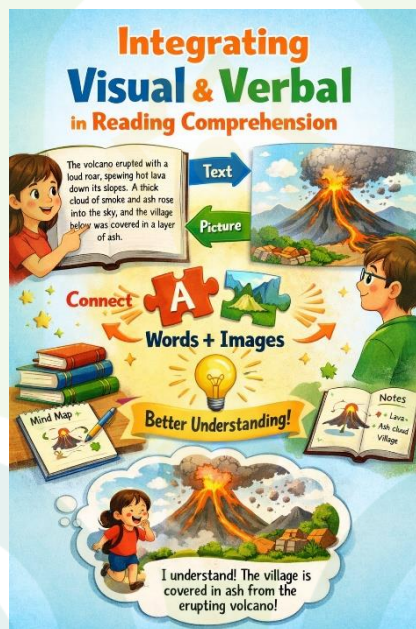




# TEACHERS' PRACTICES IN INTEGRATING VISUAL AND VERBAL ELEMENTS IN ENGLISH TEACHING MATERIALS FOR READING COMPREHENSION

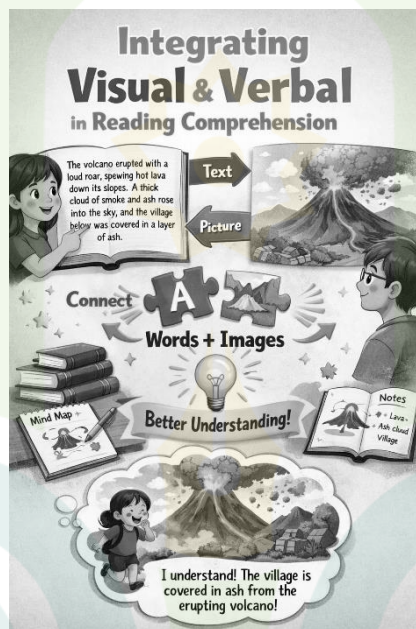


**FITROTUL ULYA**  
**SN. 20522041**

2026



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**A THESIS**

Submitted to Fulfill One of the Requirements for *Sarjana Pendidikan*  
Degree in English Education



**By :**

**FITROTUL ULYA**  
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**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF EDUCATION AND TEACHER TRAINING  
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2026**

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Dengan ini menyatakan bahwa skripsi yang berjudul **“TEACHERS’ PRACTICES IN INTEGRATING VISUAL AND VERBAL ELEMENTS IN ENGLISH TEACHING MATERIALS FOR READING COMPREHENSION”** adalah benar-benar hasil karya penulis, kecuali dalam bentuk kutipan yang telah penulis sebutkan sumbernya.

Demikian pernyataan ini saya buat dengan sebenar-benarnya.

Pekalongan, 8 Februari 2026

Yang membuat pernyataan,



**FITROTUL ULYA**

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c/q. Ketua Program Studi Tadris Bahasa Inggris  
di Pekalongan

*Assalamu'alaikum, Wr. Wb.*

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NIM : 20522041

Program Studi : Tadris Bahasa Inggris

Judul : **Teachers' Practices In Integrating Visual And Verbal Elements  
In English Teaching Materials For Reading Comprehension**

Saya menilai bahwa naskah skripsi tersebut sudah dapat diajukan kepada Fakultas Tarbiyah dan Ilmu Keguruan UIN K.H. Abdurrahman Wahid Pekalongan untuk diujikan dalam sidang munaqasyah.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatiannya, disampaikan terimakasih.

*Wassalamu'alaikum, Wr. W*Pekalongan, 15 September 2025

Pembimbing



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**APPROVAL SHEET**

The Dean of Faculty of Education and Teacher Training, Universitas Islam Negeri (UIN) K.H. Abdurrahman Wahid Pekalongan, approved this undergraduate thesis by:

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SN : **20522041**  
Title : **TEACHERS' PRACTICES IN INTEGRATING VISUAL AND VERBAL ELEMENTS IN ENGLISH TEACHING MATERIALS FOR READING COMPREHENSION**

Has been established through an examination held on Wednesday, 12<sup>th</sup> March 2026 and accepted in partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education.

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## ACKNOWLEDGEMENTS

Alhamdulillahirobbill'alamin, all praise be to Allah SWT, the Lord of the Worlds, the Most Gracious and Most Merciful, for His infinite blessings, guidance, and strength that have enabled me to complete this thesis. I would like to express my sincere gratitude to the following individuals:

1. To my beloved mother, thank you for your boundless love, sincere prayers, and unwavering support that have guided me through every step of my academic journey. Her strength and sincerity are the foundation of everything I have achieved.
2. To my beloved father, who has always supported and been proud of his daughter. Thank you for your endless prayers and support. Thank you for your immeasurable love, which has brought me to this point.
3. My younger brother, my only sibling. His support, resilience, and belief in me are among the biggest reasons I strive for success. I want to be a good role model for him.
4. My advisor, Dr. Muhamad Jaeni, M.Pd, M.Ag, for his valuable guidance, patience, and support throughout the process of writing this thesis.
5. My fellow strugglers and true friends, who have accompanied me through difficult and happy times. Thank you for the motivation, collaboration, and unforgettable memories during our time together.
6. All the individuals whose names I cannot mention one by one, but who have played a role in supporting me in big and small ways. Your kindness and contributions mean a lot to me.

## MOTTO

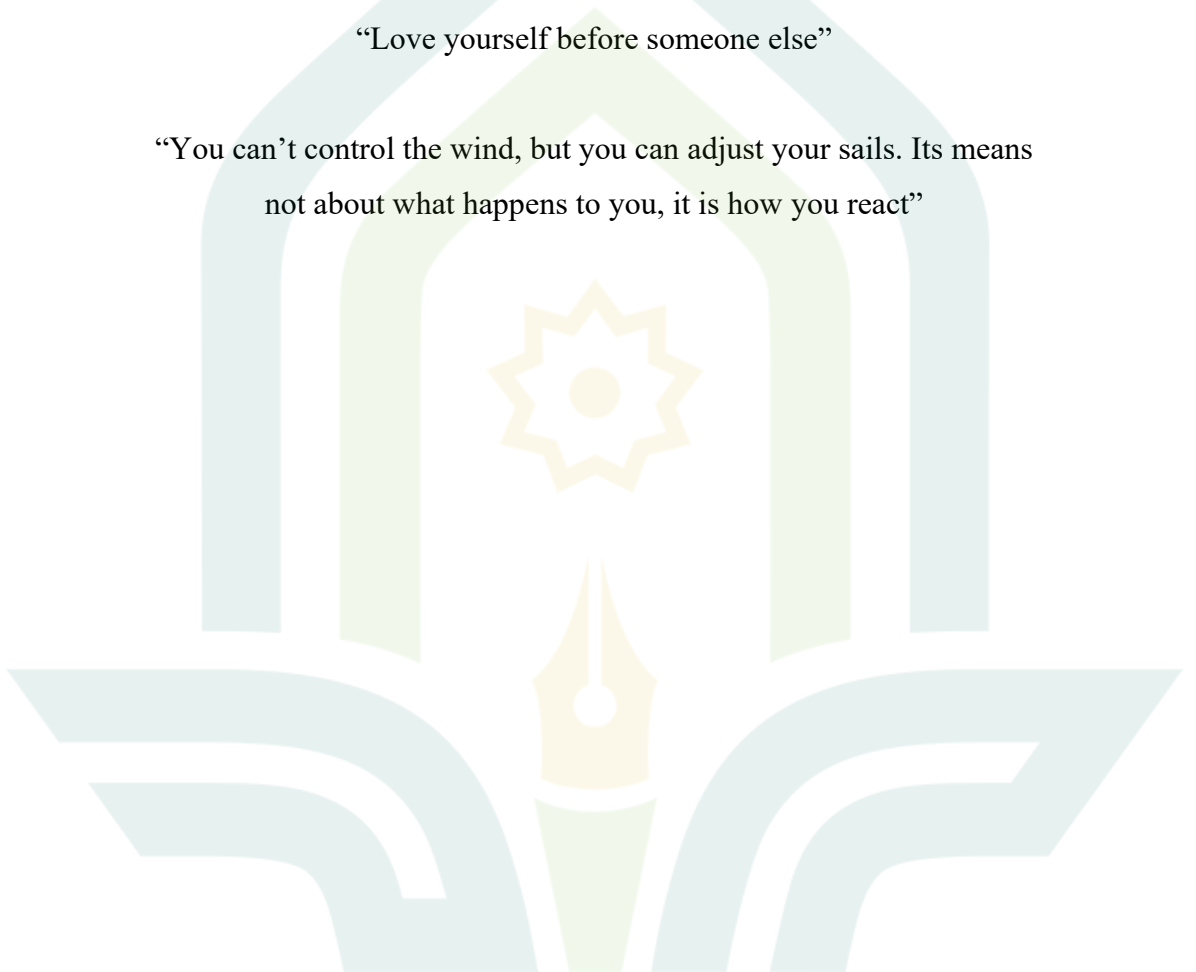
“Karena sesungguhnya sesudah kesulitan itu ada kemudahan”

“Sesungguhnya sesudah kesulitan itu ada kemudahan”

(QS. Al Insyirah: 5-6)

“Love yourself before someone else”

“You can’t control the wind, but you can adjust your sails. Its means not about what happens to you, it is how you react”



## ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi praktik guru dalam mengintegrasikan unsur visual dan verbal pada bahan ajar bahasa Inggris untuk meningkatkan pemahaman membaca siswa sekolah dasar. Penelitian ini dilatarbelakangi oleh tuntutan Kurikulum Merdeka yang menekankan pembelajaran kontekstual, literasi, dan penggunaan berbagai moda dalam proses belajar. Pendekatan penelitian yang digunakan adalah kualitatif dengan desain narrative inquiry untuk menggali pengalaman dan praktik nyata guru di kelas. Partisipan penelitian terdiri dari dua guru bahasa Inggris sekolah dasar di SDN Banaran, Kabupaten Batang. Data dikumpulkan melalui wawancara semi-terstruktur dan jurnal reflektif guru selama proses pembelajaran, kemudian dianalisis menggunakan analisis tematik. Hasil penelitian menunjukkan bahwa guru menerapkan beberapa strategi dalam mengintegrasikan unsur visual dan verbal, antara lain representasi multimodal, orkestrasi modal, dan penonjolan visual (visual salience). Unsur visual seperti gambar, ilustrasi, dan tata letak digunakan sebagai sarana untuk membantu siswa memahami kosakata, ide pokok, dan konteks teks bacaan. Namun, penelitian ini juga menemukan sejumlah tantangan yang dihadapi guru, seperti keterbatasan waktu, rendahnya literasi multimodal, perbedaan kemampuan siswa, serta keterbatasan sumber daya dan fasilitas pendukung. Meskipun demikian, guru berupaya mengatasi tantangan tersebut dengan menyesuaikan strategi pembelajaran dan memanfaatkan media yang tersedia. Penelitian ini memberikan kontribusi teoretis dan praktis dalam pengembangan pembelajaran membaca berbasis multimodal di sekolah dasar.

**Kata kunci:** Multimodalitas, visual dan verbal, praktik guru

## ABSTRACT

This study aims to explore teachers' practices in integrating visual and verbal elements into English teaching materials to improve elementary school students' reading comprehension. This study is motivated by the demands of the Merdeka Curriculum, which emphasizes contextual learning, literacy, and the use of various modes in the learning process. The research approach used is qualitative with a narrative inquiry design to explore teachers' real experiences and practices in the classroom. The research participants consisted of two elementary school English teachers at SDN Banaran, Batang Regency. Data were collected through semi-structured interviews and teachers' reflective journals during the learning process, then analyzed using thematic analysis. The results showed that teachers applied several strategies in integrating visual and verbal elements, including multimodal representation, modal orchestration, and visual salience. Visual elements such as pictures, illustrations, and layout were used as tools to help students understand vocabulary, main ideas, and the context of reading texts. However, this study also found a number of challenges faced by teachers, such as time constraints, low multimodal literacy, differences in student abilities, and limited resources and supporting facilities. Nevertheless, teachers tried to overcome these challenges by adjusting their learning strategies and utilizing available media. This study provides theoretical and practical contributions to the development of multimodal-based reading learning in elementary schools.

**Keywords:** Multimodality, visual and verbal elements, teacher practices

## PREFACE

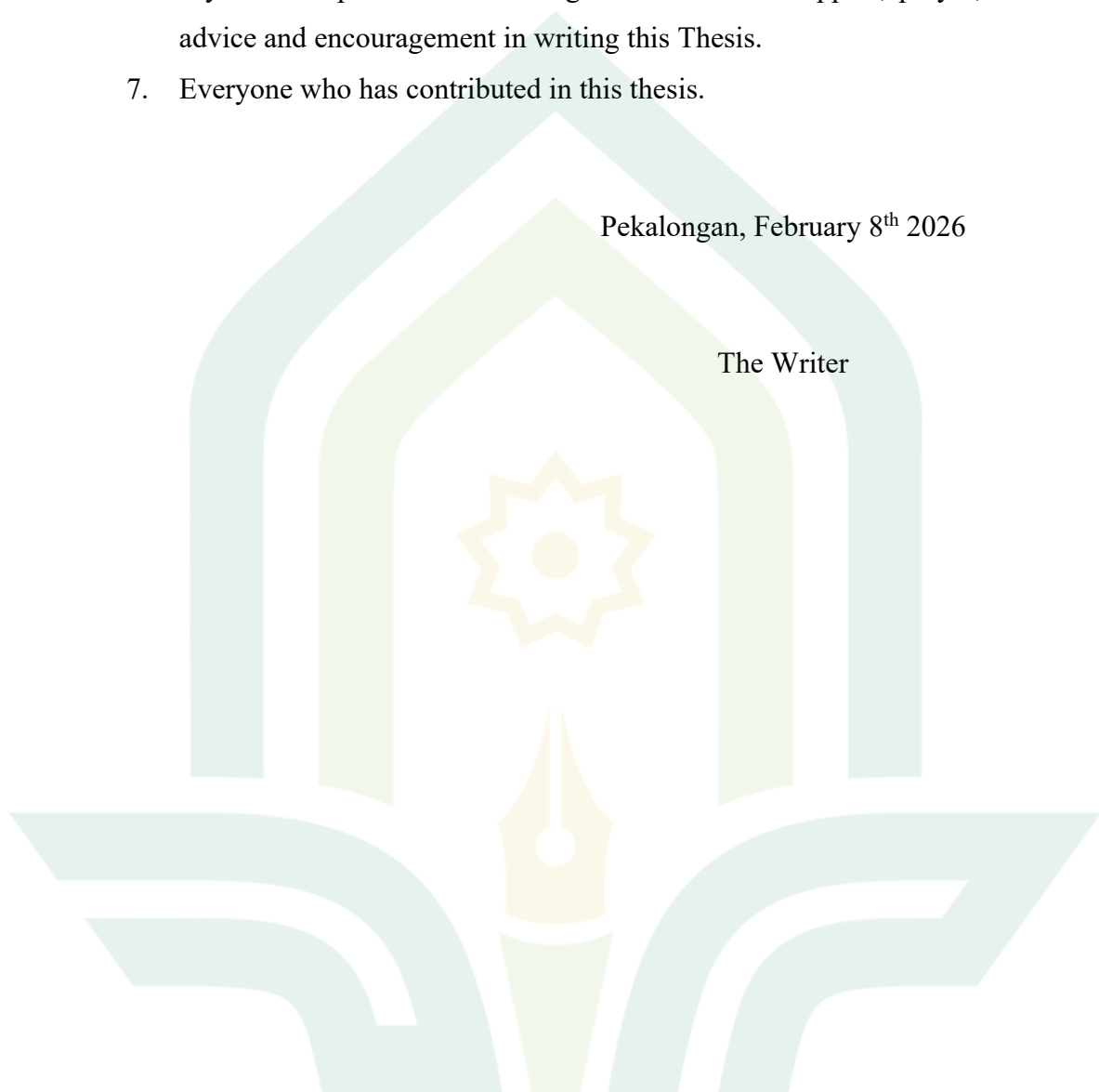
Praises and gratefulness are sent to Allah SWT who has poured His grace and His love and bestowed me guidance, health, wealth and patience so that the writing process of my research proposal research entitled **“Teachers’ Practices In Integrating Visual And Verbal Elements In English Teaching Materials For Reading Comprehension”** can be completed. It is submitted to English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan to fulfill one the Requirement for Sarjana Pendidikan Degree at English Education Department. This proposed study can be accomplished because of many supports from several people. Therefore, in this occasion I would like to express my sincere gratitude to:

1. The Rector of UIN K.H. Abdurrahman Wahid Pekalongan, Prof. Dr. H. Zaenal Mustakim, M.Ag., for his unwavering dedication and support to the academic excellence and progress of the university, which inspires us to strive for quality research.
2. The Dean of the Faculty of Tarbiyah and Teachers’ Training (FTIK), UIN K.H. Abdurrahman Wahid Pekalongan, Dr. H. Muhlisin, M.Ag., for his strong leadership and encouragement to all students and staff in achieving academic and professional growth.
3. The head of English Education Department and Teachers’ Training Faculty of UIN K. H. Abdurrahman Wahid Pekalongan, Mr. Ahmad Burhanuddin, M.A.
4. Mr. Dr. Muhamad Jaeni, M.Pd, M.Ag, as my supervisor who has given me suggestion, guidance and time in writing this Thesis.

5. All lecturers of English Education Department, UIN K. H. Abdurrahman Wahid Pekalongan.
6. My beloved parents who have given me endless support, prayer, advice and encouragement in writing this Thesis.
7. Everyone who has contributed in this thesis.

Pekalongan, February 8<sup>th</sup> 2026

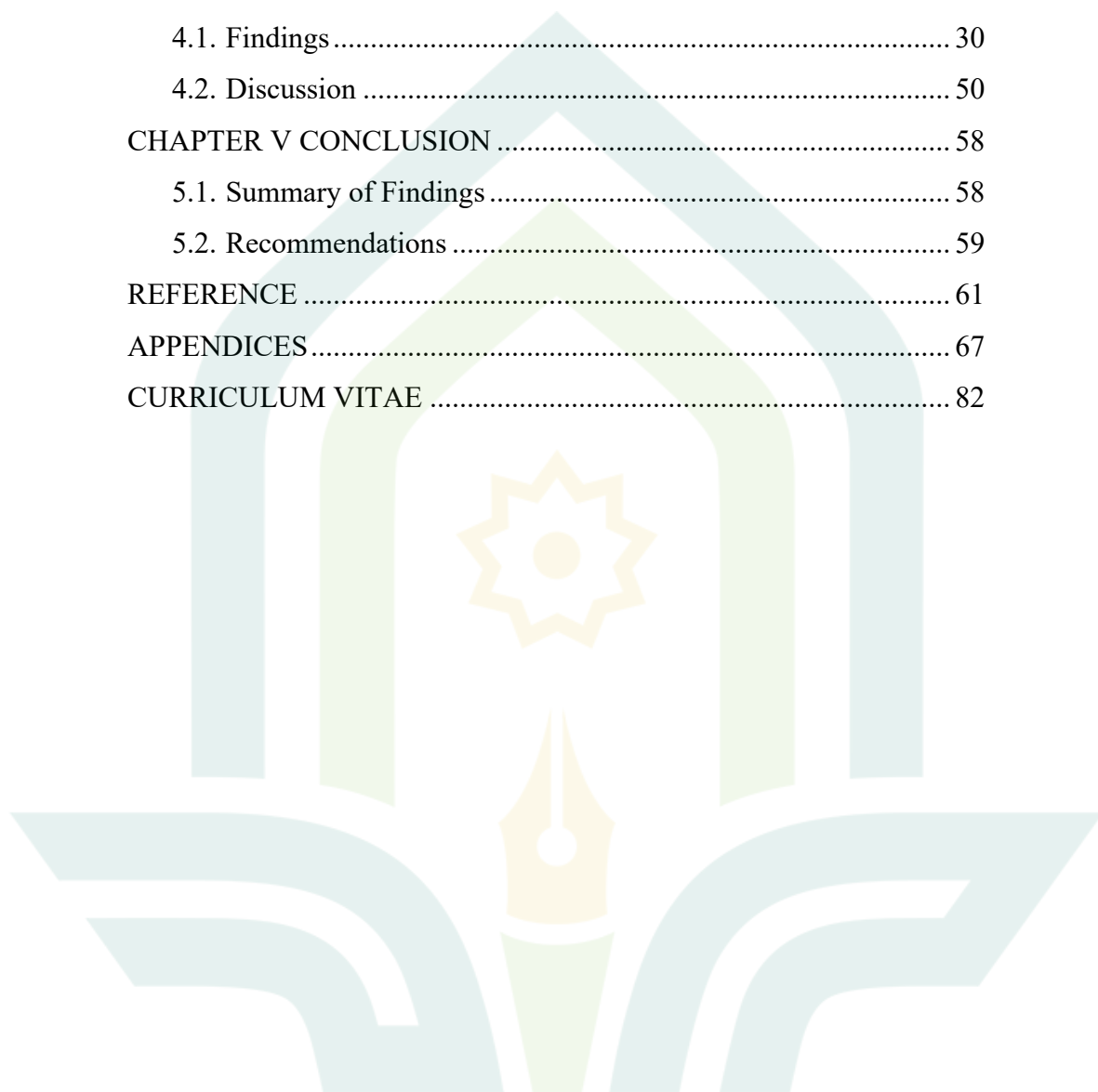
The Writer



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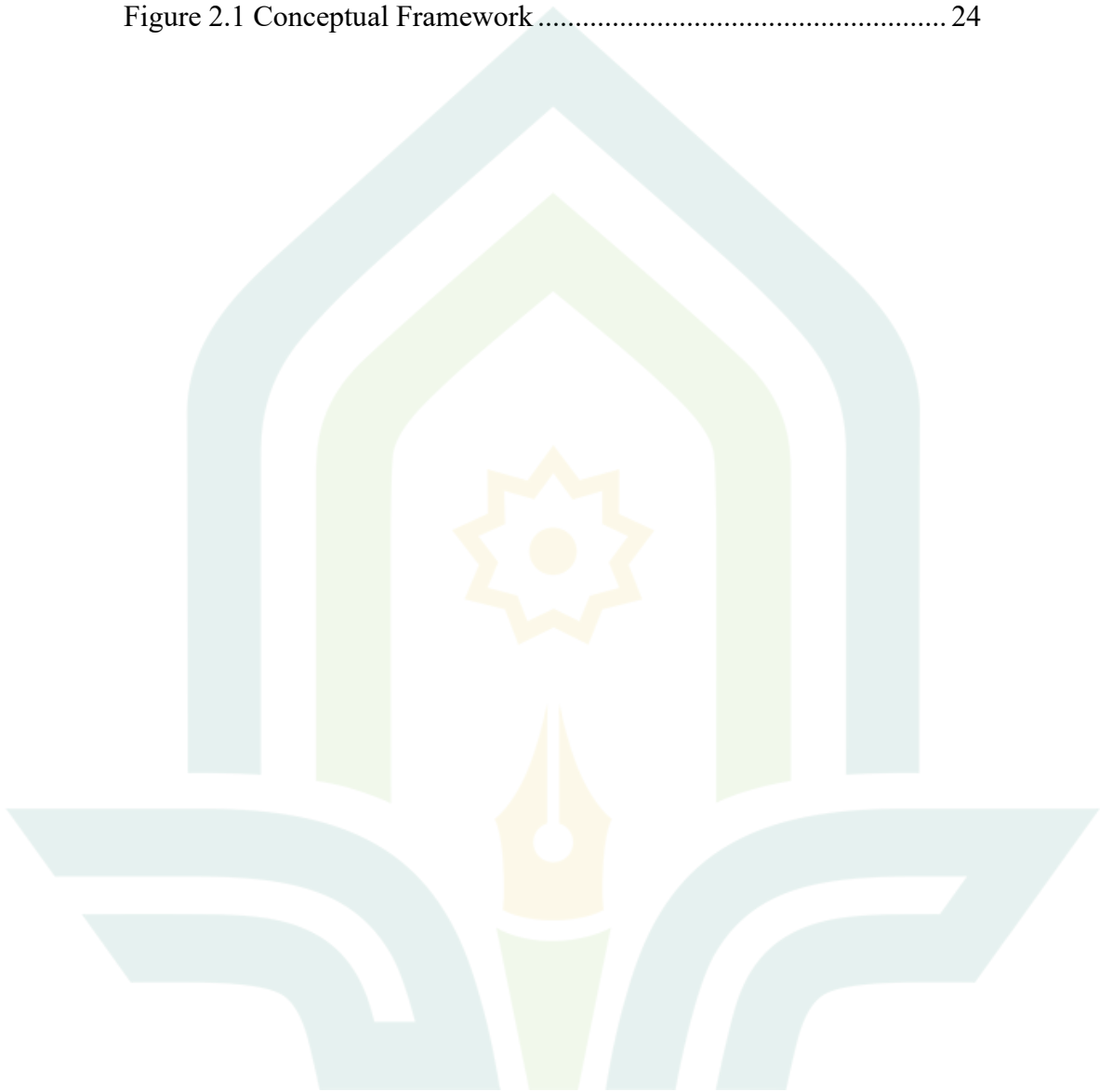
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# CHAPTER I

## INTRODUCTION

### 1.1. Background of the study

In an era of education that emphasizes a competency-based approach and active student participation, teaching materials play an important role in supporting an effective learning process. Teaching materials play a crucial role in competency-based education, supporting effective learning processes and student achievement (Wahyu Sri Ambar Arum, 2006). The Merdeka Curriculum, which has been implemented in Indonesia since 2021, emphasizes flexible, contextualized learning and focuses on developing students' character and literacy. The Merdeka Curriculum, implemented in Indonesia since 2021, emphasizes flexible, contextualized learning and focuses on developing students' character and literacy (Fauzan et al., 2023). In the context of English language learning at the primary school level, the use of multimodal teaching materials- which integrate verbal (text) and visual elements (images, colors, layouts, symbols)-is believed to increase students' understanding and engagement in the learning process. Research by Juwita and Oktariyani (2019) shows that multimodal teaching materials that combine visual and verbal elements can improve elementary school students' English learning outcomes. Another study found that animated videos based on traditional games were also effective and liked by students (Oktariyani & Juwita, 2019).

However, actual conditions in the field show that many English textbooks for primary schools are still conventional and predominantly text-based. Harmanto (2016) asserts that although English for early childhood has been introduced since 1994, most textbooks still rely on a textual approach without adequate visual element support. This shows a mismatch between the curriculum approach that emphasizes creativity and visual literacy and the teaching materials used in the classroom. In fact, in the context of Merdeka Curriculum, teaching materials should not only be

informative, but also visually appealing and support a comprehensive literacy process.

One of the main problems often found in textbooks is the lack of integration between visual and verbal elements. Images displayed in books often do not reinforce the content of the text, but only serve as decoration. This is in line with the opinion of Kress and van Leeuwen (2006) who emphasize the importance of synergy between visual and verbal elements to produce full meaning in multimodal learning. Without meaningful integration, the potential of multimodal learning will not be maximized. Budi (2013) also asserts that texts that combine verbal and visual modes should be analyzed using a multimodal approach so that their meaning can be interpreted more accurately.

This condition becomes even more crucial when it is related to students' reading interest and learning outcomes. Research shows that visual appeal and interactive elements in teaching materials have a significant influence on students' reading interest and learning outcomes. Marta et al. (2021) revealed that traditional textbooks are often not equipped with attractive visuals, which ultimately reduce students' learning motivation. Appropriate illustrations in books can attract children's attention and increase interest in reading, especially in the midst of the increasingly dominant digital devices (Hindasah and Haryana, 2023).

In addition, teachers' practices of visual and verbal elements in teaching materials determine the success of implementing a multimodal approach. Karim and Ismail (2025) revealed that teachers in Malaysia consider multimodal approach as an effective tool to increase student engagement in ESL learning. Dewi et al. (2024) added that multimodal literacy training has a positive impact on teachers' ability to develop and implement teaching materials that suit students' diverse learning styles. This shows the importance of the teacher's view as the main agent in the process of delivering teaching materials.

The following are the results of the pre-research that the researcher conducted with one of the elementary school teachers.

Preliminary research findings indicate that teachers face several challenges in applying multimodal teaching materials. These include resource limitations, student ability diversity, and time constraints. Additionally, teachers also encounter difficulties in accessing appropriate teaching materials and limitations in their skills to design effective and visually appealing materials.

Therefore, this study aims to explore teachers' practices in integrating visual and verbal elements in English teaching materials, particularly in the context of reading comprehension, and identify the challenges and strategies they face in integrating this approach into classroom learning.

## **1.2. Formulation of the Problem**

In relation to the research background that has been mentioned, this study provides a research questions. The researcher explored:

1. What strategies do teachers use to integrate visual and verbal elements in classroom reading activities?
2. What challenges do teachers face when working with visual and verbal elements in English reading materials?

## **1.3. Aims of the Study**

The aim of this study is:

1. To identify the strategies used by teachers in integrating visual and verbal elements in reading instruction
2. To analyze the challenges faced by teachers in integrating visual and verbal features of English teaching materials,

## **1.4. Operational Definition**

To avoid misunderstanding various terms in this study, the researcher provides several definitions related to research as follows:

1. Visual elements

Visual elements are forms of non-verbal representation in learning media, such as images, graphics, colors, symbols, or layouts that aim to reinforce, explain, or complement information from the text (Kress and van Leeuwen 2006).

## 2. Verbal elements

Verbal elements refer to the written or spoken language in multimodal texts, playing a key role in content delivery and interpretation (Bezemer and Jewitt 2020).

## 3. Reading Comprehension

Reading comprehension is the active process of understanding, interpreting, and evaluating the meaning of written text (Snow 2002).

## 4. Teacher's Practice

Teacher's practice are reflected in what teachers actually do in the classroom, including how they manage activities, interact with learners, give instructions, and evaluate learning (Richards & Lockhart, 1996).

### 1.5. Significance of the Research

The significance of this study can be summarized as follows:

#### 1. Theoretical Significance

This study will contribute to and support Kress and van Leeuwen's (2006) theory of multimodality and visual grammar, which emphasizes that meaning in communication is constructed through the interaction of various semiotic modes, including visual and verbal elements. According to Kress and van Leeuwen, visual and linguistic resources work together to represent meaning, shape interpretation, and influence how learners understand texts.

By analyzing teachers' practices in integrating visual and verbal elements in English teaching materials, this study provides empirical evidence on how multimodal resources function in reading comprehension activities. This study shows that the combination of images, layout, color, and written text can facilitate students' understanding of meaning and increase their engagement with reading materials. Therefore, this study reinforces the application of multimodal theory in the context of education, particularly in English language teaching and reading pedagogy.

## **2. Empirical Significance**

Empirically, this study provides concrete evidence of teachers' practices in integrating visual and verbal elements in English teaching materials for reading comprehension, based on data obtained from self-journaling and interviews. The findings illustrate how teachers consciously design and reflect on the use of visual and verbal resources in their teaching practices, as well as their perspectives on the role of multimodality in supporting students' reading comprehension. Through self-journaling, this study captures teachers' reflective experiences, while interviews offer deeper insights into their pedagogical considerations and strategies. Therefore, this research offers empirical support for the application of Kress and van Leeuwen's multimodal theory in real classroom contexts and contributes to a deeper understanding of multimodal practices in English language teaching.

## **3. Practical Significance**

This study will provide recommendations for teachers on integrating visual and verbal elements in English teaching materials to support students' reading comprehension. The findings will help teachers optimize the use of multimodal resources, such as images, layouts, and written texts, to enhance students' understanding and engagement in reading activities.

## CHAPTER V CONCLUSION

### 5.1. Summary of Findings

This study reveals that Teacher P and Teacher R have integrated visual and verbal elements in reading instruction as an important pedagogical strategy to support students' comprehension of English texts. Visual elements are not merely used as supplementary media, but as an integral part of the meaning-making process. The strategies implemented by the teachers reflect key principles of multimodality, including multimodal representation, modal orchestration, visual salience, interactivity, and intermodal cohesion, which contribute to improving students' understanding and engagement in reading activities.

The findings also indicate that the integration of visual and verbal elements is carried out contextually, adjusted to students' characteristics and classroom conditions. Teachers utilize visuals as a bridge between students' prior knowledge and the text, and organize the sequence of visual and verbal modes to help students construct meaning gradually. This suggests that the reading instruction practices employed by the teachers are not mechanical, but are based on pedagogical considerations oriented toward students' learning needs.

In addition to strategies, this study identifies several challenges in integrating visual and verbal elements, including teachers' low level of conceptual multimodal literacy, time constraints and curriculum pressures, the quality and relevance of teaching materials, differences in students' abilities, and limitations in infrastructure and technology. Although teachers are able to integrate visual and verbal elements practically based on experience and understanding of students' characteristics, conceptual and structural factors still limit the optimization of multimodal learning.

Therefore, the findings of this study highlight that the integration of visual and verbal elements in reading instruction at

the elementary school level has been implemented through various strategies aligned with multimodality theory, yet it still faces several challenges that need to be addressed to achieve more optimal and sustainable multimodal learning practices.

## **5.2. Recommendations**

Based on the findings of this study, several recommendations can be made for teachers and further research.

### **5.2.1 Recommendation for Teachers**

Based on the findings of this study, teachers are encouraged to enhance their understanding of multimodality so that the integration of visual and verbal elements in reading instruction is not merely intuitive but systematically designed. A deeper understanding of multimodal principles will help teachers select, adapt, and integrate different modes more effectively to support students' reading comprehension.

Teachers are also recommended to design reading activities that connect visual and verbal elements in a structured sequence, such as observing visuals, predicting meaning, reading the text, and interpreting the relationship between modes. In addition, teachers should be more selective in choosing teaching materials by considering the relevance and coherence between visual and verbal elements and adjusting them to students' characteristics and contexts.

Furthermore, teachers are advised to implement interactive and student-centered learning activities that actively involve students in the process of meaning construction. Teachers should also reflect on their teaching practices and participate in professional development programs or training to improve their multimodal competence. Through these efforts, the integration of visual and verbal elements in reading instruction can be optimized and contribute more significantly to students' reading comprehension.

### 5.2.1 Recommendation for Future Research

Based on the findings of this study, future research is recommended to involve more diverse participants and educational contexts in order to obtain a more comprehensive understanding of teachers' practices in integrating visual and verbal elements in reading instruction. In addition, future studies could explore students' perspectives to examine how they interpret and respond to visual and verbal elements, thereby providing deeper insights into the effectiveness of multimodal strategies in enhancing reading comprehension.

Future research may also employ different methodological approaches, such as classroom observation, experimental designs, or mixed-methods studies, to investigate the impact of multimodal integration more systematically. Furthermore, studies focusing on the development and evaluation of multimodal teaching materials and teacher training programs are needed to strengthen teachers' multimodal literacy and to provide practical models for integrating visual and verbal elements in reading instruction, particularly in elementary school contexts.

