

**EXPLORING ENGLISH AS A FOREIGN LANGUAGE (EFL)  
STUDENTS LEARNING EXPERIENCES IN READING THROUGH  
MULTIMODAL TEXTS: A NARRATIVE INQUIRY  
A THESIS**

Submitted to Partial fulfillment of the Requirements for Degree of *Sarjana*

*Pendidikan* in English Education



**By:**

**Aisah Nur Apriani**

**20522023**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF EDUCATION AND TEACHER TRAINING  
UNIVERSITAS ISLAM NEGERI  
K.H ABDURRAHMAN WAHID PEKALONGAN**

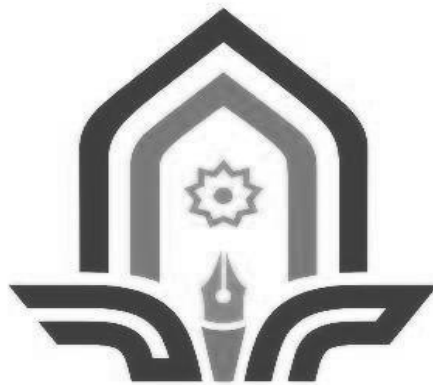
**2026**

**EXPLORING ENGLISH AS A FOREIGN LANGUAGE  
(EFL) STUDENTS LEARNING EXPERIENCES IN  
READING THROUGH MULTIMODAL TEXTS: A  
NARRATIVE INQUIRY**

**A THESIS**

Submitted to Partial fulfillment of the Requirements for Degree *of Sarjana*

*Pendidikan* in English Education



**By:**

**Aisah Nur Apriani**

**20522023**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF EDUCATION AND TEACHER TRAINING  
UNIVERSITAS ISLAM NEGERI  
K.H ABDURRAHMAN WAHID PEKALONGAN**

**2026**

## SURAT PERNYATAAN KEASLIAN SKRIPSI

Dengan ini saya

Nama : Aisah Nur Apriani

NIM : 20522023

Program Studi: Tadris Bahasa Inggris

Menyatakan bahwa yang tertulis dalam skripsi yang berjudul

**"EXPLORING ENGLISH AS A FOREIGN LANGUAGE (EFL) STUDENTS LEARNING EXPERIENCES IN READING THROUGH MULTIMODAL TEXTS: A NARRATIVE INQUIRY"** ini benar-benar karya saya sendiri, bukan jiplakan dari karya orang lain atau pengutipan yang melanggar etika keilmuan yang berlaku, baik sebagian atau seluruhnya. Pendapat atau temuan orang lain yang terdapat dalam skripsi ini dikutip berdasarkan kode etik ilmiah. Apabila skripsi ini terbukti ditemukan pelanggaran terhadap etika keilmuan, maka saya secara pribadi bersedia menerima sanksi hukum yang dijatuhkan.

Demikian pernyataan ini, saya buat dengan sebenar-benarnya.

Pekalongan, 15 Juni 2026

Yang membuat pernyataan,



**AISAH NUR APRIANI**  
**SN. 20522023**

**Dewi Puspitasari, M.Pd.**

Kajen, Pekalongan

**NOTA PEMBIMBING**

Lamp : 3 (Tiga) Eksemplar

Hal : Naskah Skripsi

Sdr, Aisah Nur

Apriani

Kepada

Yth. Dekan FTIK UIN K.H. Abdurrahman Wahid Pekalongan

c.q. Ketua Jurusan TBIG di

PEKALONGAN

*Assalamu'alaikum Wr.Wb.*

Setelah diadakan penelitian dan perbaikan, maka bersama ini saya kirimkan naskah skripsi:

Nama : Aisah Nur Apriani

NIM : 20522023

Jurusan : FTIK/Tadris Bahasa Inggris

Judul : **"EXPLORING ENGLISH AS A FOREIGN LANGUAGE (EFL) STUDENTS LEARNING EXPERIENCES IN READING THROUGH MULTIMODAL TEXTS: A NARRATIVE INQUIRY"**

Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

*Wassalamu'alaikum Wr.Wb.*

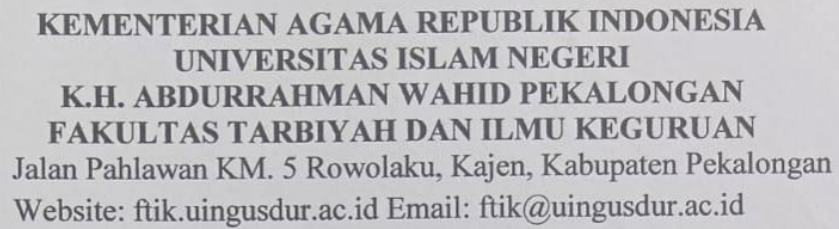
Pekalongan, 21 April 2026

Pembimbing



**Dewi Puspitasari, M.Pd.**

**NIP. 19790221 200801 2 008**



The dean of the Faculty of Tarbiyah and Teacher Training, UIN K.H. Abdurrahman Wahid Pekalongan, approved this thesis by

Has been established through an examination held on Monday, 30<sup>th</sup> June 2025 and accepted in partial fulfillments of requirements for the degree of Sarjana Pendidikan (S.Pd.)

### Examiner II

Pekalongan, 19<sup>th</sup> June 2026

The Dean of Faculty of Education and Teacher Training

iv

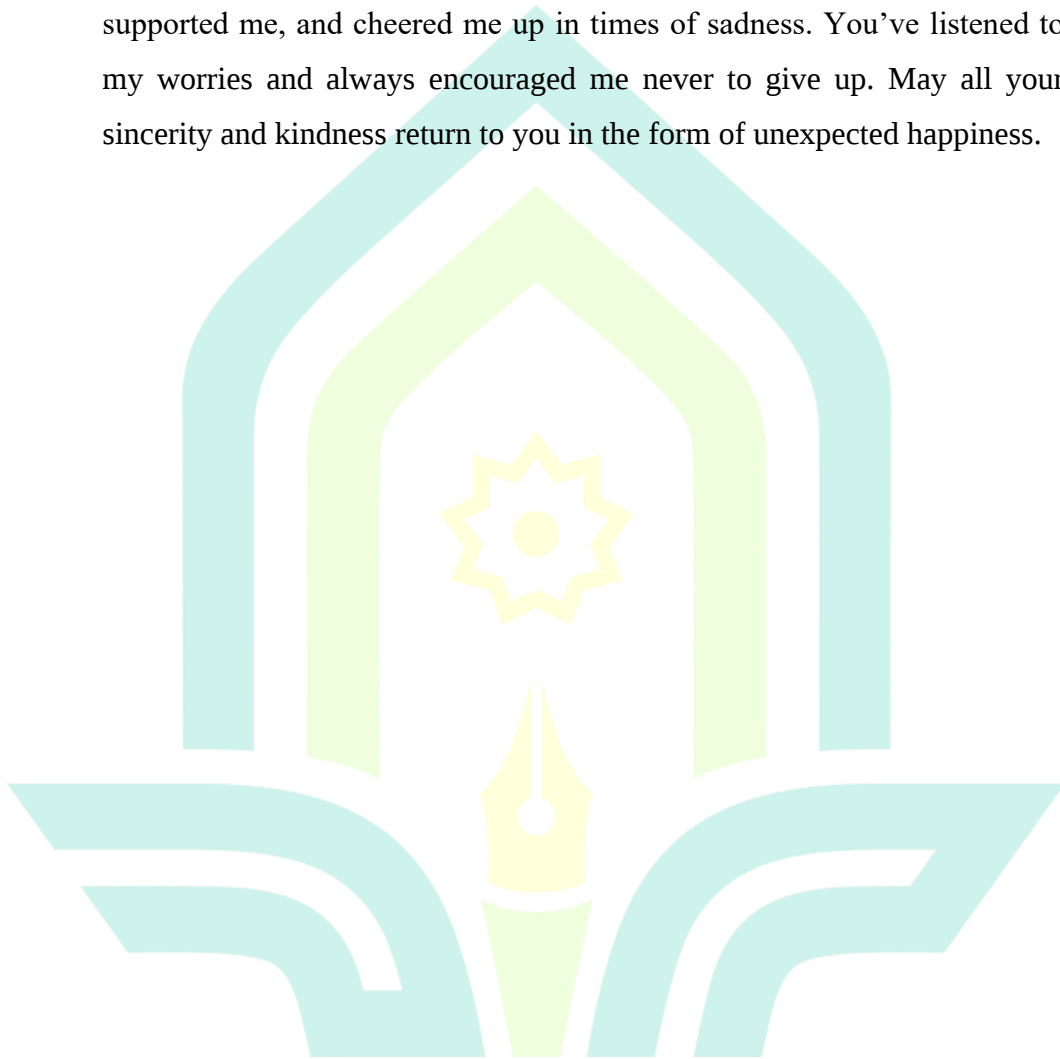
## ACKNOWLEDGEMENT

In the name of Allah, the Most Gracious, the Most Merciful, the researcher offers all praise and thanks to Allah for His mercy, blessings, and guidance, which have enabled the researcher to successfully complete this thesis. May blessings and peace be upon the Prophet Muhammad, his family, his companions, and all his followers until the end of time.

1. My beloved parents, Mr. Pulyani and Mrs. Taryamah, who guided and cared for me with sincerity, patience, and boundless love until I reached college. Thank you for every prayer offered, every piece of advice given, and every sacrifice made to support the researcher's journey, enabling the completion of this thesis and the attainment of a bachelor's degree. Thank you also for your unwavering love and unceasing support, which have strengthened the author throughout this educational journey. May Allah SWT reward all your kindness and sincerity with blessings throughout your lives.
2. The author's older sister, Amalia Karomah, and brother-in-law, Muhamad Fauzi. Thank you for all your financial and non-financial support and guidance, and just as importantly to the author's nephew, Muhammad Uka Wishaka. Thank you for cheering me up during the long, tedious process of completing this thesis.
3. I would like to express my sincere gratitude to my advisor, Ma'am Dewi Puspitasari, M.Pd., who patiently devoted her time to providing guidance, feedback, constructive criticism, advice, and invaluable mentorship throughout the process of writing this thesis. Her guidance and support were invaluable to me in completing this research.
4. I would also like to express my gratitude to all previous lecturers, researchers, research participants, and examiners who have contributed their insight and cooperation, enabling the successful completion of this research.
5. The researcher would like to express their gratitude to all their fellow students in the 2022 (TBIG 22) for their camaraderie, support, enthusiasm,

assistance, and the many memories they shared during their time at university. Thank you for your motivation, cooperation, and camaraderie, which have been an important part of this journey.

6. To someone whose presence is no less important, Wahyu Maulana Bisuan. Thank you for being a part of the author's life journey and for being a source of comfort, a constant companion in all matters, who has stood by me, supported me, and cheered me up in times of sadness. You've listened to my worries and always encouraged me never to give up. May all your sincerity and kindness return to you in the form of unexpected happiness.



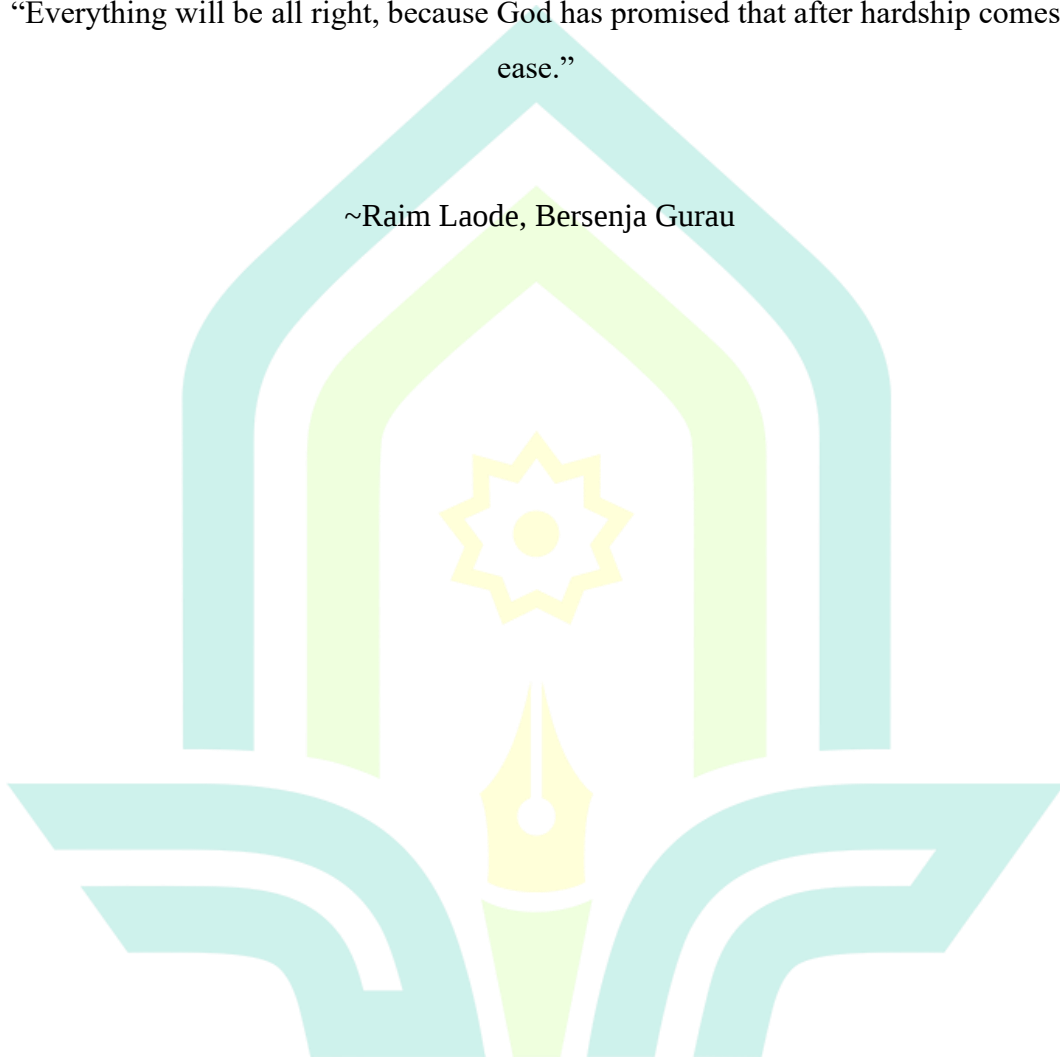
## MOTTO

“And whoever places their trust in Allah, He will surely provide for their needs.”

~ Inspired by QS. At-Talaq: 3

“Everything will be all right, because God has promised that after hardship comes ease.”

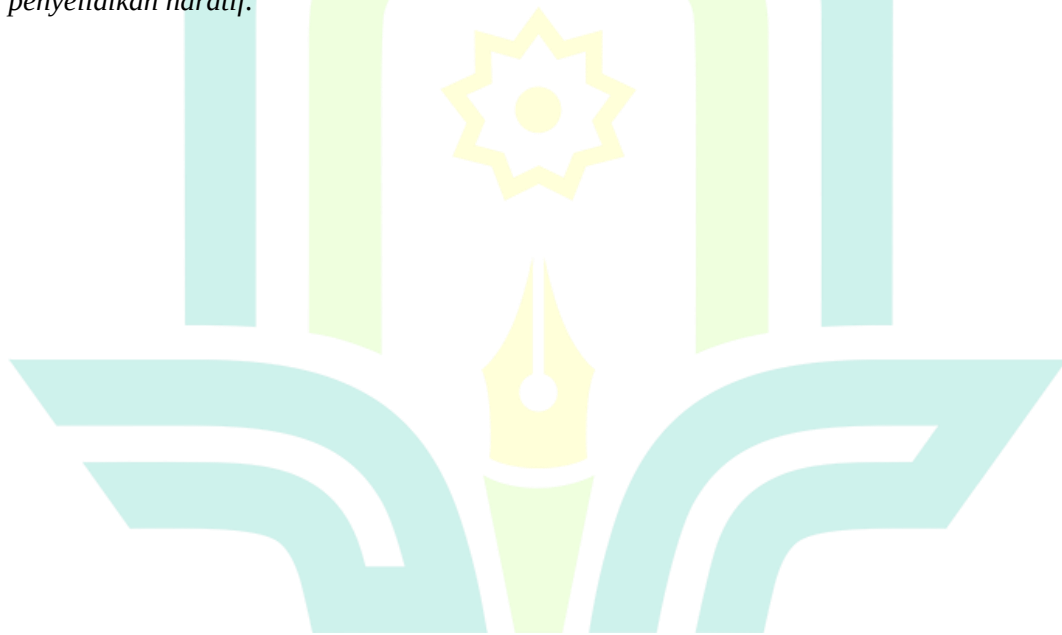
~Raim Laode, Bersenja Gurau



## ABSTRAK

*Penelitian ini bertujuan untuk mengeksplorasi pengalaman belajar siswa EFL saat membaca teks multimodal. Penelitian ini menggunakan metode kualitatif dengan pendekatan penyelidikan naratif untuk mengkaji bagaimana siswa menafsirkan, merespons, dan memahami kombinasi unsur linguistik dan visual yang terdapat dalam teks multimodal. Data dikumpulkan melalui pengamatan kelas dan wawancara naratif semi-terstruktur dengan siswa yang secara aktif berinteraksi dengan teks multimodal dalam pembelajaran bahasa Inggris. Pendekatan ini memungkinkan peneliti untuk memperoleh pemahaman mendalam tentang proses membaca siswa, termasuk bagaimana multimodalitas mendukung atau menantang pemahaman mereka. Selain itu, penelitian ini berfokus pada pengalaman pribadi siswa untuk mengungkap keterlibatan mereka, serta makna yang mereka bangun selama proses membaca. Temuan penelitian ini diharapkan dapat memberikan wawasan berharga bagi guru dan pengembang kurikulum dalam merancang pembelajaran membaca berbasis multimodal yang lebih relevan dan bermakna bagi siswa EFL.*

**Kata Kunci:** *Siswa EFL, pengalaman belajar, teks multimodal, Pemahaman membaca, penyelidikan naratif.*



## ABSTRACT

This study aims to explore the learning experiences of EFL students when reading multimodal texts. This study employed a qualitative method with a narrative inquiry approach to examine how students interpreted, respond to, and made sense of the combination of linguistic and visual elements found in multimodal texts. Data were collected through classroom observations and semi-structured narrative interviews with students who actively interacted with multimodal texts in English language learning. This approach allowed researcher to gain an in-depth understanding of students' reading processes, including how multimodality supported or challenged their comprehension. In addition, this study focuses on students' personal experiences to reveal their engagement, and meanings they constructed during reading. The research findings are expected to provide valuable insights for teachers and curriculum developers in designing multimodal-based reading learning that is more relevant, and meaningful for EFL students.

**Keywords:** *EFL student, learning experiences, multimodal texts, reading, comprehension, narrative inquiry*

## PREFACE

All praise and gratitude be to Allah SWT for His blessings, mercy, and guidance, so that the researcher can finally complete this thesis entitled “Exploring EFL Students’ Learning Experiences in Reading Through Multimodal Text: A Narrative Inquiry.” Peace and blessings be upon Prophet Muhammad SAW, his family, companions, and followers until the end of time. In the process of writing this thesis, the author recognizes that its completion would not have been possible without the assistance, support, guidance, prayers, and encouragement of many people. Therefore, the author would like to take this opportunity to express his deepest gratitude to everyone who provided assistance during the writing of this thesis. Therefore, on this occasion I would like to express my deep appreciation and gratitude to:

1. Head of English Education Study Program and Faculty of Teacher Training Faculty of State Islamic University Pekalongan.
2. The researcher would like to express deep gratitude to Ma’am Dewi Puspitasari, M. Pd., the thesis advisor, for her patience, guidance, constructive feedback, and support throughout the process of conducting this research.
3. The lecturers in the English Education Study Program at UIN K.H Abdurrahman Wahid Pekalongan who have shared knowledge, inspiration, and valuable experiences during my studies.
4. The researcher would like to express gratitude to close friends and loved ones who have always been there to offer support, companionship, and

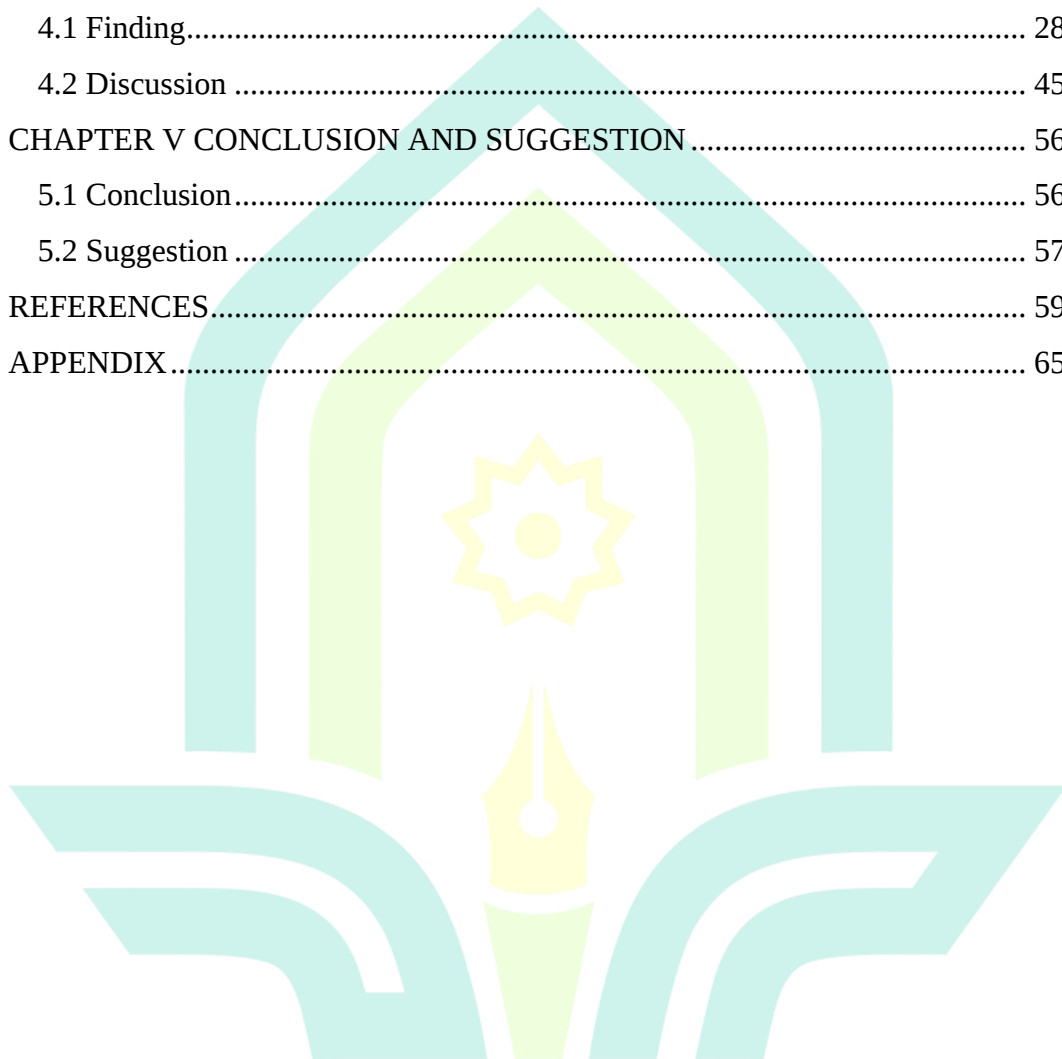
encouragement, and who have accompanied the researcher through every step of this journey. Their presence and companionship have been a deeply meaningful part of the researcher's journey to date.



## TABLE OF CONTENT

|                                        |      |
|----------------------------------------|------|
| SURAT PERNYATAAN KEASLIAN SKRIPSI..... | ii   |
| NOTA PEMBIMBING .....                  | iii  |
| APPROVAL SHEET .....                   | iv   |
| ACKNOWLEDGEMENT .....                  | v    |
| MOTTO .....                            | vii  |
| ABSTRAK .....                          | viii |
| ABSTRACK .....                         | ix   |
| PREFACE .....                          | x    |
| TABLE OF CONTENT .....                 | xii  |
| CHAPTER 1 .....                        | 1    |
| INTRODUCTION .....                     | 1    |
| 1.1 Research Backround.....            | 1    |
| 1.2 Formulation of the Problem .....   | 4    |
| 1.3 Aims of the Study.....             | 5    |
| 1.4 Operational Definition.....        | 5    |
| 1.5 Significance of the Study.....     | 5    |
| CHAPTER II.....                        | 7    |
| THEORITICAL FRAMEWORK .....            | 7    |
| 2.1 Literature Review .....            | 7    |
| 2.1.1 Multimodal Texts.....            | 7    |
| 2.1.2 Learning Experience .....        | 8    |
| 2.1.3 Reading .....                    | 12   |
| 2.2 Previous Studies .....             | 14   |
| 2.3 Conceptual Framework .....         | 17   |
| CHAPTER III .....                      | 21   |
| RESEARCH METHODOLOGY.....              | 21   |
| 3.1 Research Design .....              | 21   |

|                                           |    |
|-------------------------------------------|----|
| 3.2 Setting and Participants .....        | 22 |
| 3.3 Data Collection.....                  | 23 |
| 3.4 Data Trustworthiness.....             | 24 |
| 3.5 Data Analysis .....                   | 25 |
| CHAPTER IV .....                          | 28 |
| FINDING AND DISCUSSION .....              | 28 |
| 4.1 Finding.....                          | 28 |
| 4.2 Discussion .....                      | 45 |
| CHAPTER V CONCLUSION AND SUGGESTION ..... | 56 |
| 5.1 Conclusion.....                       | 56 |
| 5.2 Suggestion .....                      | 57 |
| REFERENCES.....                           | 59 |
| APPENDIX.....                             | 65 |



## CHAPTER 1

### INTRODUCTION

#### 1.1 Research Background

In today's digital age, millennials and Generation Z are accustomed to expressing their ideas and meanings through multimodal technologies such as video and other media (Mills & Unsworth, 2018; Lim & Toh, 2020). This change has had an impact on the world of education, particularly in the teaching of English as a foreign language (EFL). Students often interact with multimodal texts that combine various modes of representation such as text, images, sound, movement, and interactive elements into a single meaning (Bezemer & Jewitt, 2010). This perspective is supported by Sallu (2023), who argues that the use of multiple modes such as visual aids, technology, and interactive activities, EFL learning can create a dynamic and meaningful learning experience environment that meets the needs and preferences of students. However, in the context of reading, EFL students often face challenges such as difficulty integrating semiotic modes, which can hinder the understanding of multimodal texts (Walsh, 2010).

One approach that reading problems in EFL are inherently complex, as many students have limited vocabulary, sentence structure, and ability to interpret implicit meaning. However, when multimodal texts are introduced in learning, many students actually receive additional support in understanding the reading material. This is in line with Abidin's (2022) view, which emphasizes

that multimodal technology-based learning can improve students' higher-order thinking skills and conceptual engagement, while Altas (2014) shows that a multimodal approach allows students to build knowledge independently through the integration of various representations. Visual elements such as images, diagrams, colors, and layout play an important role in clarifying linguistic information that is difficult to understand textually, so that students who previously had difficulty interpreting the meaning of words or sentences can be assisted by visual representations that reinforce the main message. In addition, the application of multimodality in reading instruction has been shown to create a more active classroom atmosphere, increase students' motivation to read outside of class, and build their confidence in learning languages, especially reading skills (Bao, 2017).

Chen (2010) explains that multimodality refers to all semiotic sources, both verbal and visual, that can be used to build dialogic engagement in a text. This means that communication in a text does not only depend on written words, but also combines various other visual elements. Serafini (2011) emphasizes that texts used in secondary school learning often contain multimodal elements, such as images, hypertext, and graphic design elements that support the content of the text. Dressman (2019) explains that multimodality can combine visuals with printed text to support understanding in conveying meaning. Jewitt (2012) identifies several main modes: linguistic, visual, audio, gestural, and spatial. The use of these modes is in line with the demands of 21st-century learning, which emphasizes the use of technology and digital media in learning activities

(Mulyani et al., 2023). Thus, texts expand the ways in which students read critically and creatively.

Multimodal texts are becoming increasingly relevant in reading instruction because they can be an effective means of enhancing the reading learning experience in EFL. This approach creates an engaging, interactive, and meaningful learning experience for students (Sallu, 2023), with the combination of visual and digital modes increasing engagement, motivation, and learning outcomes (Chen, 2021; Hu, 2021). Djamdjuri et al. (2021) state that multimodal activities can improve students' English language skills. Jiang (2017) adds that multimodal digital literacy opens up access to educational technology with a broad influence on the development of EFL literacy. Sinar et al (2023) emphasize that multimedia strategies in multimodal learning stimulate a positive learning environment, encouraging students to express their understanding through creative reading tasks.

Multimodal learning experiences play a crucial role in education, especially at the high school level. Learning experience design is a process related to the effectiveness of learning interventions, as well as the interrelationships and interdependencies between learners as users, planned learning experiences, and the learning environment (Schmidt & Huang, 2022). In addition, a number of studies have emphasized the need for guidance from teachers and instructional support for students in utilizing digital devices to enhance the learning process (Aloizou et al., 2024; Kennewell & Beauchamp, 2007). With a focus on meaningful and responsible technology (Haleem et al., 2022). In Indonesia, Al

Fajri (2020) the importance of multimodality, but exploration of EFL students' reading experiences through multimodal texts is still limited, especially in high schools. Previous research has focused more on the effectiveness of multimodality in improving general writing and reading skills (Jiang, 2018; Lim & Toh, 2022; Maghsoudi, 2022), rather than on students' subjective experiences when interacting with multimodal texts in the reading process.

This research is important to bridge this gap by exploring the real experiences of EFL students in reading through multimodal texts, using narrative inquiry that allows for in-depth exploration of stories and personal reflections (Benson, 2014; Clandinin, 2019). This approach is relevant because it focuses on learning history, personal experiences, and biographies related to reading (Liu et al., 2023). The results are expected to provide an in-depth understanding of multimodal texts as a communication practice relevant to the lives of young people in the digital age (Lim, 2022), as well as implications for a more inclusive and effective EFL curriculum. Thus, this study contributes to the development of teaching practices that prioritize students' experiences in reading multimodal texts.

## **1.2 Formulation of the Problem**

Based on the outlined research background, this research raises one main question, namely *“How do EFL students experience reading through multimodal texts?”*.

### 1.3 Aims of the Study

This study aimed to “*explore how EFL students experience reading multimodal texts in their English learning process*”. This study aims to provide a deeper understanding of students’ experiences, perceptions, and responses to the use of multimodal texts. The findings are expected to serve as a reference for teachers in understanding how students interact with multimodal texts and how these experiences influence their English language learning process.

### 1.4 Operational Definition

To prevent any misinterpretation of the terms used in this study, the researcher presents the following definitions relevant to the study:

**1.3.1 Multimodal text:** An approach to constructing meaning in reading texts that combines two or more modes of communication, particularly linguistic modes, designed to improve students' reading comprehension (Kress & van Leeuwen, 2001).

**1.3.2 Learning Experience:** Experiences that are understood and evaluated by individuals through the expression of attitudes, feelings, and judgments toward a learning event (Martin & White 2005).

**1.3.3 Reading:** The ability to comprehend written text, which includes identifying explicit information, inferring implied meaning, and summarizing main ideas (Grabe, 2009).

### 1.5 Significance of the Study

This researcher is expected to provide theoretical, empirical, and practical benefits.

**1.3.4 Theoretical:** This study is expected to contribute to the development of theories related to multimodal texts in English as a foreign language (EFL) learning, especially in the context of reading, particularly through the narrative inquiry approach. The findings of this study can enrich the theoretical framework in the fields of literacy, multimodality, and the integration of student learning experiences during the learning process.

**1.3.5 Empirical:** This study provides empirical contributions in the form of narrative data about students' real experiences when reading multimodal texts in EFL classes. The results of these narratives will be an important source of information in understanding how students experience and interpret multimodal text practices from the direct perspective of the learners.

**1.3.6 Pratical:** This researcher provides reflective and contextual insights for teachers, education practitioners, and policymakers on how students experience English language learning through multimodal texts. The findings of this research are expected to serve as a basis for designing teaching strategies that are more relevant to students' digital lives and support a more interactive and meaningful learning environment.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **5.1 Conclusion**

Based on the findings, it can be concluded that EFL students' experiences with reading multimodal texts reveal a variety of responses during the reading process. Most students had a positive experience because texts accompanied by images, videos, and subtitles made reading more engaging and less tedious. Visual and audiovisual elements helped students comprehend the text, particularly when encountering unfamiliar words. However, in some situations, students also faced difficulties, especially when confronted with numerous difficult vocabulary words, leading to confusion and a decline in motivation to continue reading.

Students demonstrated efforts to comprehend the text by employing various strategies, such as pausing the video, reading the subtitles, replaying specific sections, and looking up the meanings of unknown words. This indicates that students do not merely read passively but actively adapt their learning methods. Multimodal texts are considered helpful and make the reading process more engaging however, their use still requires support through improved vocabulary mastery to ensure students' comprehension develops more optimally.

## **5.2 Suggestion**

### **5.2.1 For English teachers**

Teachers are suggested to optimize the use of multimodal texts in reading instruction by integrating various modes such as written text, images, audio, and video in order to create more engaging and effective learning experiences. By doing so, teachers can accommodate different learning styles among students and help them better understand reading materials through multiple sources of information, especially for those who still struggle with English comprehension.

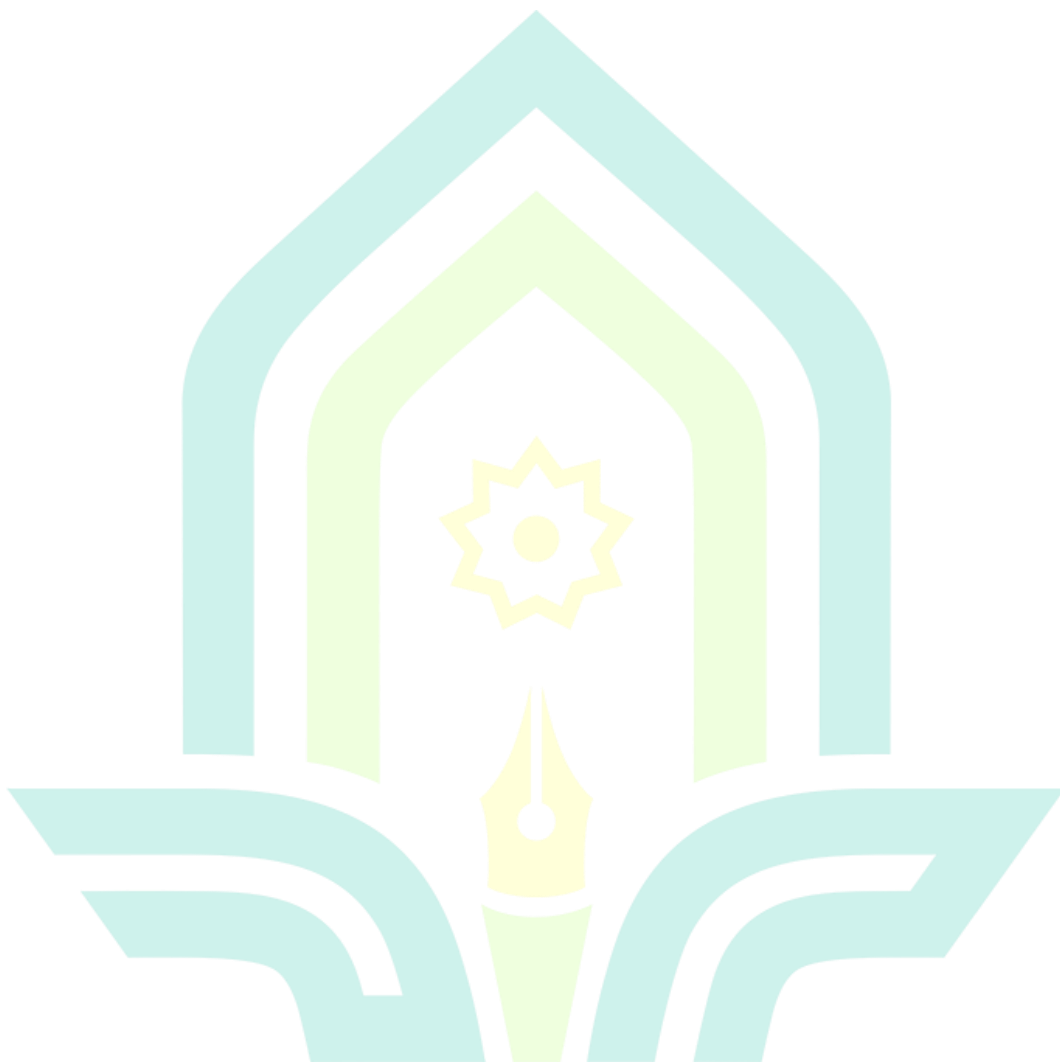
### **5.2.2 For students**

Students are encouraged to actively engage with all available modes in multimodal texts and develop independent strategies in understanding reading materials, such as using visual cues, subtitles, and contextual clues to support their comprehension. In addition, students should not solely rely on one mode but should attempt to combine different sources of information in order to gradually improve their vocabulary, reading skills, and overall understanding of English texts.

### **5.2.3 For future researchers**

Future researchers are recommended to conduct further studies on multimodal learning in different educational contexts, levels, or with a larger number of participants in order to obtain more comprehensive and

generalizable findings. It is also suggested that future studies explore other aspects such as students' cognitive processes or digital literacy skills in relation to multimodal text usage to enrich the existing literature on EFL reading experiences.



## REFERENCES

- Adami, E., Diamantopoulou, S., & Lim, F. V. (2022). Design in Gunther Kress's social semiotics. *London Review of Education*, 20(1), Article 41. <https://doi.org/10.14324/LRE.20.1.41>
- Aloizou, V., Linardatou, S., Boloudakis, M., & Retalis, S. (2024). Integrating a movement-based learning platform as core curriculum tool in kindergarten classrooms. *British Journal of Educational Technology*. <https://doi.org/10.1111/bjet.13406>
- An, S. (2013). Schema theory in reading. *Theory and Practice in Language Studies*, 3(1), 130–134. <https://doi.org/10.4304/tpls.3.1.130-134>
- Anstey, M., & Bull, G. (2018). *Foundations of multiliteracies: Reading, writing and talking in the 21st century*. Routledge. <https://doi.org/10.4324/9781315106269>
- Barton, G., & Le, A. H. (2023). The importance of aesthetics for curriculum and job readiness: An exploration of student, teacher, and employer perceptions through appraisal theory. *Curriculum Perspectives*, 43, 157–167. <https://doi.org/10.1007/s41297-023-00197-9>
- Birt, L., Scott, S., Cavers, D., Campbell, C., & Walter, F. (2016). Member checking: A tool to enhance trustworthiness or merely a nod to validation? *Qualitative Health Research*, 26(13), 1802–1811. <https://doi.org/10.1177/1049732316654870>
- Connelly, F. M., & Clandinin, D. J. (1990). Stories of experience and narrative inquiry. *Educational Researcher*, 19(5), 2–14. <https://www.jstor.org/stable/1176100>
- Chand, G. B. (2024). Narrative inquiry: A critical examination of its theoretical foundations and methodological applications. *Far Western Review*, 2 (1), 135–152. <https://doi.org/10.3126/fwr.v2i1.70514>
- Clandinin, D. J., & Connelly, F. M. (2000). *Narrative inquiry: Experience and story in qualitative research*. Jossey-Bass.
- Dewey, J. (1938). *Experience and education*. New York, NY: Macmillan.
- Dubnewick, M. (2024). Exploring the relational commitments of negotiating narrative accounts in narrative inquiry. *Qualitative Inquiry*, 1–13. <https://doi.org/10.1177/10778004241295744>

- Emiliasari, R. N., Herdiawan, R. D., & Yuliana, N. (2025). Appraisal attitude in students' narrative writing: An analysis of evaluative orientation in an EFL context. *Journal of Research on Language Education (JoRLE)*, 6(2), 48–53. <https://ejournal.ikoparin.ac.id/index.php/JoRLE/index>
- Grabe, W. (2009). *Reading in a second language: Moving from theory to practice* (2nd ed.). Cambridge University Press.
- Grabe, W., & Stoller, F. L. (2013). *Teaching and researching reading* (2nd ed.). Routledge. <https://doi.org/10.4324/9781315833743>
- Haleem, A., Javaid, M., Qadri, M. A., & Suman, R. (2022). Understanding the role of digital technologies in education: A review. *Sustainable Operations and Computers*, 3, 275–285
- Hasibuan, F. A. L. A., Deliana, N., Setia, E., & Rangkuti, R. (2024). Engagement system in BBC The Big Questions: Appraisal approach. *Parole: Journal of Linguistics and Education*, 14(1), 21–34. Retrieved from <http://ejournal.undip.ac.id/index.php/parole>
- Hidayat, R. R. A., Fajriah, Y. N., & Nugraha, I. (2024). Integrating multimodal texts in genre-based approach: Teacher's and students' challenges and benefits. *English Education and Applied Linguistics (EEAL) Journal*, 7(1), 13–22.
- Januarty, R., & Nima, H. N. A. (2022). Energizing students' reading comprehension through multimodal texts. *International Journal of Language Education*, 2(2), 14–22. <https://doi.org/10.26858/ijole.v2i2.4347>
- Jahnke, I., Schmidt, M. M., Earnshaw, Y., & Tawfik, A. (2022). Theoretical considerations of learning experience design. In *Theories to influence the future of learning design and technology*. EdTech Books. <https://www.researchgate.net/publication/365712225>
- Jewitt, C. (2008). Multimodality and literacy in school classrooms. *Review of Research in Education*, 32(1), 241–267. <https://doi.org/10.3102/0091732X07310586>
- Jewitt, C. (2013). Multimodal methods for researching digital technologies. In S. Price, C. Jewitt, & B. Brown (Eds.), *The SAGE handbook of digital technology research* (Chapter 18). <https://doi.org/10.4135/9781446282229.n18>

- Jiang, L. (G.), & Hafner, C. (2024). Digital multimodal composing in L2 classrooms: A research agenda. *Language Teaching*, 1–19. Cambridge University Press. <https://doi.org/10.1017/S0261444824000107>
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice Hall. <http://www.learningfromexperience.com/images/uploads/process-of-experiential-learning.pdf>
- Kolb, A. Y., & Kolb, D. A. (2012). *Experiential learning theory*. In N. M. Seel (Ed.), *Encyclopedia of the sciences of learning* (pp. 1215–1219). Springer. [https://doi.org/10.1007/978-1-4419-1428-6\\_227](https://doi.org/10.1007/978-1-4419-1428-6_227)
- Kress, G. (2010). *Multimodality: A social semiotic approach to contemporary communication*. Routledge.
- Leibrandt, I. (2020). Reading Comprehension of Literary Texts Using a Multimodal Language–Image Approach. *International Journal of New Trends in Social Sciences*, 6(2), 97–111.
- Lim, F. V., Toh, W., & Nguyen, T. T. H. (2022). Multimodality in the English language classroom: A systematic review of literature. *Linguistics and Education*, 69, 101048. <https://doi.org/10.1016/j.linged.2022.101048>
- Li, M., & Liu, X. (2022). Students' engagement in multimodal reading environments. *Educational Technology Research and Development*, 70, 2331–2350. <https://doi.org/10.1007/s11423-022-10121-3>
- Maghsoudi, N., Golshan, M., & Naeimi, A. (2022). Integrating digital multimodal composition into EFL writing instruction. *Journal of Language and Education*, 8(1), 84–99. <https://doi.org/10.17323/jle.2022.12021>
- Mayer, R. E. (2021). *Multimedia learning* (3rd ed.). Cambridge University Press. <https://doi.org/10.1017/9781316941357>
- Mulyanah, A., Widiastuti, R., Sariah, Parwati, S. A. P. E., Budihastuti, E., & Nurfaidah, R. (2024). Appraisal attitude analysis of Korean expatriates' cross-culture experience in Indonesia: The implication for BIPA teaching. *International Journal of Language Education*, 8(3), 633–654. <https://doi.org/10.26858/ijole.v8i3.67220>
- Mulyani, M., Sudrajat, I., Herdiah, I. S., Wiyati, N. A. R., Kusumayanthi, S., & Novianti, A. (2023). Implementasi teks multimodal dalam pembelajaran Bahasa Inggris. *Jurnal Aksara Raga*, 5(2), 51–61.

- Nurviyani, V. (2023). Learning process of reading multimodal narrative text: Promoting students' social and emotional competencies. *Linguistics and English Language Teaching Journal*, 11(1), 1–9. <https://doi.org/10.31764/eltj.v11i1.15528>
- Noble, H., & Heale, R. (2019). Triangulation in research, with examples. *Evidence-Based Nursing*, 22(3), 67–68. <https://doi.org/10.1136/ebnurs-2019-103145>
- Novita, D. (2022). Analysis of crime news in The Jakarta Globe using graduation systems. *Metahumaniora*, 12(1), 133–144.
- Peter Kuppens, Dominique Champagne, & Francis Tuerlinck Kuppens (2012). The dynamic interplay between appraisal and core affect in daily life. *Frontiers in Psychology*, 3, Article 380. <https://doi.org/10.3389/fpsyg.2012.00380>
- Prawiyogi, A. G., Sadiyah, T. L., Purwanugraha, A., & Elisa, P. N. (2021). Penggunaan media Big Book untuk menumbuhkan minat baca siswa di sekolah dasar. *Jurnal Basicedu*, 5(1), 446–452. <https://jbasic.org/index.php/basicedu>
- Rahikummahtum, K., Nurkamto, J., & Suparno. (2022). The pedagogical potential of visual images in Indonesian high school English textbooks: A micro-multimodal analysis. *Al-Ishlah: Jurnal Pendidikan*, 14(4), 5979–5990. <https://doi.org/10.35445/alishlah.v14i4.2171>
- Ridwan, R., & Tungka, N. F. (2024). *Metode penelitian*. Yayasan Sahabat Alam Rafflesia.
- Sadeghi, K., & Sarkhosh, M. (2014). [Review of the book *Narrative inquiry in language teaching and research*, by G. Barkhuizen, P. Benson, & A. Chik]. *Iranian Journal of Language Teaching Research*, 2(2), 131–133.
- Sahiruddin, Sudarwati, E., & Indhiarti, T. R. (2023). *Literasi multimodal: Teori, desain, aplikasi*. UB Press.
- Santos, D., & Pedro, L. (2020). Multimodal texts and reading comprehension in EFL learning. *Journal of Language Teaching and Research*, 11(3), 412–420. <https://doi.org/10.17507/jltr.1103.08>
- Serafini, F. (2014). Reading the visual: An introduction to teaching multimodal literacy. Teachers College Press.
- Schwartz, M. (n.d.). Best practices in experiential learning. *The Learning & Teaching Office, Ryerson University*. <https://www.mcgill.ca/>

- Sinar, T. S., Ganie, R., & Syarifna, T. (2023). Pelatihan pembelajaran literasi bahasa Inggris berbasis multimodal sebagai implementasi Merdeka Belajar Kampus Merdeka. *Jurnal Iqra'*, 29(2), April–Juni. P-ISSN: 0852-2715, E-ISSN: 2502-7220.
- Sutrisno, D., Abidin, N. A. Z., Pambudi, N., Adyawati, E., & Sallu, S. (2023). Exploring the benefits of multimodal literacy in English teaching: Engaging students through visual, auditory, and digital modes. *Global Synthesis in Education Journal*, 1(2), 1–10. <https://doi.org/10.61667/xh184f41>
- Sowell, J. (2022). Digital multimodal composition in the second-language classroom. *English Teaching Forum*, 60(1), 15–25. <https://americanenglish.state.gov/english-teaching-forum>
- The New London Group. (1996a). A Pedagogy of Multiliteracies: Designing Social Futures. *Harvard Educational Review*, 66(1), 60–93. <https://doi.org/10.17763/haer.66.1.17370n67v22j160u>
- Unsworth, L. (2014). *Multimodal reading comprehension: Curriculum expectations and large-scale literacy testing practices*. Springer.
- Thompson, G. (2008). Appraising glances: Evaluating Martin's model of appraisal. *WORD*, 59(1–2), 169–187. <https://doi.org/10.1080/00437956.2008.11432585>
- Walsh, M. (2010). Multimodal literacy: Researching classroom practice. *e-Learning and Digital Media*, 7(3), 317–327. <https://doi.org/10.2304/elea.2010.7.3.317>
- Wang, H., & Chen, J. (2023). Multimodal learning and vocabulary acquisition in EFL contexts. *Computer Assisted Language Learning*, 36(5), 845–866. <https://doi.org/10.1080/09588221.2021.1879204>
- Weil, L. (2023). Narrative inquiry: A research method in the education field. *World Journal of Education*, 13(6), 35–42. <https://doi.org/10.5430/wje.v13n6p35>
- Wulan, D. R., Draijati, N. A., & Supriyadi, S. (2022). Exploring EFL students' digital multimodal composing (DMC) affordance: Stories from a vocational school. *Ishlah: Jurnal Pendidikan*, 14(2), 2007–2018. <https://doi.org/10.35445/alishlah.v14i1.1970>
- Yawiloeng, R. (2021). Using Instructional Scaffolding and Multimodal Texts to Enhance Reading Comprehension: Perceptions and Attitudes of EFL Students. *Journal of Language and Linguistic Studies*, 18(2), 877–894. <https://doi.org/10.2139/ssrn.4122231>

Yu, J., & Liu, X. (2022). Text First or Picture First? Evaluating Two Modes of Multimodal Input for EFL Vocabulary Meaning Acquisition. *SAGE Open*, 12(3). <https://doi.org/10.1177/21582440221119469>

Zhang, Y., & Guo, Y. (2021). Effects of multimodal input on EFL reading comprehension. *System*, 98, 102458. <https://doi.org/10.1016/j.system.2021.102458>

