess practical and purposeful application skills that enhance the implementation of multimodal strategies in the classroom, particularly in relation to teaching speaking. content clearly and make learning more engaging and efficient.

“I feel very capable of using software like Microsoft Office. I regularly use Word for creating lesson plans and worksheets, Excel for tracking student progress, and PowerPoint or Google Slides for delivering interactive presentations. These tools help me organize content clearly and make learning more engaging and efficient.” (I8/T2/AS(Mof))

This is reinforced by the reflection journal which states

“In my experience, using applications, web tools, multimedia, and selected digital platforms has greatly enhanced my speaking lessons. Web tools like Canva were especially useful for designing interactive speaking activities and visual prompts. I also used multimedia resources—such as videos, podcasts, and images—to provide students with varied and engaging input. Although mobile phones were not allowed in class, I still aimed to create interactive speaking tasks by incorporating visual and audio materials into classroom activities. These tools made speaking activities more dynamic, accessible, and enjoyable for students, even within the limitations of the classroom environment.” (R3/T2(AS/WT/MM/SN))

Based on the results of interviews and reflective journals, both teachers demonstrated good mastery of application technology as part of ICT literacy. The findings indicate that their skills are at a functional and productive level, characterized by the ability to use basic software such as Microsoft Office and Google Workspace, as well as the integration of various web and multimedia tools into learning strategies. Although students are not yet fully active in utilizing technology, the teachers have used these applications to create a more supportive and engaging learning environment, thereby boosting students' confidence in speaking. This emphasizes the importance of application skills as a core aspect of ICT literacy to support effective speaking learning. This is in line with the theory proposed by Wall and Ryan (2010).

b. Web Tools

Web tools are an integral part of ICT literacy, referring to the use of web-based applications in learning activities. In the context of teaching speaking,

tools such as Canva, Google Forms, and other online platforms can be utilized to create visually engaging materials that support communication, creativity, and collaboration.

Based on the interview data, both teachers reported using web tools to enhance their speaking instruction. Teacher 1 (T1) explained that although students were not allowed to bring phones to class, web tools were still beneficial. T1 often used Canva to design visually appealing materials, which were then printed and used during class activities. The visuals created through Canva helped guide students' conversations and made speaking activities more engaging and interactive.

“Yes, I have used Canva while teaching speaking. I used it to create posters, visual prompts, and simple dialogue cards. The designs were colorful and clear, so they helped students understand the topic and get ideas for speaking activities.” (I9/T1/WT(Ca))

This statement shows that Canva was used not only as a design tool but also as a support medium for speaking instruction by providing visual context that helps students understand the topic and develop ideas. This is reinforced by the reflection journal which states

“In my experience, even without using voice recordings or allowing students to bring phones, I still use applications, web tools, and multimedia through a TV or projector in class. I often show short videos, images, or slides from websites to support speaking activities. Social networking is only used by me to find or prepare materials, not by the students. These tools help make the topic more interesting and give students ideas to talk about, so they feel more confident when practicing speaking.” (R3/T1(AS/WT/MM/SN))

Teacher 2 (T2) also incorporated Canva into their teaching practice. T2 used the platform to develop attractive and well-organized presentation materials that supported the speaking lessons. According to T2, the use of web tools like

Canva helped make the teaching process more structured and the learning experience more engaging for students.

“Yes, I have used web-based tools like Canva and Google Forms while teaching speaking. I often use Google Forms to collect students’ assignments. and I utilize Canva to design interactive speaking activities.” (I9/T2/WT(Ca/GOFo))

This is reinforced by the reflection journal which states

“In my experience, using applications, web tools, multimedia, and selected digital platforms has greatly enhanced my speaking lessons. Web tools like Canva were especially useful for designing interactive speaking activities and visual prompts. I also used multimedia resources—such as videos, podcasts, and images—to provide students with varied and engaging input. Although mobile phones were not allowed in class, I still aimed to create interactive speaking tasks by incorporating visual and audio materials into classroom activities..” (R3/T2(AS/WT/MM/SN))

Both teachers have been familiar with and utilize web-based technologies such as Canva and Google Forms as part of their ICT literacy in teaching speaking. Findings indicate that the use of these web tools reflects an adaptive approach to digital technology developments. Canva is used as a visual aid to design engaging and communicative materials, while Google Forms serves as an efficient assignment collection platform. The integration of these two tools demonstrates that the teachers not only understand technology but are also able to apply it strategically to support a more interactive and focused learning process. This is in line with the theory proposed by Wall and Ryan (2010).

c. Multimedia

Multimedia is an important element of ICT literacy, especially in the teaching of speaking. This mode involves the combination of various types of media—such as images, videos, audio, and text—that can be used simultaneously to create a richer and more contextual learning experience. By

engaging multiple senses, multimedia supports diverse learning styles and enhances students' ability to understand and produce spoken language.

Based on the interview data, both teachers utilized multimedia elements to design more dynamic and interactive speaking activities. Teacher 1 (T1) shared an experience of using a short video along with related images about daily activities. After watching and discussing the content together, students were asked to work in pairs to create a short dialogue based on what they had seen. This activity not only stimulated speaking practice but also helped students connect visual and verbal cues in meaningful ways.

“In my experience, teaching speaking using multimedia or digital multimodal makes the lesson more engaging and easier for students to follow. I often use pictures, videos, and slides to help students understand the topic and get ideas before speaking.” (I10/T1/MM(VI/S))

This is reinforced by the reflection journal which states

“In my experience, even without using voice recordings or allowing students to bring phones, I still use applications, web tools, and multimedia through a TV or projector in class. I often show short videos, images, or slides from websites to support speaking activities. Social networking is only used by me to find or prepare materials, not by the students. These tools help make the topic more interesting and give students ideas to talk about, so they feel more confident when practicing speaking.” (R3/T1(AS/WT/MM/SN))

Teacher 2 (T2) also incorporated multimedia in their lessons by showing video clips, often accompanied by subtitles or scripts. After viewing, students were encouraged to discuss the scenes or perform role-plays based on the content. According to T2, this approach supported various learning preferences, improved students' confidence, and helped develop their speaking, listening, and comprehension skills. The integration of different media elements made the learning process more interactive, engaging, and effective.

“Teaching speaking using multimedia or digital multimodal tools has been a rewarding experience. I often combine videos, images, audio, and written texts to create engaging lessons more interactive and meaningful.” (I10/T2/MM(VI/Im/Au))

This is reinforced by the reflection journal which states

“In my experience, using applications, web tools, multimedia, and selected digital platforms has greatly enhanced my speaking lessons. Web tools like Canva were especially useful for designing interactive speaking activities and visual prompts. I also used multimedia resources—such as videos, podcasts, and images—to provide students with varied and engaging input. Although mobile phones were not allowed in class, I still aimed to create interactive speaking tasks by incorporating visual and audio materials into classroom activities. These tools made speaking activities more dynamic, accessible, and enjoyable for students, even within the limitations of the classroom environment.” (R3/T2(AS/WT/MM/SN))

Both teachers demonstrated a strong interest in using multimedia as part of their ICT literacy in learning. They consistently utilized various forms of media, such as video, audio, images, and animation, to enrich the teaching of speaking in the classroom. This reflects an adaptive and innovative approach to technology utilization, where multimedia is effectively used to enhance the quality of instruction, engage students, and create a more dynamic and contextual learning experience. This is in line with the theory proposed by Wall and Ryan (2010)

d. Social Networking

Social networking in the context of ICT literacy refers to the use of social media platforms such as YouTube, Instagram, WhatsApp, and similar tools to support the learning process. In teaching speaking, these platforms can provide authentic language input, increase exposure to real-life communication, and serve as engaging resources for classroom activities.

Based on the interview results, both teachers reported using social media—particularly YouTube—as part of their speaking instruction, although in a limited and more teacher-centered manner. Teacher 1 (T1) shared that they typically used the classroom TV to display videos. For instance, T1 played short conversations or English speaking tips from YouTube to give students greater exposure to natural, real-life English. After watching, the class would discuss the content together, followed by speaking activities related to the video.

“I used social media like YouTube only as additional material to support speaking lessons. Since students are not allowed to bring phones to school, I usually showed the videos in class using the TV. It helped make the lesson more interesting and gave students more ideas to talk about.” (I11/T1/SN(YOU))

This is reinforced by the reflection journal which states

“Social networking is only used by me to find or prepare materials, not by the students. These tools help make the topic more interesting and give students ideas to talk about, so they feel more confident when practicing speaking.” (R3/T1(AS/WT/MM/SN))

Teacher 2 (T2) also used YouTube as a source of supplementary material. T2 selected videos that aligned with the lesson topics to enhance students' listening and speaking skills. However, T2 noted that platforms like Instagram or WhatsApp were rarely used in the learning process due to limited access among students.

“I mostly use YouTube for teaching speaking because it provides a wide range of videos that are useful for language learning. I choose videos that match the lesson topics to help students improve their listening and speaking skills. As for Instagram and WhatsApp, I rarely use them because many of my students don't have access to those platforms.” (I11/T2/SN(YOU))

This is reinforced by the reflection journal which states

“I also used YouTube as social networking to provide students with varied and engaging input. These tools made speaking activities more dynamic,

accessible, and enjoyable for students, even within the limitations of the classroom environment.” (R3/T2(AS/WT/MM/SN)

Both teachers expressed their appreciation for using YouTube as part of ICT literacy in speaking lessons. Despite being in an Islamic boarding school setting that restricts students' use of mobile phones in class, teachers still play an active role in guiding and facilitating access to digital content. Teachers use YouTube as a source of authentic materials to support speaking skills, such as videos of conversations, speeches, and other educational content. This demonstrates that despite students' limited access to social media, teachers play a central role in guiding digital literacy responsibly and purposefully.

Based on interview and reflective journal data, it can be concluded that both teachers demonstrate a reasonably good level of ICT literacy in teaching speaking skills, particularly in the aspects of application skills, web tools, multimedia, and social networking. They actively use various applications such as Microsoft Office and Google Workspace to prepare teaching materials and support structured and engaging learning activities. Web tools like Canva and Google Forms are also used to create interactive visual materials and efficiently manage student assignments. This aligns with the systematic review by Rizal & Nurkhamidah (2025), which highlighted that integrating ICT literacy into EFL praxis enables teachers to enhance traditional learning with interactive and dynamic tools. These findings confirm the important role of ICT literacy in supporting effective and engaging speaking instruction

In addition, the use of multimedia—such as images, videos, audio, and text—has become a key strategy in supporting speaking instruction. Teachers

utilize this media to provide varied input, facilitate comprehension, and spark ideas before students speak. Social networking, particularly YouTube, is also used by teachers as an additional source of authentic and contextual language models, although student access to digital platforms remains limited due to school policies. This is in line with the findings of Nathania (2024), who examined ICT tools for listening and speaking and noted that web-based learning platforms—including websites, applications, and YouTube—play a significant role in facilitating English speaking and listening instruction.

Overall, these four aspects show that the teachers have utilized ICT literacy in an adaptive and creative manner within a classroom context that faces technological limitations. Although most technology use is still teacher centered, this approach has already had a positive impact on increasing student engagement and the effectiveness of speaking instruction. These findings also reflect great potential for developing more participatory and collaborative digital multimodal practices in the future.

4.1.4 Information Literacy

Information Literacy is the ability to recognize when information is needed and to have the skills to access, evaluate, use, organize, create, and present information effectively and ethically. In the context of education and ICT (Information and Communication Technology), information literacy plays a crucial role in helping learners and educators navigate the overwhelming volume of available digital content. It empowers individuals to become independent learners, critical thinkers, and responsible digital citizens who can make informed decisions based on reliable sources.

a. Accessing

Accessing refers to teachers' ability to find and retrieve information from various digital sources, such as search engines (e.g., Google, Bing), video-based platforms, educational websites, and other supporting applications. In the context of ICT literacy, this skill enables teachers to gather diverse and relevant materials that enrich the teaching and learning process. Based on the interview results, both teachers reported positive experiences in accessing a range of digital sources to support their speaking instruction. Teacher 1 (T1) explained that they usually prepared and accessed materials at home using websites like Google, along with tools such as Canva and YouTube. The selected materials were then displayed in class using the TV. According to T1, this approach helped students better understand the topic and provided them with ideas for speaking activities.

“My experience in accessing material using multimodal digital literacy for teaching speaking has been quite good and easy. Most of the materials, like images, videos, or slides, are easy to find and use from trusted websites (Google) or platforms like YouTube and Canva.” (I12/T1/A(PV) (I12/T1/A(YOU/Ca)

This is reinforced by the reflection journal which states

“I usually start by accessing and selecting materials like images, slides, or short videos from the internet. Then I organize and edit them using simple tools like PowerPoint or Canva to match the lesson goals... I present the media using a projector or TV, and guide the discussion.” (R4/T1(A/U/O/C/P/E/Q)

Teacher 2 (T2) also demonstrated proficiency in accessing multimodal content. T2 shared that they could easily combine text, audio, video, and visual resources from various online platforms to create engaging and informative content. This made it easier to explain complex ideas and allowed students to

engage with the material through multiple modes. For instance, T2 often used videos with subtitles to support both comprehension and speaking practice.

“I was able to easily combine text, audio, video, and visuals from various sources to create rich and engaging content. This made it easier to explain complex ideas and gave students multiple ways to understand and respond.” (I12/T2/A(PV))

This is reinforced by the reflection journal which states

“I accessed materials from reliable sources, used and organized them with tools like Google Slides, and make content combining text, images, and audio. I presented the materials clearly in class or online, then evaluated student engagement and performance.” (R4/T2(A/U/O/C/P/E/Q))

Regarding information literacy, particularly in terms of access, both teachers found it very easy to access digital information to support learning. This capability enabled them to adapt speaking materials to students' needs in a more flexible and contextual manner. The ability to access digital information plays a crucial role in providing relevant learning resources, enriching input, and supporting the creation of more engaging, varied, and meaningful learning experiences for students. This aligns with the theory by Wall and Ryan (2010).

b. Using

Using refers to the ability to effectively utilize the information that has been accessed for specific purposes, such as completing tasks, answering questions, or supporting learning activities like speaking. In the context of multimodal digital literacy, this involves organizing and presenting digital content in a way that aligns with instructional goals and student needs. From the interview results, both teachers demonstrated purposeful and structured use of digital materials to support speaking instruction. Teacher 1 (T1) described the systematic steps taken when using gathered materials. For instance, T1 would

place an image alongside a set of guiding questions or keywords to help students formulate their responses. When using video content, T1 embedded it into a slide presentation and followed it with discussion questions. This approach ensured that materials were clear, well-organized, and easy for students to follow during the lesson.

“I usually use the material by selecting first the materials like pictures, short texts, or videos and combine them into slides using PowerPoint or Canva. I arrange them starting from a warm-up, then main activity, and ending with a speaking task.” (I13/T1/U(Selec))

This is reinforced by the reflection journal which states

“Then I organize and edit them using simple tools like PowerPoint or Canva to match the lesson goals. I create tasks that let students respond to the media through speaking activities... I observe and evaluate how well students speak, based on their fluency, vocabulary, and confidence.” (R4/T1(A/U/O/C/P/E/Q))

Teacher 2 (T2) also emphasized the strategic use of various media components. T2 combined videos, images, audio, and text using platforms like Google Slides to support speaking tasks. Each material was selected with a specific instructional purpose in mind—videos to provide examples, images to serve as prompts, and text to supply necessary vocabulary. According to T2, this multimodal integration made the lessons more engaging and improved students’ ability to participate actively in speaking activities.

“I combined videos, images, audio, and text in tools like Google Slides to support speaking tasks. Each material had a clear purpose, such as videos for examples, images for prompts, and texts for vocabulary. This made learning more engaging and effective.” (I13/T2/U(Com))

This is reinforced by the reflection journal which states

“I used and organized them with tools like Google Slides, and make content combining text, images, and audio. I presented the materials clearly

in class or online, then evaluated student engagement and performance.”
(R4/T2(A/U/O/C/P/E/Q))

In terms of information literacy usage, the two teachers demonstrated slightly different approaches to utilizing digital information for speaking instruction. The first teacher tended to focus on the process of selecting, selecting the most relevant and appropriate materials for students' needs, while the second teacher placed more emphasis on combining various digital resources into a cohesive learning environment. Overall, the use of digital information was not limited to content delivery but rather a creative process in which teachers strategically selected, structured, and integrated materials. This aligns with the theory by Wall and Ryan (2010).

c. Organizing

Organizing is the ability to manage and arrange acquired information so that it becomes easier to understand, use, and convey. In speaking instruction, organizing skills help students structure their thoughts, making oral communication clearer, more fluent, and more confident. Based on the interview data, both teachers demonstrated intentional efforts to help students organize information before speaking. Teacher 1 (T1) shared an example from a lesson on the topic “My Favorite Place.” In this activity, students were asked to prepare by listing short points such as the name of the place, its location, reasons for liking it, common activities done there, and a personal experience. According to T1, having these structured prompts allowed students to speak more clearly and confidently, as they had a clear outline to guide their responses.

“Before doing a speaking activity, I usually organize the information by making a simple outline. It helps me and the students to stay focused and not get confused while speaking... With this, they could speak more clearly and confidently because they had something to guide them.” (I14/T1/O(MSO))

This is reinforced by the reflection journal which states

“Then I organize and edit them using simple tools like PowerPoint or Canva to match the lesson goals. I create tasks that let students respond to the media through speaking activities.” (R4/T1(A/U/O/C/P/E/Q))

Teacher 2 (T2) also emphasized the importance of organizing information.

T2 typically used simple outlines or mind maps to help students prepare their ideas before engaging in speaking tasks. This method supported students in structuring their thoughts logically, which in turn made their speech more coherent and focused.

“I usually organize information by creating simple outlines or mind maps to help students prepare for speaking activities. This helps them structure their ideas clearly.” (I14/T2/O(MSO))

This is reinforced by the reflection journal which states

“I accessed materials from reliable sources, used and organized them with tools like Google Slides, and created content combining text, images, and audio.” (R4/T2(A/U/O/C/P/E/Q))

In terms of organizing information literacy, both teachers demonstrated skills in organizing digital information before using it in speaking lessons. The first teacher implemented an organizing strategy by creating a simple outline as a guide for systematically organizing teaching materials. Meanwhile, the second teacher also used a simple outline, but sometimes supplemented it with visual maps to provide a clearer picture of the material's flow. This organizing strategy helped teachers present information in a structured manner, making it easier for students to understand and follow the learning process more effectively. This aligns with the theory by Wall and Ryan (2010).

d. Creating

Creating refers to the ability to generate new information or products from the information that has previously been accessed, used, and organized. In the context of speaking instruction, this skill allows both teachers and students to produce original content—such as dialogues, presentations, or descriptive narratives—based on prior learning, often through the integration of multimodal elements. Based on the interview and reflective data, Teacher 1 (T1) demonstrated the application of creating skills in a classroom context. For example, during a lesson on describing people, T1 showed a short video along with several pictures featuring individuals with different appearances and facial expressions. Afterward, students were asked to describe the people using vocabulary they had previously learned. This activity encouraged students to generate their own spoken descriptions, making the class more interactive and providing meaningful practice in using language creatively.

“Yes, I’ve used digital multimodal materials like slides with pictures, short videos, and audio clips to support speaking activities... For example, when teaching about describing people, I showed a short video and some pictures of different people with various appearances and expressions. Then, I asked students to describe them using the vocabulary they learned.” (I15/T1/C(C))

This is reinforced by the reflection journal which states

“I usually start by accessing and selecting materials like images, slides, or short videos from the internet. Then I organize and edit them using simple tools like PowerPoint or Canva to match the lesson goals.” (R4/T1(A/U/O/C/P/E/Q))

In contrast, Teacher 2 (T2) reported not having created digital multimodal materials independently. T2 stated that most of the materials used were sourced from platforms like YouTube, indicating a preference for curating rather than

producing original content. While T2 still facilitated speaking activities using existing materials, the creation of new multimodal resources was not part of their regular practice.

“No, I haven’t created digital multimodal materials myself because I often take them from YouTube.” (I15/T2/C)

This is reinforced by the reflection journal which states

“and I am combining text, images, and audio to teach speaking. I presented the materials clearly in class, then evaluated student engagement and performance.” (R4/T2(A/U/O/C/P/E/Q)

In the creation aspect of information literacy, there are differences in approach between the two teachers. The first teacher had actively created her own learning materials, such as when teaching the topic of describing people, where she created a combination of short videos and images of various expressions and physical appearances, then asked students to describe them using vocabulary they had learned. Meanwhile, the second teacher had never created her own content, but consistently combined various content available on YouTube to create teaching materials. Both approaches demonstrate the ability to utilize and manage digital information, but with varying levels of involvement in material creation. This aligns with the theory by Wall and Ryan (2010)

e. Presenting

Presenting is the ability to deliver information effectively, in a context-appropriate and easily understandable manner for the audience. In speaking instruction, this skill is essential not only for teachers to convey material clearly but also to model effective communication for students. Based on the interview

data, both teachers utilized digital tools to support their presentation of lesson materials in the classroom. Teacher 1 (T1) explained that they connected a laptop to the classroom TV to display visual and audio content that supported the speaking topic. For instance, in a lesson on daily routines, T1 played a short video and used related images to introduce vocabulary. Students were then asked to describe what they saw in English. This approach helped students better understand the material and provided them with relevant input to speak more confidently.

“I presented my multimodal digital literacy by using simple tools like PowerPoint slides, pictures, and short videos during the lesson.” (I16/T1/P(PPt/PI/VI))

This is reinforced by the reflection journal which states

“During class, I present the media using a projector or TV, and guide the discussion.” (R4/T1(A/U/O/C/P/E/Q))

Similarly, Teacher 2 (T2) used a projector during face-to-face lessons to guide students through each part of the lesson. This method ensured that the content was delivered and presented in a clear, organized, and interactive way, allowing students to follow along more easily and stay engaged throughout the session.

“During the lesson, I used a projector (in face-to-face settings) to walk students through each part. This helped keep the lesson organized, interactive, and easy to follow.” (I16/T2/P (Pro))

This is reinforced by the reflection journal which states

“I presented the materials clearly in class, then evaluated student engagement and performance.” (R4/T2(A/U/O/C/P/E/Q))

In the presentation aspect of information literacy, both teachers have presented teaching materials using digital devices such as projectors as part of

the implementation of multimodal digital literacy. The first teacher has even delivered presentations via a TV screen and used PowerPoint to support a visual and structured delivery of material. The use of these media not only helps clarify the learning content but also creates a more engaging and interactive learning experience for students. Overall, the ability to present information accurately and effectively is a key aspect of implementing multimodal digital literacy in teaching speaking. This aligns with the theory by Wall and Ryan (2010).

f. Evaluating

Evaluating is the ability to critically assess information, including reviewing whether the information is relevant, accurate, and effective for learning purposes. In the context of teaching speaking, evaluation involves not only assessing the quality of teaching materials but also reflecting on students' responses and learning outcomes.

Based on the interview results, both teachers demonstrated an awareness of the importance of evaluating the effectiveness of digital materials and instructional strategies. Teacher 1 (T1) evaluated the success of the speaking lessons by directly observing students' performance during activities. For example, T1 would assign tasks such as describing a picture or video and use students' responses as indicators of their understanding. Additionally, T1 sometimes asked students whether the media used—such as videos or images—had helped them in grasping the lesson content. This informal feedback allowed T1 to gauge the clarity and impact of the materials.

“I checked if my speaking lesson with digital multimodal worked by looking at how the students spoke during the activity. I saw if they joined the activity, used the right words, and spoke with confidence.” (I17/T1/E(HSE))

This is reinforced by the reflection journal which states

“After the activity, I observe and evaluate how well students speak, based on their fluency, vocabulary, and confidence.” (R4/T1(A/U/O/C/P/E/Q))

Teacher 2 (T2), meanwhile, took a more systematic approach to evaluation. T2 checked whether the materials aligned with learning goals, were appropriate for students’ proficiency levels, and functioned effectively across different devices. After each lesson, T2 reflected on what had worked well and what needed improvement, with the aim of ensuring ongoing quality and instructional effectiveness.

“I checked if the materials matched the learning goals, were suitable for the students’ level, and functioned well across devices. I also reflected on what worked or needed improvement after each lesson to ensure continuous quality and effectiveness.” (I17/T2/E(HSE))

This is reinforced by the reflection journal which states

“I presented the materials clearly in class, then evaluated student engagement and performance.” (R4/T2(A/U/O/C/P/E/Q))

In terms of information literacy evaluation, both teachers demonstrated a reflective and contextual approach to digital multimodal learning. The first teacher evaluated teaching effectiveness by observing student performance during speaking activities, such as participation, appropriate vocabulary use, and student confidence levels. Meanwhile, the second teacher focused more on the appropriateness of the material to the learning objectives, student ability levels, and the functionality of the material across various devices. She also routinely conducted post-learning reflections to identify successful aspects and those that needed improvement. These two approaches demonstrate that

evaluation focuses not only on outcomes but also on the ongoing process and quality of learning.

Information literacy in the context of speaking instruction, rooted in multimodal digital literacy, comprises six key dimensions: accessing, using, organizing, creating, presenting, and evaluating information. These dimensions shape teachers' digital literacy skills and contribute to more effective, interactive, and well-structured learning experiences. Both teachers showed strong competence in accessing materials from digital sources such as Google, YouTube, and Canva, enabling them to gather visual, audio, and textual input that enriched their speaking activities. They skilfully used these materials by embedding multimodal elements into platforms like PowerPoint and Google Slides, transforming them into structured teaching content to support students' comprehension and speaking practice. In organizing content, the teachers utilized outlines and mind maps to help students structure their thoughts clearly, thereby boosting their confidence during speaking tasks. In terms of creation, Teacher 1 actively designed original multimodal materials—such as customized slides with images and videos—demonstrating creativity and responsiveness to students' needs, while Teacher 2 tended to rely on pre-existing resources. Both teachers presented their materials using visual aids like projectors, TVs, or digital platforms, ensuring the content remained engaging and coherent in both face-to-face and online learning contexts. Finally, they evaluated the effectiveness of the materials through student observation, reflective teaching practices, and ongoing adjustments to ensure alignment with instructional goals.

Overall, both teachers demonstrated the use of five key aspects of information literacy; however, in the creating dimension, only one teacher actively engaged in the development of original materials. This aligns with the findings of Alamsyah & fitrawati (2024), who reported that pre service English teachers generally possess good multimodal and digital literacy—particularly in media usage—despite facing technological limitations in schools. Similarly, this approach echoes the multilingual pedagogical principles described in ‘Incorporating Multiliteracy Pedagogy Elements into EFL Speaking Class through Digital Storytelling’ Dewi et al. (2023), which highlighted how digital storytelling intertwines multiple literacies to support speaking proficiency by engaging learners in situated, instructional, critical, and transformed practices. These insights reinforce the value of integrating multiliteracies to enrich students' speaking development.

4.1.5 Critical Literacy

In recent years, the role of literacy in education has expanded beyond the ability to read and write texts in a mechanical sense. The concept of literacy has evolved into a more dynamic and critical process that involves not only decoding information but also interpreting, analysing, and questioning it within broader social, cultural, and ideological contexts. One such perspective is *critical literacy*, which emphasizes the importance of empowering learners to become active, reflective participants in meaning-making. Rather than accepting texts at face value, learners are encouraged to engage with them critically, uncovering the intentions behind language use, identifying bias, and recognizing the relationship between language, power, and identity.

Critical literacy includes the ability to ask deep and meaningful questions, consider multiple perspectives, seek social and personal connections, and engage in critical reflection on the information encountered. In the context of critical literacy, people are encouraged not only to comprehend content, but also to question it, evaluate its relevance, and reflect on how it relates to their own lives and society at large. This approach fosters a deeper level of engagement, where learners not only acquire language skills but also develop awareness of how language functions within systems of influence and representation.

a. Questioning

In the context of critical literacy, questioning refers to students' ability to pose deep and meaningful questions about texts, media, and information, enabling them to build critical thinking and enhance meaning in spoken communication. This practice moves beyond surface-level understanding and encourages learners to reflect, challenge ideas, and articulate personal viewpoints during speaking activities.

Based on the interview data, both teachers stated that they encourage students to ask critical questions or giving valuable insight about the learning process at the end of speaking instruction. Teacher 1 (T1) encouraged them to reflect on its positive and negative teaching speaking process. According to T1, such questions helped transform the speaking activity into an opportunity for critical dialogue and expression of personal opinion, making it more engaging and substantial in the future teaching class.

“Yes, I do encourage students to ask critical questions during speaking activities. I believe it helps them think deeper and speak with more meaning.

It made the speaking activity more active and meaningful, not just about giving answers but also sharing opinions.” (I18/T1/Q(ASCRIAC)

This is reinforced by the reflection journal which states

“In my experience, I encourage students not only to answer but also to question and develop their arguments. When students are given space to ask questions and express their opinions.” (R5/T1(Q/PSS/RT)

Teacher 2 (T2) also promoted critical questioning in the classroom. After watching a short video on environmental issues, T2 guided students not only to summarize the content but also to challenge the message presented. Questions such as “Do you agree with the solution offered?” or “What other actions could be taken?” were used to prompt deeper thinking. This led to more thoughtful discussions, allowing students to express their views more clearly and confidently.

“Yes, I encourage students to ask critical questions during speaking activities to develop deeper thinking and better communication skills.” (I18/T2/Q(ASCRIAC)

This is reinforced by the reflection journal which states

“In my experience,..... In addition to content delivery, I also promote deeper engagement by encouraging students to pose critical questions during speaking activities.” (R5/T2(Q/PSS/RT)

In terms of critical literacy, particularly in the questioning dimension, both teachers encouraged students to actively ask questions throughout the learning process. They consciously provided space for students to question the content, the context of the communication situation, and the meaning contained in the text or media used. This strategy aims to foster critical thinking and encourage students to not only passively receive information but also to evaluate and respond reflectively. By engaging in questioning, students are encouraged to

think more actively and participate in the process of learning to speak meaningfully.

b. Problem Solving Skills

Problem-solving skills are a crucial element of critical literacy, particularly in the context of teaching speaking through digital multimodal literacy. These skills involve the ability of both teachers and students to identify challenges that arise during the learning process and to find appropriate and adaptive solutions to ensure that learning activities continue effectively. Based on the interview and reflective results, both teachers demonstrated strong problem-solving abilities in overcoming both technical and pedagogical challenges encountered during multimodal based speaking instruction. Teacher 1 (T1) described several practical strategies used to address common issues, such as slow internet connections or students not being allowed to bring mobile phones. To ensure the lesson could still proceed smoothly, T1 downloaded videos and images ahead of time and used a TV and personal laptop to display the materials. When digital tools were not available or functioning properly, T1 provided printed pictures as alternatives. The key, according to T1, was to remain calm, be flexible, and adjust the lesson plan to ensure students could continue practicing their speaking skills.

“When I faced problems in teaching speaking using digital multimodal literacy, like slow internet or students not bringing phones, I tried to find simple solutions. For example, I downloaded the videos or pictures before class so I could play them without internet. I also used the TV and my own laptop to show materials, since not all students had devices. I kept the activities flexible, like using printed pictures if digital tools couldn’t work. The key was to stay calm and adjust the plan so the students could still practice speaking.” (I19/T1/PSS(HPSS))

This is reinforced by the reflection journal which states

“I once experienced a situation where the internet suddenly went down during class, and I couldn't play the video I had planned to use. Since then, I make sure to download all videos beforehand and prepare backup materials.”
(R5/T1(Q/PSS/RT))

Teacher 2 (T2) also addressed challenges by modifying instructional approaches based on students' needs. If students struggled to understand content, T2 simplified the materials or added subtitles and visual aids to enhance clarity. In response to technical problems, T2 provided offline alternatives such as downloadable audio files or PDF scripts. Clear instructions and step-by-step guidance were also provided to help students navigate the tools effectively. T2 emphasized the importance of flexibility and responsiveness to student feedback in ensuring successful learning outcomes.

“When facing problems in teaching speaking using digital multimodal literacy, I used several strategies. If students had trouble understanding the content, I simplified the materials or added subtitles and visual aids. If there were technical issues, I provided offline alternatives like downloadable audio or PDF scripts. I also gave clear instructions and step-by-step guidance to help students navigate the tools. Most importantly, I stayed flexible and adjusted my approach based on students' needs and feedback.”
(I19/T2/PSS(HPSS))

This is reinforced by the reflection journal which states

“However, the implementation of digital multimodal tools is not without challenges. When facing problems in teaching speaking using digital multimodal literacy, I applied several strategies. If students had difficulty understanding the material, I simplified the content or included subtitles and supporting visuals to aid comprehension.” (R5/T2(Q/PSS/RT))

In terms of problem-solving as part of critical literacy, both teachers demonstrated the ability to overcome various challenges that arose during the multimodal learning process. They employed several strategies to address difficulties, both technical, such as device or connection issues, and

pedagogical, such as lack of student response or difficulty understanding the material. Teachers attempted to adapt teaching methods, change media, or simplify instructions to meet students' needs. This ability to respond to and find solutions to these challenges demonstrates that teachers serve not only as facilitators but also as adaptive problem-solvers in the context of multimodal digital literacy. This is in line with the theory proposed by Wall and Ryan (2010).

c. Reflective Thinking

Reflective thinking is the ability to consciously reflect on experiences, evaluate the learning process, and understand both the successes and shortcomings of previously conducted activities. In the context of digital multimodal literacy for teaching speaking, this skill plays a significant role in helping teachers improve their instructional strategies.

Based on the interview data, both teachers actively practiced reflective thinking to enhance the quality of their speaking instruction. Teacher 1 (T1) described engaging in regular self-evaluation by observing student reactions during class—such as signs of interest, participation, and confidence in speaking. After each lesson, T1 often wrote short reflective notes or engaged in discussions with fellow teachers to share insights. In addition, T1 sought student feedback by asking simple, reflective questions like “Did the video help you understand better?” or “What part was fun or hard?” These reflections helped T1 make informed adjustments to lesson plans and select more effective materials for future use.

“Yes, after using digital multimodal in teaching speaking, I usually take time to reflect on the process and the result. I think about what went well during the lesson, what didn’t work, and how the students reacted. For example, I notice if they look interested, if they join the activity, and if they speak more confidently after using the materials.” (I20/T1/RT(HRT))

This is reinforced by the reflection journal which states

“After each lesson, I also take time to reflect on what went well and what could be improved. This reflective practice helps me gain insights and continuously refine my teaching strategies, especially in using digital and multimodal tools effectively to support students' speaking development.” (R5/T1(Q/PSS/RT))

Similarly, Teacher 2 (T2) reflected on the effectiveness of materials, student engagement, and the achievement of learning objectives. T2 also collected student feedback and assessed their speaking performance to evaluate the overall impact of the lesson. Based on this reflection, T2 modified the content, media, or teaching methods to better suit student needs and improve learning outcomes in future sessions.

“Yes, I usually reflect on both the process and the outcome after using digital multimodal tools in teaching speaking. I review how well the materials worked, how engaged the students were, and whether the learning goals were met. I also gather student feedback and assess their speaking performance. Based on these reflections, I adjust the content, media, or method for future lessons to improve effectiveness.” (I20/T2/RT(HRT))

This is reinforced by the reflection journal which states

“I aim to improve the overall effectiveness of my teaching and better meet the needs of my students..” (R5/T2(Q/PSS/RT))

In terms of reflective thinking, both teachers consistently evaluate each teaching process they undertake. This reflection is conducted both formally through journals and informally after the learning activity is completed. Through this reflection, the teachers assess what went well, what needs improvement, and how students responded to the materials and methods used,

particularly in the context of multimodal speaking instruction. This practice demonstrates both teachers' professional awareness to continuously improve the quality of their teaching through critical reflection on their own teaching experiences. This is in line with the theory proposed by Wall and Ryan (2010).

Based on findings from interviews and reflective journals, the three main aspects of critical literacy—questioning, problem solving skills, and reflective thinking—play a crucial role in supporting speaking instruction through a digital multimodal approach. Teachers not only encouraged students to ask critical questions during speaking activities but also viewed this skill as a tool for deepening understanding and fostering more meaningful communication. The practice of questioning prompted students to become more active in expressing their opinions, rather than merely responding passively. This aligns with the study by Nurhajati et al., (2020), which found that students who were encouraged to critically analyze digital texts in multimodal formats showed improved speaking fluency and stronger ability to construct arguments in English.

In addition, problem solving skills emerged as a response to various technical and pedagogical challenges in the use of digital media. Teachers demonstrated a high level of flexibility in adjusting their teaching strategies—ranging from preparing offline materials and simplifying content to using non-digital alternatives. Their ability to remain calm and adaptive highlighted the essential role of problem solving in maintaining instructional effectiveness despite limitations. This is supported by research from Salam et al., (2023), which emphasized that EFL teachers who practiced adaptive digital strategies—

such as shifting between online and offline tools—were more successful in managing speaking classes under resource constraints.

Equally important, reflective thinking was an integral part of both teachers' instructional practices. Through observation, personal notes, peer discussions, and student feedback, the teachers actively evaluated both the process and outcomes of learning in order to improve their methods, materials, and media. This reflective thinking not only helped identify successes and obstacles but also fostered continuous improvement grounded in real classroom experiences.

Overall, these three aspects of critical literacy complement and reinforce the effectiveness of the multimodal approach in teaching speaking. By encouraging critical questioning, creatively overcoming challenges, and deeply reflecting on teaching experiences, teachers were able to create a learning environment that is more active, adaptive, and meaningful for students.

4.2 Discussion

Multimodality is an approach in teaching that involves various modes of communication—such as text, images, sound, movement, and video—to convey meaning in a richer and more contextual way. This approach is highly relevant in the context of digital literacy, especially when linked to the purpose of this study, which is to explore teachers' experiences in using multimodal digital literacy in teaching speaking. This study draws upon the theories of Kress, (2010) and Wall & Ryan (2010) as its main conceptual framework.

According to Kress (2010), there are two main components in multimodality: text literacy and communication mode. Text literacy refers to

the ability to understand and produce meaning through various types of texts, both printed and digital. The teachers in this study used various multimodal texts—both static texts such as images and written words, and dynamic texts such as videos and animations. Both teachers utilized these text types to support speaking instruction. This aligns with the findings of Jewitt (2008), who stated that classroom literacy has become multimodal, integrating visual, digital, and printed texts to create meaning. Similarly, Walsh (2010) supports that the use of multimodal texts can enhance student engagement in language learning. Furthermore, the study by Sutrisno et al., (2024) showed that the integration of multimodal literacy—which includes visual, auditory, and digital elements—can significantly improve student engagement and learning outcomes in English language teaching. These findings emphasize the importance of multimodal text use in fostering meaningful and engaging speaking instruction.

Meanwhile, communication mode involves the use of various methods or channels to convey messages, such as visual, audio, kinesthetic, and spoken language. In the context of speaking instruction, both teachers in this study demonstrated the application of these modes, including the use of images, videos, live voice, and gestures to reinforce classroom communication. The use of verbal, visual, auditory, and gestural communication modes played a key role in their teaching practices. Both teachers combined live speaking, gestures, images, and visual projections to create meaningful learning experiences. This is consistent with Kress (2010), who emphasized that each mode carries its own potential for meaning and is essential in communication. Lim et al., (2023) also affirmed that combining communication modes in the classroom supports

effective language learning. Moreover, Kummin et al., (2020) found that the use of various communication modes in English language instruction—such as images, videos, and body movements—can significantly enhance students' comprehension and participation. These findings underscore the value of multimodal communication in enriching students' speaking experiences and classroom interaction

Wall and Ryan (2010), on the other hand, developed the concept of digital literacy, which includes three main components: ICT literacy, information literacy, and critical literacy. In this study, all three aspects were clearly reflected in the teaching practices of both teachers.

Regarding ICT literacy, both teachers demonstrated functional skills in operating technologies such as Microsoft Word, PowerPoint, Canva, YouTube, and Google Forms to support learning. They were not only able to use these tools technically but also pedagogically, to create a more engaging learning atmosphere and support students' speaking skills. Both teachers showed proficiency in utilizing technologies—like Microsoft Office, Google Workspace, Canva, YouTube, and Google Forms—to enrich speaking instruction. These findings support the study by Drajeti et al., (2018), which showed that teachers' TPACK capabilities and multimodal literacy play a crucial role in digital teaching. Barrot et al., (2021) also stated that strategic use of technology can enhance the quality of interaction in English language learning. Additionally, Hafifah & Sulisty, (2020) demonstrated that teachers' ICT literacy and its integration into ELT (English Language Teaching) in higher education in Indonesia offer tangible benefits. These findings highlight the

importance of integrating ICT tools with pedagogical strategies to improve speaking instruction in EFL contexts

In terms of information literacy, the teachers demonstrated the ability to access, select, organize, use, evaluate, and present digital information. The first teacher, for instance, actively created her own materials by combining images and videos, while the second teacher mostly curated and combined existing materials from various digital sources. Both also reflected on the effectiveness of the materials they used, which indicates critical and purposeful information evaluation. Both teachers showed the ability to access, evaluate, and organize digital information strategically. The first teacher created simple outlines, while the second used concept maps or content from the internet to be integrated. The role of information literacy for modern educators is increasingly crucial, particularly in leveraging information technology for innovative teaching practices. Peciuliauskiene et al, (2022) found that information evaluation literacy had a stronger indirect effect on ICT self-efficacy among pre-service teachers, while information retrieval skills had a significant direct impact. In the context of student academic achievement, Ngozi (2024) confirmed that information literacy positively impacts learning outcomes. Furthermore, Kartika Sari & Yuliana, (2022) presented a multi-method information literacy assessment program that effectively improved user understanding and confidence. These findings affirm that strong information literacy is essential for teachers to design purposeful and effective learning experiences in digital contexts

Lastly, critical literacy was also reflected in both teachers' practices, particularly in encouraging students to ask questions, think critically, and solve problems that arise during learning. Teachers acted not only as information deliverers but also as facilitators of critical thinking who encouraged students to actively engage in the learning process. Both teachers encouraged students to ask questions, solve problems, and evaluate the learning process. They also regularly reflected on their teaching methods. This aligns with Luke (2000), who stated that critical literacy involves reflection and analysis of learning content. Janks (2012) added that critical literacy enables students to become readers and writers who are aware of the social and cultural contexts of texts and media. Moreover, a study conducted in EFL classrooms in Indonesia by Ramadhani & Jabu (2024) showed that critical literacy strategies—such as encouraging students to ask meaningful questions, engage in group discussions, and think critically beyond the text—significantly increased students' social awareness, tolerance, and responsibility.

Thus, the findings of this study show that teachers have implemented multimodal digital literacy in a comprehensive and strategic manner in teaching speaking, strongly supported by relevant literature. Overall, the results indicate that both teachers have integrated multimodal digital literacy into speaking instruction in adaptive, creative, and reflective ways. These findings support the ideas of Kress (2010) and Wall & Ryan (2010), that multimodal and digital-based teaching not only enriches students' learning experiences but also enhances the quality of interaction, engagement, and overall learning outcomes.

CHAPTER V

CONCLUSION AND RECOMENDATION

5.1 Conclusion

This study revealed that teaching speaking using digital multimodal literacy can be done at Islamic boarding school it depends how creative and innovative the teachers are. As described in the finding that both teachers have integrated multimodal digital tools into their speaking instruction in thoughtful and adaptive ways. In terms of multimodal practices, both teachers utilized various modes—such as images, videos, audio, gestures, and spoken text—to enrich students’ speaking experiences. Static texts were combined with dynamic texts to increased student engagement and interest. Teachers also integrated spoken language, gesture, and voice in real-time classroom interactions.

Regarding ICT literacy, both teachers demonstrated functional and productive use of technology, incorporating tools like Microsoft Word, PowerPoint, Google Forms, Canva, and YouTube. Despite limitations on student device usage due to school policies, the teachers took active roles in guiding students through digital resources and created supportive environments for learning to speak. In the area of information literacy, the teachers were capable of accessing, selecting, organizing, using, evaluating, and presenting digital materials. While one teacher created original content, the other effectively curated existing digital resources. These practices reflect their ability to tailor learning to students' needs and enhance the overall speaking instruction.

For critical literacy, the teachers encouraged students to ask questions and think critically about content. They also demonstrated problem-solving skills when dealing with challenges related to technology use or instructional barriers. Both teachers engaged in reflective thinking, consistently evaluating their teaching to improve instruction quality. Overall, the study shows that the integration of multimodal digital literacy in speaking instruction contributes to a more contextualized, engaging, and meaningful learning experience. It not only supports the development of students' speaking skills but also fosters a more dynamic and responsive teaching practice.

In exploring the use of multimodality in teaching, it was found that both teachers had implemented a multimodal approach in their speaking instruction. They utilized various modes such as visual, audio, text, and interactive digital elements to support the learning process. This finding indicates that while the concept of multimodality has been applied in teaching practice, in-depth exploration of its implementation specifically in the context of speaking instruction remains limited in previous studies. Therefore, multimodality holds significant potential to enhance student engagement and communication effectiveness in speaking lessons.

5.2 Recommendation

Based on the findings of this study, several recommendations can be proposed for educators, institutions, and future researchers:

1. For Teachers, Teachers are encouraged to continue exploring and integrating multimodal resources in their speaking instruction. They

should also strengthen their digital literacy skills through professional development, particularly in content creation and online collaboration tools.

2. For Schools and Institutions Educational institutions should provide more access to technological tools and training for teachers. Additionally, policies regarding device usage among students may be reconsidered or adjusted to allow for controlled access that supports digital learning in the classroom.
3. For Future Researchers Future research could involve a larger number of participants and different school contexts to gain a broader understanding of how multimodal digital literacy is implemented in speaking instruction. Longitudinal studies may also help capture the development of both teacher practices and student outcomes over time. By supporting the development of multimodal digital literacy in the classroom, stakeholders in education can contribute to more effective, relevant, and inclusive language learning environments, particularly in teaching speaking.

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APPENDICES

Appendix 1 Code Translation

Aspects	Indicator	Sub Indicator	code
Data Source	interview		I
	Reflective Journal		R
Teachers	Teacher 1	SA	T1
	Teacher 2	MH	T2
Modes	Literacy/ Text Type	Static Type	ST
		Dynamic Type	DT
	Communication mode	Written Language	WL
		Spoken Language	SL
		Images	IM
		Voice	V
		Body Movement	BM
Component literacy	ICT Literacy	Application skills	AS
		web tools	WT
		multimedia	MM
		Social networking	SN
	Information Literacy	Accessing	A
		Using	U
		Organizing	O
		Creating	C
		Presenting	P
		Evaluating	E
	Critical Literacy	Questioning	Q
		Problem Solving Skills	PSS
		Reflective thinking	RT
		Slide	S
		infographics	IN
		videos	VI
		Animation	AN
		Interactive presentation	IP
		Short Text	SHT
		Articles	AR
Blogs	Blo		

		Conversation	CO
		Lecturing	LEC
		Picture	PI
		illustration	IL
		Speaking directly	SDIR
		Gestural	G
		Facial expression	FEX
		Microsoft Office	Mof
		Google Workspace	GOWo
		Canva	Ca
		Youtube	YOU
		Positive vibes	PV
		Selecting	Selec
		Making a simple Outline	MSO
		Created	Cr
		PowePoint	PPT
		Have some Evaluation	HSE
	Critical Literacy	Ask critical Question	ASCRIAC
		Have some Problem Solving Skill	HPSS
		Have some reflect on the process and the result.	HRT
		Combining	Com
		BOOK	BO
		MONOLOG	Mo
		Subtitles	Sub
		Google Form	GOFo
		Audio	Au
		<i>a projector</i>	Pro

Appendix 2 Interview Guidelines

Theory	Aspect	Indicators	Question
Kress (2010)	Literacy/Text Type	Static Type	1. In teaching speaking using digital multimodal, have you ever used materials such as images, slides, or non-moving texts (like posters or infographics)? Could you describe how you used them?
		Dynamic Text	2. Do you use dynamic media such as videos, animations, or interactive presentations when teaching speaking? Could you tell the experience how you used them?
	Communication Mode	Written Language	3. In the process of teaching speaking through digital Multimodal, what role does written language (books, articles, blogs, or Slide) play, and which media often combined with written language and how did you do it?

Theory	Aspect	Indicators	Question
Kress (2010)	Communication Mode	Spoken Language	4. To what extent do you use spoken language—either live or recorded—when teaching speaking with digital tools, and which media often combined with spoken language and how did you do it?
		Images	5. How often do you use images or illustrations to support students in speaking? Can you share an example of how you used images effectively?
		Voice	6. Have you ever used voice recordings (either your own or your students') as part of speaking activities? What was your experience like?
		Body Movement	7. In digital or face-to-face learning settings, have you ever paid attention to or used body movements (such as gestures or facial expressions) while teaching speaking? To what extent do you think this helps students?

Theory	Aspect	Indicators	Question
Wall and Ryan (2010)	ICT Literacy	Application Skills	8. To what extent did you feel capable of using software such as Microsoft Office (Word, Excel, PowerPoint) or Google Workspace in your daily learning/teaching activities?
		Web Tools	9. Have you ever used web-based tools like Google Forms, Padlet, or Canva while teaching speaking? If so, how was your experience?
		Multimedia	10. Tell your experience while teaching speaking using multimedia or digital multimodal?
		Social Networking	11. How did you utilize social media (such as Instagram, WhatsApp, YouTube, or TikTok for teaching speaking?

Theory	Aspect	Indicators	Question
Wall and Ryan (2010)	Information Literacy	Accessing	12. Could you tell how was your experience while accessing the material while using a multimodal digital literacy for teaching speaking?
		Using	13. How did you use the materials or resources to be included in your digital multimodal teaching media?
		Organizing	14. How do you organized information (e.g., by creating outlines or mind maps) before speaking activities? Could you give an example?
		Creating	15. Have you ever created a digital multimodal to support your teaching speaking practice?
		Presenting	16. How did you present your multimodal digital literacy for teaching speaking?
		Evaluating	17. How did you assess whether your teaching speaking using digital multimodal is accurate, appropriate, and reliable?
	Critical Literacy	Questioning	18. Do you encourage students to ask critical questions about the content or information they encounter during speaking activities? Could you share an experience?
		Problem Solving Skills	19. what solution / stategis did you use while facing problems in teaching speaking in using digital multimodal literacy ?
		Reflective Thinking	20. After implementing the digital multimodal while teaching speaking, did you usually reflect on the process or the outcome? If so, how?

Appendix 3 Interview Sheet

T1 INTERVIEW SHEET

Pre setting

The previously researchers asked teachers' permission to collect data and asked teachers' willingness to be participants and interviewed about their experiences while using digital multimodal using literacy. After teachers confirm their willingness researchers try to set the date and time for interviews.

Day/ Date : **Wednesday, 17 July 2025**

Place : **Office instruction Daar El Qolam Pusat**

Time : **09:30 – 10:00**

Interviewer : **Researcher**

Interviewee : **Teacher 1**

Teacher Initial : **SA**

Student & Researcher Code	Statements (Raw Data)	Preliminary code	Final code
R	In teaching speaking using digital multimodal, have you ever used materials such as images, slides, or non-moving texts (like posters or infographics)? Could you describe how you used them?		
T1	<i>Yes, I have used materials like images, slides, and infographics when teaching speaking with digital multimodal resources.</i>	Images, slides, and infographics	I1/T1-ST (IM/S/IN)
R	Do you use dynamic media such as videos, animations, or interactive presentations when teaching speaking?		

	Could you tell the experience how you used them?		
T1	<i>Yes, I use dynamic media like videos, animations, and interactive presentations in teaching speaking.</i>	Videos, animations Interactive presentation	I2/T1/DT (VI/AN/IP)
R	Which written language (books, articles, blogs, or Slide) did you use and combine while teaching speaking in the context of multimodal, how is your experience, describe it?		
T1	<i>In teaching speaking through digital multimodal. I often use short texts from books, articles, or blogs to give students ideas and vocabulary before they speak. These texts help them understand the topic and prepare what they want to say.</i> <i>I usually combine written language with images or videos.</i>	Short texts Articles or blogs Images, Videos	I3/T1/WL (SHT/AR/Blo) I3/T1/WL (IM/VI)
R	Which spoken language (monologue, dialogue, short video) did you use and combine while teaching speaking in the context of multimodal, and how is your experience, describe it?		
T1	<i>I often use spoken language in class such as conversation, lecturing and video.</i> <i>Usually, I combine it with slides or pictures</i>	Conversation Lecturing, Vidio Slides, Pictures	I4/T1/SL (CO/LEC/VI) I4/T1/SL (S/PI)
R	Which image (Photo, Picture, painting,		

	Illustration) did you use and combine while teaching speaking in the context of multimodal, and how did you do it?		
T1	<i>I use picture or illustrations to support students in speaking. They really help students get ideas and make it easier for them to start talking, especially when they're not sure what to say.</i>	Picture Illustrations	I5/T1/IM (PI/IL)
R	Have you ever used voice recordings (either your own or your students') as part of speaking activities? What was your experience like?		
T1	<i>I haven't used voice recordings in my speaking activities yet. Usually, I focus more on live speaking during class, like discussions or role plays. But I think using voice recordings could be a good idea to help students practice and listen to their own speaking. I'm interested to try it in the future to see how it helps their progress.</i>	NO, Speaking directly	I6/T1/V (SDIR)
R	While teaching speaking using digital multimodal, have you ever paid attention to or used body movements (such as gestures or facial expressions)? To what extent do you think this helps students?		
T1	<i>Yes, I often use body movements like gestures and facial expressions when teaching speaking, both in digital (video) and face-to-face settings. I do it</i>	Body movement, Gestures, facial expressions	I7/T1/BM (BM/G/FEX)

	<i>naturally to help students understand the meaning of words or to show emotions when speaking.</i>		
R	To what extent did you feel capable of using software such as Microsoft Office (Word, Excel, PowerPoint) or Google Workspace in your daily learning/teaching activities?		
T1	<i>I feel quite capable of using software like Microsoft Office and Google Workspace in my daily teaching activities. These tools make it easier to organize lessons and keep students engaged during learning.</i>	Microsoft Office Google Workspace	I8/T1/AS (Mof/GOWo)
R	Have you ever used web-based tools like Google Forms, Padlet, or Canva while teaching speaking? If so, how was your experience?		
T1	<i>Yes, I have used Canva while teaching speaking. I used it to create posters, visual prompts, and simple dialogue cards. The designs were colorful and clear, so they helped students understand the topic and get ideas for speaking activities.</i>	Canva	I9/T1/WT (Ca)
R	Tell your experience while teaching speaking using multimedia or digital multimodal?		
T1	<i>In my experience, teaching speaking using multimedia or digital multimodal makes the lesson more engaging and easier for students to follow. I often use pictures, videos, and</i>	Pictures,	

	<i>slides to help students understand the topic and get ideas before speaking.</i>	Videos, And Slide	I10/T1/MM (VI/S)
R	How did you utilize social media (such as Instagram, WhatsApp, YouTube, or TikTok for teaching speaking?		
T1	<i>I used social media like YouTube only as additional material to support speaking lessons. Since students are not allowed to bring phones to school, I usually showed the videos in class using the TV. It helped make the lesson more interesting and gave students more ideas to talk about.</i>	YouTube	I11/T1/SN (YOU)
R	Could you tell how was your experience while accessing the material while using a multimodal digital literacy for teaching speaking?		
T1	<i>My experience in accessing material using multimodal digital literacy for teaching speaking has been quite good and easy. Most of the materials, like images, videos, or slides, are easy to find and use from trusted websites (google) or platforms like YouTube and Canva.</i> <i>Using different types of media makes the learning process more fun and effective, even though the students don't use gadgets.</i>	Positive vibes Youtube,Canva	I12/T1/A (PV) I12/T1/A (YOU,Ca)
R	How did you use the materials or resources to be included in your digital		

	multimodal teaching media?		
T1	<i>I usually use the material by selecting first the materials like pictures, short texts, or videos and combine them into slides using PowerPoint or Canva. I arrange them starting from a warm-up, then main activity, and ending with a speaking task.</i>	Selecting	I13/T1/U (Selec)
R	How do you organized information (e.g., by creating outlines or mind maps) before speaking activities? Could you give an example?		
T1	<i>Before doing a speaking activity, I usually organize the information by making a simple outline. It helps me and the students to stay focused and not get confused while speaking. The outline doesn't have to be long—just some key points to guide the flow of the talk.</i> <i>With this, they could speak more clearly and confidently because they had something to guide them.</i>	Making a simple Outline	I14/T1/O (MSO)
R	Have you ever created a digital multimodal to support your teaching speaking practice?		
T1	<i>Yes, I have. I've used digital multimodal materials like slides with pictures, short videos, and audio clips to support speaking activities. These materials help make the</i>	Creating	I15/T1/C (C)

	<p><i>topic more interesting and easier to understand, especially for visual and audio learners. For example, when teaching about describing people, I showed a short video and some pictures of different people with various appearances and expressions. Then, I asked students to describe them using the vocabulary they learned. It made the class more interactive and helped students practice speaking in a fun way.</i></p>		
R	How did you present your multimodal digital literacy for teaching speaking?		
T1	<p><i>I presented my multimodal digital literacy by using simple tools like PowerPoint slides, pictures, and short videos during the lesson.</i></p>	<p>Powerpoint Pictures Videos</p>	I16/T1/P (PPT/PI/VI)
R	How did you assess whether your teaching speaking using digital multimodal is accurate, appropriate, and reliable?		
T1	<p><i>I checked if my speaking lesson with digital multimodal worked by looking at how the students spoke during the activity. I saw if they joined the activity, used the right words, and spoke with confidence.</i></p>	<p>Have some Evaluation</p>	I17/T1/E (HSE)
R	Do you encourage students to ask critical questions about the content or information they encounter during speaking activities? Could you share an experience?		

<p>T1</p>	<p><i>Yes, I do encourage students to ask critical questions during speaking activities. I believe it helps them think deeper and speak with more meaning.</i></p> <p><i>It made the speaking activity more active and meaningful, not just about giving answers but also sharing opinions.</i></p>	<p><i>ask critical questions during speaking activities.</i></p>	<p>I18/T1/Q (ASCRIAC)</p>
<p>R</p>	<p>what solution / strategies did you use while facing problems in teaching speaking in using digital multimodal literacy ?</p>		
<p>T1</p>	<p><i>When I faced problems in teaching speaking using digital multimodal literacy, like slow internet or students not bringing phones, I tried to find simple solutions. For example, I downloaded the videos or pictures before class so I could play them without internet. I also used the TV and my own laptop to show materials, since not all students had devices. I kept the activities flexible, like using printed pictures if digital tools couldn't work. The key was to stay calm and adjust the plan so the students could still practice speaking.</i></p>	<p>Have some Problem Solving Skill</p>	<p>I19/T1/PSS (HPSS)</p>
<p>R</p>	<p>After implementing the digital multimodal while teaching speaking, did you usually reflect on the process or the outcome? If so, how?</p>		
<p>T1</p>	<p><i>Yes, after using digital multimodal in teaching speaking, I usually take</i></p>		

	<p><i>time to reflect on the process and the result. I think about what went well during the lesson, what didn't work, and how the students reacted. For example, I notice if they look interested, if they join the activity, and if they speak more confidently after using the materials. I also reflect by writing short notes after class or talking with other teachers to share experiences. Sometimes, I ask students for simple feedback, like "Did the video help you understand better?" or "What part was fun or hard?" This helps me improve the next lesson and choose better strategies or materials.</i></p>	<p>Have some reflect on the process and the result.</p>	<p>I20/T1/RT (HRT)</p>
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T2 INTERVIEW SHEET

Pre setting

The previously researchers asked teachers' permission to collect data and asked teachers' willingness to be participants and interviewed about their experiences while using digital multimodal using literacy. After teachers confirm their willingness researchers try to set the date and time for interviews.

Day/ Date : **Monday, 14 July 2025**

Place : **Whatsaapp Vidio Call**

Time : **13:00 – 14:00**

Interviewer : **Researcher**

Interviewee : **Teacher 2**

Teacher Initial : **RF**

Student & Reseacher Code	Statements (Raw Data)	Preliminary code	Final code
R	In teaching speaking using digital multimodal, have you ever used materials such as images, slides, or non-moving texts (like posters or infographics)? Could you describe how you used them?		
T2	<i>Yes, I've used materials like images combined with movement and PowerPoint slides to help me teach speaking. I typically display images relevant to the topic on the slides, then explain the context of the images while encouraging students to imitate appropriate movements or expressions.</i>	Images PowerPoint	I1/T2-ST (IM/PPt)
R	Do you use dynamic media such as videos, animations, or		

	interactive presentations when teaching speaking? Could you tell the experience how you used them?		
T2	<i>Yes, I use dynamic media like videos and animations when teaching speaking. For example, I play short videos and ask students to summarize or discuss them. And Animations help explain concepts, and students practice speaking by describing them. These tools make speaking activities more engaging and effective.</i>	Videos Animations Short videos Animations	I2/T2/DT (VI/AN)
R	Which written language (books, articles, blogs, or Slide) did you use and combine while teaching speaking in the context of multimodal, how is your experience, describe it?		
T2	<i>For me written language—especially books—plays an important role in my teaching. I usually use books as the main reference for content or material, and then I combine them with PowerPoint slides to make the delivery more engaging and easier to understand. Since I often teach using a television screen in the classroom, the slides help me present key points from the book in a more visual and organized way. This combination allows students to read important information while also focusing on speaking activities related to the topic.</i>	Books	I3/T2/WL (BO)
R	Which spoken language (monologue, dialogue, short		

	video) did you use and combine while teaching speaking in the context of multimodal, and how is your experience, describe it? I often use monologues and like to combine them with slides or videos. I also add subtitles or transcripts to help with understanding and build vocabulary.		
T2	<i>I often use monologues and like to combine them with slides or videos. I also add subtitles or transcripts to help with understanding and build vocabulary.</i>	Monologues Subtitles	I4/T2/SL (Mo/Sub)
R	Which image (Photo, Picture, painting, Illustration) did you use and combine while teaching speaking in the context of multimodal, and how did you do it?		
T2	<i>I often use images or illustrations to support students in speaking activities. Visuals help stimulate ideas, build vocabulary, and make abstract concepts more concrete.</i>	Images	I5/T2/IM (IM)
R	Have you ever used voice recordings (either your own or your students') as part of speaking activities? What was your experience like?		
T2	<i>I haven't really used students' voice recordings in speaking activities, because I usually speak directly in front of the class during lessons.</i>	Speak directly	I6/T2/V (SDIR)
R	While teaching speaking using digital multimodal, have you ever paid attention to or used body movements (such as gestures or facial		

	expressions)? To what extent do you think this helps students?		
T2	<i>Yes, I often use body movements such as gestures and facial expressions when teaching speaking, especially to demonstrate or act out the topic or object being taught. I find that using physical movement helps students understand the meaning more clearly,</i>	Body movements Gestures	I7/T2/BM (BM/G)
R	To what extent did you feel capable of using software such as Microsoft Office (Word, Excel, PowerPoint) or Google Workspace in your daily learning/teaching activities?		
T2	<i>I feel very capable of using software like Microsoft Office. I regularly use Word for creating lesson plans and worksheets, Excel for tracking student progress, and PowerPoint or Google Slides for delivering interactive presentations. These tools help me organize content clearly and make learning more engaging and efficient.</i>	Microsoft Office Excel	I8/T2/AS (Mof)
R	Have you ever used web-based tools like Google Forms, Padlet, or Canva while teaching speaking? If so, how was your experience?		
T2	Yes, I have used web-based tools like Canva and Google Forms while teaching speaking. I often use Google Forms to collect students' assignments. and I utilize Canva to design interactive speaking activities.	Canva	I9/T2/WT (Ca/GOfO)
R	Tell your experience while teaching speaking using		

	multimedia or digital multimodal?		
T2	<i>Teaching speaking using multimedia or digital multimodal tools has been a rewarding experience. I often combine videos, images, audio, and written texts to create engaging lessons more interactive and meaningful.</i>	Videos Images, audio	I10/T2/MM (VI/Im/Au)
R	How did you utilize social media (such as Instagram, WhatsApp, YouTube, or TikTok for teaching speaking?		
T2	<i>I mostly use YouTube for teaching speaking because it provides a wide range of videos that are useful for language learning. I choose videos that match the lesson topics to help students improve their listening and speaking skills. As for Instagram and WhatsApp, I rarely use them because many of my students don't have access to those platforms.</i>	Youtube	I11/T2/SN (YOU)
R	Could you tell how was your experience while accessing the material while using a multimodal digital literacy for teaching speaking?		
T2	<i>My experience accessing materials using multimodal digital literacy for teaching speaking has been very positive. I was able to easily combine text, audio, video, and visuals from various sources to create rich and engaging content. This made it easier to explain complex ideas and gave students multiple ways to understand and respond. For example, I used videos with subtitles, podcasts, and interactive</i>	Positive vibes	I12/T2/A (PV)

	<i>slides to support speaking tasks. Overall, it made the learning process more dynamic, inclusive, and effective for different types of learners.</i>		
R	How did you use the materials or resources to be included in your digital multimodal teaching media?		
T2	<i>I combined videos, images, audio, and text in tools like Google Slides to support speaking tasks. Each material had a clear purpose, such as videos for examples, images for prompts, and texts for vocabulary. This made learning more engaging and effective.</i>	Combining	I13/T2/U (Com)
R	How do you organized information (e.g., by creating outlines or mind maps) before speaking activities? Could you give an example?		
T2	<i>I usually organize information by creating simple outlines or mind maps to help students prepare for speaking activities. This helps them structure their ideas clearly.</i>	Making a simple Outline	I14/T2/O (MSO)
R	Have you ever created a digital multimodal to support your teaching speaking practice?		
T2	<i>No, I haven't created digital multimodal materials myself because I often take them from YouTube.</i>	Havent created	I15/T2/C

R	How did you present your multimodal digital literacy for teaching speaking?		
T2	<i>During the lesson, I used a projector (in face-to-face settings) to walk students through each part. This helped keep the lesson organized, interactive, and easy to follow.</i>	<i>a projector</i>	I16/T2/P (Pro)
R	How did you assess whether your teaching speaking using digital multimodal is accurate, appropriate, and reliable?		
T2	<i>I checked if the materials matched the learning goals, were suitable for the students' level, and functioned well across devices. I also reflected on what worked or needed improvement after each lesson to ensure continuous quality and effectiveness.</i>	Have some Evaluation	I17/T2/E (HSE)
R	Do you encourage students to ask critical questions about the content or information they encounter during speaking activities? Could you share an experience?		
T2	<i>Yes, I encourage students to ask critical questions during speaking activities to develop deeper thinking and better communication skills.</i>	Ask critical Question	I18/T2/Q (ASCRIAC)
R	what solution / strategies did you use while facing problems in teaching speaking in using digital multimodal literacy ?		
T2	<i>When facing problems in teaching speaking using digital multimodal literacy, I used several strategies. If</i>		I19/T2/PSS (HPSS)

	<p><i>students had trouble understanding the content, I simplified the materials or added subtitles and visual aids. If there were technical issues, I provided offline alternatives like downloadable audio or PDF scripts. I also gave clear instructions and step-by-step guidance to help students navigate the tools. Most importantly, I stayed flexible and adjusted my approach based on students' needs and feedback.</i></p>	<p>Have some Problem Solving Skill</p>	
R	<p>After implementing the digital multimodal while teaching speaking, did you usually reflect on the process or the outcome? If so, how?</p>		
T2	<p><i>Yes, I usually reflect on both the process and the outcome after using digital multimodal tools in teaching speaking. I review how well the materials worked, how engaged the students were, and whether the learning goals were met. I also gather student feedback and assess their speaking performance. Based on these reflections, I adjust the content, media, or method for future lessons to improve effectiveness.</i></p>	<p>Have some reflect on the process and the result.</p>	<p>I20/T2/RT (HRT)</p>

Appendix 4 Reflective Journal Guidelines

Theory	Aspect	Indicators	Instruction
Kress (2010)	Literacy/Text Type	Static Type	1. Reflect your experience while using static and dynamic texts! (static text are like textbooks, poster, images etc while dynamic text such video, music etc”)
		Dynamic Text	
	Communication Mode	Written Language	2. Reflect your experience in combining several communication modes while teaching speaking
		Spoken Language	
		Images	
		Voice	
		Body Movement	

Theory	Aspect	Indicators	Instruction
Wall and Ryan (2010)	ICT Literacy	Application skills	3.Reflect your experience while using application, web tool, multimedia and social networking while teaching speaking!
		web tools	
		multimedia	
		Social networking	
	Information Literacy	Accessing	4.Reflect your experience while accessing, using, organizing, creating, presenting and evaluating the digital multimodal media for teaching speaking!
		Using	
		Organizing	
		Creating	
		Presenting	
		Evaluating	
	Critical Literacy	Questioning	5. Reflect your experience and evaluate the use of digital multimodal media for teaching speaking!
		Problem Solving Skills	
		Reflective thinking	

Appendix 5 Refelctive Journal Sheet

REFLECTIVE JOURNAL

This reflective journal was created to find out teachers' experiences while teaching speaking using digital multimodal literacy. Reflect your experience in the column below.

Participant: T1		Date: Wednesday, 17 July 2025			
No	Aspect of experience	Instruction	Reflective Notes	Primary code	Final code
1	Literacy/Text Type	Reflect your experience while using static and dynamic texts! (static text are like textbooks, poster, images etc while dynamic text such video, music etc")	<p>In my experience, using both static and dynamic texts in class makes learning more effective. Static texts like textbooks and posters are helpful for giving clear explanations and structure, while dynamic texts like videos and songs make the lessons more engaging and easier to understand. I find that students enjoy learning more when we combine both, because they can read at their own pace and also see or hear real-life examples.</p> <p>The way I use static texts is by providing textbooks, posters, or images as the main sources of information. Students read and understand the material</p>	Static text	R1/T1(ST/DT)

			independently, then discuss to clarify their understanding. For dynamic texts, I use videos, songs, or animations that are relevant to make the lessons more engaging and livelier. I also encourage students to discuss or practice speaking after watching or listening, so they become more active and understand the material in a fun way.	Dynamic Text	
2	Communication Mode	2. Reflect your experience in combining several communication modes while teaching speaking !	In my experience, combining several communication modes while teaching speaking really helps students express themselves better. I often mix spoken words (speak directly) with visuals like pictures or slides, and sometimes add gestures or short videos. This makes the meaning clearer and helps students understand the context. It also builds their confidence because they don't rely only on words—they can use expressions, body language, and even	Written Language Spoken Language Images Voice Body Movement	R2/T1(WL/SL/IM/V/BM)

			tone to support their message.		
3	ICT Literacy	3. Reflect your experience while using application, web tool, multimedia and social networking while teaching speaking!	In my experience, even without using voice recordings or allowing students to bring phones, I still use applications, web tools, and multimedia through a TV or projector in class. I often show short videos, images, or slides from websites to support speaking activities. Social networking is only used by me to find or prepare materials, not by the students. These tools help make the topic more interesting and give students ideas to talk about, so they feel more confident when practicing speaking.	Application skills web tools multimedia Social networking	R3/T1(AS/WT/MM/SN)
4	Information Literacy	4. Reflect your experience while accessing, using, organizing, creating, presenting and evaluating the digital multimodal media for teaching speaking!	In my experience, working with digital multimodal media for teaching speaking takes some effort, but it's really helpful. I usually start by accessing and selecting materials like images, slides, or short videos from the internet. Then I organize and edit them using simple tools like PowerPoint or Canva to match the lesson goals. I create tasks that let students respond to the media through speaking	Accessing Using Organizing Creating Presenting Evaluating	R4/T1(A/U/O/C/P/E/Q)

			activities. During class, I present the media using a projector or TV, and guide the discussion. After the activity, I observe and evaluate how well students speak, based on their fluency, vocabulary, and confidence.		
5	Critical Literacy	5. Reflect your experience and evaluate the use of digital multimodal media for teaching speaking!	In my experience, using digital multimodal media helps a lot in teaching speaking. Things like videos, pictures, and slides make the lesson more fun and easier to understand. Students can get more ideas and feel more confident to speak. I see they enjoy the class more and try to speak better. In practice, I encourage students not only to answer but also to question and develop their arguments. When students are given space to ask questions and express their opinions, they become more actively engaged in the discussion and learn to convey their ideas more meaningfully. The use of digital media supports this process by providing rich visual and contextual cues that	Questioning Problem Solving Skills Reflective thinking	R5/T1(Q/PSS/RT)

			<p>stimulate students' thinking and allow them to explore topics more deeply. However, I also need to prepare the media carefully so it fits their level. I once experienced a situation where the internet suddenly went down during class, and I couldn't play the video I had planned to use. Since then, I make sure to download all videos beforehand and prepare backup materials, so I can avoid similar disruptions in the future. After each lesson, I also take time to reflect on what went well and what could be improved. This reflective practice helps me gain insights and continuously refine my teaching strategies, especially in using digital and multimodal tools effectively to support students' speaking development.</p>		
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REFLECTIVE JOURNAL

This reflective journal was created to find out teachers' experiences while teaching speaking using digital multimodal literacy. Reflect your experience in the column below.

Participant: T2		Date: Monday, 14 July 2025			
No	Aspect of experience	Instruction	Reflective Notes	Primary code	Final code
1	Literacy/Text Type	1. Reflect your experience while using static and dynamic texts! (static text are like textbooks, poster, images etc while dynamic text such video, music etc”)	<p>In my experience, using both static and dynamic texts has enriched my teaching of speaking skills. Static texts like images, posters, and short readings help build background knowledge, vocabulary, and context. They give students time to observe, think, and prepare their responses.</p> <p>Dynamic texts, such as videos, music, or interactive clips, bring the language to life. They help students practice listening, understand pronunciation, and respond to real-life situations. For example, after watching a short video, students can discuss the message or role-play a conversation.</p>	<p>Static Type</p> <p>Dynamic Type</p>	R1/T2(ST/DT)

2	Communication Mode	2. Reflect your experience in combining several communication modes while teaching speaking !	<p>In my experience, combining several communication modes made teaching speaking more effective and engaging. For example, I often use videos (audio + visual), followed by written prompts or questions, and then lead students into speaking tasks like discussions or role-plays. This helps students understand the topic better, build vocabulary, and express their ideas more confidently. I use body movements such as gestures and facial expressions in teaching speaking, especially when I need to demonstrate or demonstrate the topic being discussed. Through the use of physical movement, I find it easier for students to grasp the meaning of the material being presented modes also supports different learning styles and keeps students more motivated and involved in the learning process.</p>	<p>Written Language</p> <p>Spoken Language</p> <p>Images</p> <p>Voice</p> <p>Body Movement</p>	R2/T2(WL/SL/IM/V/BM)
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3	ICT Literacy	3. Reflect your experience while using application, web tool, multimedia and social networking while teaching speaking!	<p>In my experience, using applications, web tools, multimedia, and selected digital platforms has greatly enhanced my speaking lessons. Web tools like Canva were especially useful for designing interactive speaking activities and visual prompts. I also used YouTube as social networking to provide students with varied and engaging input.</p> <p>Although mobile phones were not allowed in class, I still aimed to create interactive speaking tasks by incorporating visual and audio materials into classroom activities. These tools made speaking activities more dynamic, accessible, and enjoyable for students, even within the limitations of the classroom environment.</p>	Application skills web tools multimedia Social networking	R3/T2(AS/WT/MM/SN)
4	Information Literacy	4. Reflect your experience while accessing, using, organizing,	In teaching speaking, I accessed materials from reliable sources, used and organized them with tools like Google Slides, and I	Accessing Using Organizing	R4/T2(A/U/O/C/P/E/Q)

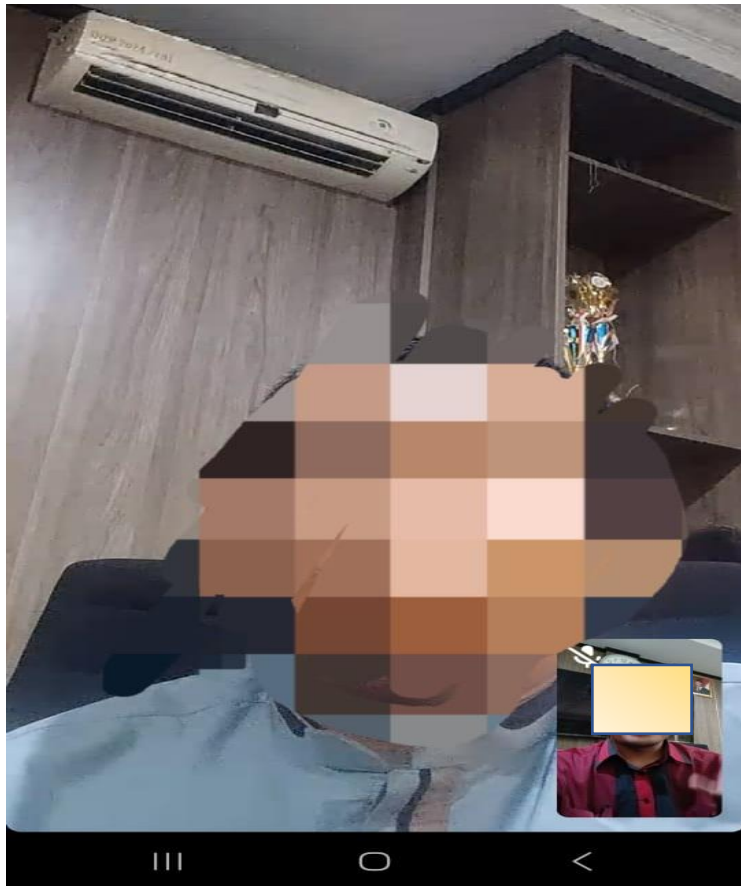
		creating, presenting and evaluating the digital multimodal media for teaching speaking!	am combining text, images, and audio to teach speaking. I presented the materials clearly in class, then evaluated student engagement and performance. This process made lessons more effective and engaging.	Creating Presenting Evaluating	
5	Critical Literacy	5. Reflect your experience and evaluate the use of digital multimodal media for teaching speaking!	In my experience, using digital multimodal media for teaching speaking has proven to be highly effective. By integrating text, images, audio, and video, the lessons become more dynamic and engaging, which helps students better understand the context and feel more confident in expressing themselves. The use of various modes also caters to different learning preferences, making the learning experience more inclusive. In addition to content delivery, I also promote deeper engagement by encouraging students to pose critical questions during speaking activities. This helps them move beyond surface-level responses and develop more thoughtful, structured communication. Encouraging inquiry and opinion-sharing	Questioning Problem Solving Skills Reflective thinking	R5/T2(Q/PSS/RT)

			<p>transforms speaking practice into a more meaningful and reflective process.</p> <p>However, the implementation of digital multimodal tools is not without challenges. When facing problems in teaching speaking using digital multimodal literacy, I applied several strategies. If students had difficulty understanding the material, I simplified the content or included subtitles and supporting visuals to aid comprehension. In cases where technical problems occurred—such as unstable internet connections—I prepared offline alternatives, such as downloadable audio files or PDF scripts, to ensure learning continuity. I also provided clear instructions and step-by-step guidance to help students navigate the tools and platforms effectively. Most importantly, I remained flexible and adapted my approach based on students’ responses and feedback. This adaptability allowed me to create a more responsive and supportive learning environment, ensuring that the use of digital multimodal</p>		
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			<p>media truly enhanced students' speaking development.</p> <p>After each lesson, I usually reflect on both the process and the outcomes of using digital multimodal tools. I review how well the materials supported the lesson, how engaged the students were, and whether the intended learning objectives were achieved. I also collect feedback from students and evaluate their speaking performance. These reflections guide me in making adjustments to the content, media, or instructional methods in future lessons. Through this continuous cycle of reflection and refinement, I aim to improve the overall effectiveness of my teaching and better meet the needs of my students.</p>		
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Appendix 6 Documentation

INTERVIEW



REFLECTIVE JOURNAL

Reflektif Journal

In my experience, using both static and dynamic texts has enriched my teaching of speaking skills. Static texts like images, posters, and short readings help build background knowledge, vocabulary, and context. They give students time to observe, think, and prepare their responses.

Dynamic texts, such as videos, music, or interactive clips, bring the language to life. They help students practice listening, understand pronunciation, and respond to real-life situations. For example, I often use videos (audio + visual), followed by written prompts or questions, and then lead students into speaking tasks like discussions or role-plays. This pro-

In my experience, using applications, web tools, multimedia, and selected digital platforms has greatly enhanced my speaking lessons. Web tools like Canva were especially useful for designing interactive speaking activities and visual prompts. I also used multimedia resources—such as videos, podcasts, and images—to provide students with varied and engaging input. Although mobile phones were not allowed in class, I still aimed to create interactive speaking tasks by incorporating visual and audio materials into classroom activities. These tools made speaking activities more dynamic, accessible, and enjoyable for students, even within the limitations of the classroom environment.

In teaching speaking, using digital multimodal media for teaching speaking has been very effective. It makes lessons more engaging by combining text, images, and video. Students become more interested, understand

TEACHER 1

Reflective Journal

In my experience, using both static and dynamic texts in class makes learning more effective. Static texts like textbooks and posters are helpful for providing clear explanations and structure, while dynamic texts like videos and songs make the lessons more engaging and easier to understand. I find that students learn more when we combine both because they can watch at their own pace and also see or hear real-life examples.

In my experience, combining several communication modes while coaching speaking really helps students express themselves better. I often mix spoken words with videos, pictures or slides, and sometimes audio or short videos. This makes the meaning clearer and helps students understand the content. It also builds their confidence because they don't rely only on words; they can use expressions, body language, and even gestures to support their messages.

In my experience, working with digital multimodal media for teaching speaking tasks can be very helpful. I usually start by accessing materials like images, slides, or short videos from the internet. Then I organize and edit them into simple tasks like PowerPoints or Canva to make them more engaging. I often use tools that let students respond in the moment through speaking activities, using flashcards, prompts, the whiteboard, or a projector. I also use the opportunity to observe and evaluate how well students speak, based on their fluency, vocabulary,

TEACHER 2