

AN ANALYSIS OF INDONESIAN ELT TEXTBOOK TO PROMOTE MULTIMODAL COMMUNICATIVE SKILLS

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Abstract: Multimodal communicative competence encompasses the ability to not only understand and interpret linguistic content, but also to comprehend and engage with various communication modes which are often present in contemporary communication. Recognizing that the traditional notion of communicative competence was no longer sufficient to encompass the ability to comprehend diverse modes of meaning, developing students' multimodal communicative competence becomes indispensable. In an effort of embracing the current needs of multimodal communication, the Indonesian new curriculum, *Kurikulum Merdeka* (Freedom Curriculum) has tried to include the notion in the classroom instructions. To help achieving this goal, the Indonesian government created a series of textbooks. This study scrutinized the representation of various modes used in the textbook and the methodological features to support the improvement of students' multimodal communicative competence. A textbook for level X Senior High School students, entitled *Work in Progress*, was chosen to be analyzed for it is purposefully created to help teachers in implementing the Freedom Curriculum by the Indonesian Government. By using Littlejohn's three-level evaluation framework, the data were gathered to investigate whether the textbook have served its designated objectives by analyzing several aspects from the activities in the book, such as turn-taking, task focus, and mental operations. The result showed that despite finding that the book has incorporated combinations of modes in the form of input and expected outputs, the pedagogical aspect employed does not encourage the development of multimodal communicative competence.

Keywords: *Multimodal Communicative Competence, Multimodality, ELT Textbook, Freedom Curriculum, Analysis.*

INTRODUCTION

ELT has embraced exciting changes, reflecting the dynamic nature of communication in today's world. These changes have been driven by a growing concern about the importance of developing learners' communicative competence across multiple modes of communication. As language use in the 21st century increasingly involves diverse semiotic resources that extend beyond traditional verbal language, multimodality has gained considerable prominence in ELT research and practice (Lim & Tan-Chia, 2023). This shift in focus acknowledges that effective communication in today's globalized and digitally connected society requires proficiency in spoken and written language and interpreting and producing meaning through various other

modes (Cope & Kalantzis, 2015; Kessler, 2022). As a result, language learners are now expected to navigate and engage with a complex landscape of multimodal texts and interactions.

Multimodal pedagogy has gained significant traction in Indonesia's English Language Teaching (ELT) context, reflecting a shift towards more holistic and engaging educational approaches. This approach aligns with the country's digital transformation goals and addresses the need for developing 21st-century skills among Indonesian learners. The concept of multimodal communicative competence (MCC) has explicitly been included in the ELT curriculum at the senior high school level along with the implementation of the new curriculum in 2022, which is named *Kurikulum Merdeka* or the Freedom Curriculum (FC) (Ministry of Education, Culture, Research, and Technology, 2022). By leveraging multimodal resources, educators aim to create more authentic and contextualized language learning environments, enabling students to engage with English in ways that mirror real-world communication scenarios.

Given textbooks' central role in many ELT contexts, examining how these instructional materials adapt to address learners' needs in an increasingly multimodal world is crucial. This study aims to comprehensively analyze an ELT textbook through the lens of MCC. By critically analyzing the multimodal aspects of the material, the research seeks to assess the extent to which the textbook incorporates and fosters learners' abilities to engage with diverse semiotic resources. By examining these elements, the study aims to provide insights into the current state of multimodal representation in textbooks and identify potential areas for improvement.

Multimodal Communicative Competence

The concept of multiliteracies emerged as a consequence of the evolving nature of communication and literacy. Recognizing that the traditional notion of literacy was no longer sufficient to encompass the ability to comprehend diverse modes of meaning, the New London Group convened in 1994 to discuss the future of literacy pedagogy (Cope & Kalantzis, 2015). Their deliberations resulted in developing the concept of multiliteracies to respond to this demand. While literacy previously denoted solely the ability to read and write, Lim & Tan-Chia (2023) conceptualized multiliteracies as the capacity to construct meaning from various cultural, social, or domain-specific contexts and to recognize and engage with diverse meaning patterns and contexts.

Moreover, the New London Group categorized the modes of communication into five distinct types to encapsulate the complexity of the meaning-making process in the contemporary world (Donaghy, Karastathi, & Peachey, 2023). The first is the linguistic mode, which pertains to the meaning of written and spoken language, encompassing word choice, word organization, vocabulary, grammar, and structure. The second mode is the visual, which focuses on deciphering meaning from visual elements such as images, symbols, and videos. The third is the aural mode, which emphasizes deriving meaning from auditory input. The fourth is the gestural mode, which concerns the meaning conveyed through movement in communication, including hand gestures, body language, and facial expressions. The final mode is the spatial, which concentrates on the meaning conveyed through the physical layout in communication, including the position and space between elements in texts.

Royce (2007) defined MCC as the ability to effectively interpret and produce meanings utilizing multiple modes of communication. This concept encompasses the skills and

knowledge required to comprehend how different modes interact and complement each other to convey coherent messages in various contexts. This broader perspective on communicative competence acknowledges that meaning-making in real-world contexts frequently involves the integration and interplay of multiple modes, necessitating that learners develop proficiency in interpreting and creating multimodal texts.

The evolution of the communicative competence concept has also influenced English language instruction, especially in foreign language contexts. Changes in language instruction are made due to the realization that classroom instruction might no longer be relevant when it fails to equip students with the ability to participate in contemporary communication (Magnusson & Godhe, 2019). The most significant change is that before the prevalent multimodal ideas, classroom instruction was mainly about developing students' communicative skills, which meant improving their language-related skills, for instance, listening, reading, speaking, and writing skills as the primary goal of instructions. However, multimodality adds a more complex description to the idea, as it also means fostering a broader range of skills, including visual literacy, design principles, and the ability to navigate and create multimodal texts (Royce, 2007). Often found in ELT classes, teachers focus on teaching linguistic competence, which includes grammar, vocabulary, and the ability to use the language appropriately in various contexts. Nevertheless, the current ELT approach requires teaching multiple modes of communication to create an understanding of how various modes of communication interact and contribute to meaning-making in diverse contexts.

Learning by Design

To achieve these grand objectives, Cope & Kalantzis (2015) had explained the importance of implementing Learning by Design. Developed by the New London Group in 1996, Learning by Design comprises a range of activities utilized in the multiliteracies pedagogy approach. The framework comprises four primary knowledge processes: experiencing, conceptualizing, analyzing, and applying. Experiencing refers to acquiring knowledge through utilizing authentic and common elements in the student's lifeworld. The process of experiencing can be conducted in two ways: experiencing the known and experiencing the new. In experiencing the known, students utilize their prior knowledge, experiences, and interests as the source of learning, while in experiencing the new, students are permitted to conduct observations, read and record new facts and data, and draw conclusions based on the gathered data.

The second process is conceptualizing, which requires students to create abstractions, generalize, and synthesize ideas. Conceptualizing can be implemented through conceptualizing by naming and conceptualizing by theory. Conceptualizing by naming is a more concrete and straightforward process that focuses on identifying, labeling, or categorizing specific objects, terms, or phenomena. In the more complex process of conceptualizing by theory, they must become concept and theory-makers by creating or applying theoretical frameworks to organize and explain ideas.

The third knowledge process is analyzing. This process involves "the examination of cause and effect, structure and function, elements and their relationships" through explanations and argumentation (Cope & Kalantzis, 2015: 20). The process takes two forms: analyzing functionally and analyzing critically. Analyzing functionally is the objective component of the analysis, which entails reasoning, inferring and deducing conclusions, establishing functional relationships (e.g., cause and effect), and examining logical connections. Conversely, as the

subjective component of the analysis, students are expected to develop critical assessments of formative experiences, perspectives, and motivations in critically analyzing.

The final process is applying. In this process, students must apply the experience, concepts, and knowledge acquired by producing an output. This process can occur by applying appropriately and creatively. The primary distinction between applying appropriately and creatively lies in whether students can be imaginative, innovative, and creative or must predictably create something.

Role of textbooks in ELT

The role of textbooks in English Language Teaching (ELT) is multifaceted and significant. First, textbooks serve as a guiding tool for educators, providing detailed instructions and activities to enhance the teaching-learning experience. Tomlinson (2011) mentioned that textbooks offer structured lessons, ensuring consistency across classes and facilitating better planning for instructors, and helping less-experienced teachers to build confidence through standardized methods and activities. Meanwhile, textbooks are a comprehensive resource for students, enabling them to learn English inside and outside the classroom. Students can refer to these books during exercises, complete homework assignments, and prepare for examinations effectively.

Nowadays, textbooks do not only mean books and they serve various purposes for other stakeholders. Textbook can also include a complete package of audio, videos, workbooks, photocopied materials, and so on. This means that textbooks are resources that can be used as they are adapted, extended, or supplemented to suit their teaching context (Hughes, 2019). For other stakeholders, including school administrators, Norton & Buchanan (2022) believed that textbooks have the potential to give a course face validity by showing prospective students and parents the information to be taught.

Previous studies on multimodality in ELT materials

The incorporation of multimodality in English language teaching materials has been a subject of growing interest in Indonesia. Multimodal approaches to language learning, which leverage various modes of communication beyond just text, have been explored to enhance students' engagement and learning outcomes. Previous studies have examined the development and integration of multimodal elements in teaching materials for different educational levels and contexts.

Since it first emerged in the 1990s, many studies on multimodal aspects of instructional material and their impacts on learning have been conducted in different countries. In Chile, Carcamo (2024) examined the ability of an official ELT textbook to promote students' multimodal literacy. The research was done by analyzing the reading comprehension questions available in the textbook. The finding showed that most of the images in the textbook mainly served as ornaments without having any specific meaning to convey. He believed the book could have been more effective for developing students at MCC. Motschenbacher (2019) did a study analyzing native and non-native aspects of multimodal representation in the Navi Englisch series in Germany. The purpose is to investigate how both verbal and visual cultural indexes in the textbooks represent different social actors and cultures and evaluate the inclusivity level of the teaching materials concerning their ability to reflect the realities of multilingual communication in EFL contexts. The findings suggested that there was the

absence of non-native English language users and their experiences in the textbook materials and a tendency to privilege native English speakers and their linguistic practices, which reinforces a narrative that positions non-native users as less legitimate or competent in their use of English.

In the Indonesian context, research has been done to investigate multimodality in ELT materials. The first is a study conducted by Aisyah & Nuraeni (2022) on the effect of using digital multimodal textbooks on Indonesian university students' English proficiency. By comparing the pre-test and post-test results, it was found that the students' English aptitude had significantly improved. They also had better motivation and engagement to learn English since using the digital textbook. Second, Fitriana & Wirza (2021) analyzed a global textbook, emphasizing the importance of integrating practical visual elements with verbal text to enhance students' understanding and engagement in learning. Their aim was to uncover the pedagogical benefits these multimodal elements provide learners. The study generally emphasized the importance of integrating practical visual elements with verbal text to enhance students' understanding and engagement in learning.

Furthermore, this study seeks to contribute to the ongoing dialogue about the role of multimodality in language education and to inform future developments in Indonesian ELT materials design. By shedding light on how current textbooks align with the evolving needs of language learners in an increasingly multimodal world, the analysis in this study focused on two critical aspects of multimodal communication in an Indonesian ELT textbook, including the variety and balance of modes presented in the materials and the methodology used to develop students' multimodal communicative skills. This study aims to support educators, materials developers, and policymakers in making informed decisions about integrating MCC in Indonesian ELT curricula and resources. As the field of ELT continues to evolve, research of this nature will play a crucial role in ensuring that language teaching practices and materials remain relevant and effective in preparing learners for the complex communicative landscape of the 21st century.

RESEARCH METHODOLOGY

There are two primary reasons for selecting Work in Progress for X grade of Senior High School students (Hermawan, Haryanti, & Suryaningsih, 2022) for this study. First, the book was designed by the MOECRT as the principal textbook intended to be the main aid for teachers in implementing the FC, especially on ways to improve students' MCC as one of its objectives. Second, the book targets explicitly intermediate young adult students in Indonesia. The analysis on the textbook, therefore, could reveal a comprehensive understanding on various modes of communication represented and methodology utilized in the book. Insight gathered from this study could not only help teachers to find better ways to improve their teaching, but also material developers and the MOECRT to provide better resources to support teachers, which certainly could improve the quality of ELT instructions.

The study analyzed several units in the book as the representation of the entire book to scrutinize the multimodal representation and the methodology used. As suggested by Littlejohn, ideally, to get the general nature of the textbook, the midpoint of the textbook should be chosen. Therefore, units 3, 4, and 5 were selected. Besides, these units were also chosen since they embody two main themes covered in the book, namely sports and arts. Additionally,

the units were examined chronologically to understand the flow of the instructional process employed in the textbook.

Littlejohn's (2011) framework was utilized to scrutinize the multimodal representation and multimodal communicative pedagogy used in the textbook. This framework is an objective tool that allows the researcher to analyze parts of the textbook from different angles (Humphries, Miyakoshi, & Miyoshi, 2014). Another reason for using this framework is that it focuses on the content instead of its effectiveness when implemented in a particular context (Pemberton, 2018). In short, it helps the teacher see ways the book can be used and makes them aware of what is missing. This ability will inevitably support them to increase their awareness of their teaching.

The framework provides 3 levels of analysis to conduct an in-depth textbook investigation (Littlejohn, 2011). Level 1 analysis is called objective description. It started by analyzing apparent data about the book, such as the claims on the cover and the publication date, material descriptions, and a student's book overview. The first-level analysis aims to give a snapshot impression of the book. The term for level 2 analysis is subjective analysis. At this level, the focus is to analyze tasks to understand how the activities in the book contribute to language competence development. Unlike in Task-Based Language Teaching (TBLT), the term task does not only encapsulate the classroom activity that promotes meaning negotiation but "any proposal contained within the materials for action to be undertaken by the learners, which has the direct aim of bringing about the learning of the foreign language" (Littlejohn, 2011;p.188). This analysis allows the researcher to investigate methodological principles used in the textbook. The analysis is divided into three aspects: what the students are expected to do, including the turn-take, task focus, and mental operation needed to complete the tasks. Followed by analyzing the types of participation suggested for doing the tasks, for instance, student and teacher interaction and students in pairs or groups. Finally, the analysis focuses on the inputs provided and demanded outputs from the tasks. Finally, level 3 analysis is subjective inference. The last level aims to conclude the aims, selection, sequence principles, students and teacher roles, and the material's role based on the level 1 and 2 analysis.

Moreover, the mental operation categories provided might not be applicable for analyzing MCC. Therefore, several categories based on Cope & Kalantzis (2015) knowledge processes in Learning by Design were added to the framework. The knowledge processes used were experiencing the known, experiencing the new, conceptualizing by naming, conceptualizing by theory, analyzing functionally, analyzing critically, applying appropriately, and applying creatively. Furthermore, to investigate the modes of communication used in the book, the form of provided input and expected output were examined into five categories based on New London Group in Donaghy et al. (2023), i.e. linguistic, visual, aural, gestural, and spatial mode. Lastly, level 3 analysis is done by summarizing the results of the first two levels of analysis.

RESULT AND DISCUSSION

Multimodality Representation in the Textbook

Multimodality, defined as using various semiotic resources to create meaning, has become an increasingly prominent feature in academic settings, including textbooks. This study examined

how textbooks incorporate various communication modes, including written text, visual imagery, audiovisual content, digital components, and other forms of multimodal resources.

In the level 1 analysis of the Work in Progress textbook, it was found that it claimed to be designed to facilitate the development of students' MCC. This assertion is substantiated by the syllabus overview, which explicitly states that the lessons target developing six primary skills: listening, speaking, reading and viewing, and writing and presenting. Textbook authors have acknowledged the value of incorporating diverse modes of representation, such as images, tables, and infographics, to engage students and support their comprehension of complex concepts. Printed in color, the student's version of the book covers various familiar topics, such as sports, health, and art, but also utilizes a genre-based approach by focusing on several text types, including procedure and expository text. At the end of each chapter, the students are expected to compose a type of text that has been studied throughout the chapter, conduct a peer review of the writing, and publish their work online.

Some worksheets are provided to digitalize the book. The worksheets can be accessed by scanning QR codes. The worksheets, however, are the digital version of the sections in the book. It also provides links to videos, which can be accessed on YouTube, to assist students in connecting the learning materials with their lifeworld prior to the listening activities. Unfortunately, the links are only available in the teacher's book. It implies that the students must rely on the teachers to present them with videos. Furthermore, intending to promote communicative interactions, each chapter also provides a simple game that students must play and a project to conduct.

As one crucial part of implementing a multimodal approach in ELT, the textbook can represent multimodality by measuring its ability to use various multimodal sources and encouraging multimodal text production.

Modes of Communication	Inputs		Outputs	
	N	%	N	%
No input/output	3	4.9	0	0
One mode	8	13.1	9	14.7
Combing two modes	14	23	19	31.1
Combing three modes	26	42.6	15	24.6
Combing four modes	7	11.5	16	26.3
Combing five modes	3	4.9	2	3.3

Table 1. Combination of communication modes utilized in the textbook

The data in Table 1 indicate that only a tiny percentage of the tasks present one type of communication mode as presented inputs (13.1%) and expected outputs (14.7%). In contrast, most tasks show the availability of combinations of various semiotic sources. 42.6% of the tasks expose the students to the combinations of three different modes of communication, while 11.5% provide a mixture of 4 modes. For instance, in task 3, "Listen to someone sharing different ways to stay healthy. Answer the following questions based on the text you listened to," the students are required to listen to an audio recording while answering several comprehension questions. One question requires the students to select the correct pictures (see Figure 1). This example demonstrates that the task employs aural, linguistic, visual, and spatial modes to provide the foundation for language acquisition. Regarding output, 31.1% of the tasks expect the students to produce a combination of two modes, as illustrated in task 4: "Draw the

picture of the activity that you think was mentioned in the text but not represented by the pictures shown above." This task explicitly requires the students to utilize spatial modes to communicate meanings.

4. Which of the following activities are suggested?



Picture 3.7 Brushing her teeth



Picture 3.8 Eating junk food



Picture 3.9 Eating healthy food



Picture 3.10 Sleeping

Image 1. Task 3 From Unit 3 in the textbook (Hermawan et al., 2022; p.56-57)

Forms Mode of Communication used	Inputs		Outputs	
	N	%	N	%
Linguistic	57	37.2	58	40.2
Visual	38	24.8	13	9
Aural	23	15	35	24.3
Gestural	5	3.27	15	10.4
Spatial	30	19.6	26	18

Table 2. Types of forms communication modes used in the textbook

The overall frequency of the communication mode is displayed in Table 2. There is a predominant focus on various linguistic modes as the primary input source (37.2%) and expected outputs (40.2%). Consequently, numerous linguistic modes in spoken or written discourse represent various text types and are provided as the primary means of communicating meaning. The visual modes, the second most frequently used inputs (24.8%), are not merely included as decorative design elements to enhance the book's appeal but were directly associated with task completion, as shown in Figure 1. The visual mode, however, is the least frequently produced semiotic mode, representing only 9% of the total expected outputs. Furthermore, the students are required to produce a variety of aural modes (24.3%). This production can be accomplished through discussions and guided speaking practices.

The result in the level 2 analysis confirmed the claim found in the level 1 analysis. Claiming to promote the development of MCC, the Work in Progress has incorporated diverse modes of representation, such as images, infographics, audio, and videos. The utilization of various modes manifested in the book aims to attract students' attention, stimulate their learning, and enrich the content by providing alternative channels for information delivery. This finding supports Lim & Tan-Chia (2023) notion of reflexive pedagogy, as the visual modes (i.e., tables) provided in the textbook were designed to scaffold the analysis of text or organization peer response activities. Besides enhancing language learning by serving as practical communication tools that help build context, the images can provide cues that enhance text comprehension, making it easier for students to grasp the material presented (Fitriana & Wirza, 2021). Integrating multimodal textbook resources benefits learners with diverse needs and learning preferences. Textbooks can cater to a broader range of students by catering to different sensory modalities, enhancing their overall learning experience and academic success (Chen & Jamiat, 2023).

Even though the textbook attempts to combine various modes, the linguistic mode dominates the representation of input and output. Considering the complexity of modern communication, it becomes essential to expose the students to other modes and their roles in the meaning-making process. Allowing them to interact with modes other than the linguistic and asking them to produce other modes might give them a sense of authentic communication (Maiullo, 2022).

In conclusion, the research highlights the representation of diverse multimodal aspects in the design of the Work in Progress textbook. It promotes MCC by incorporating diverse modes of representation, such as images, infographics, audio, and videos. This approach stimulates learning and enriches content, supporting reflexive pedagogy. Integrating multimodal resources in textbooks benefits learners with diverse needs and preferences, enhancing their overall learning experience and academic success. It not only focuses on helping the students to comprehend various multimodal texts, but it also encourages students to create meaning in diverse multimodal texts. The representation of other modes than linguistic aspect, however, needs to be improved not only to provide more exposure to variety of meaning-making resources, but also to give the students a chance to produce other means to convey meaning.

The Multimodal Communicative Competence Methodology in the Textbook

Level 2 analysis was conducted to obtain the methodology used in the Work in Progress textbook. Several components were investigated to obtain the data for this section: turn-taking, the focus of the tasks, the cognitive processes or mental activities that learners perform during the tasks, and the suggested mode of participation to perform each task.

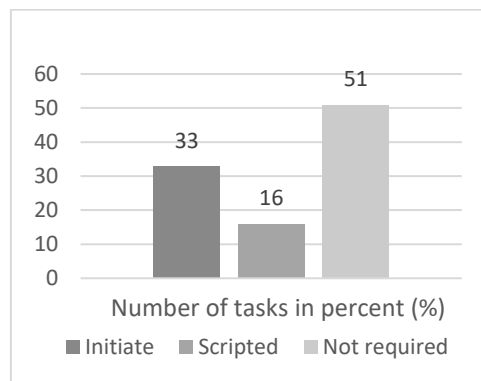


Image 2. Turn-taking of the task in the textbook

Figure 2 depicts the data on learners' turn-taking during task completion. Slightly more than half of the tasks in the textbook (51%) do not require students to use the targeted language, neither in the form of initiative nor scripted responses. 33% of the tasks demand that students initiate responses using their language. Examples of the initiate tasks include task 10, "Discuss the answer to the following questions with a partner, then share it with the class," and task 17, "Suggesting what to do in that situation." This activity invites students to respond spontaneously and allows them to use their language. The remaining 16% of the tasks require students to respond based on strictly provided guidelines, such as in task 5: "Ask your classmates in the group how many times they do the following activities." These findings suggest that students need more opportunities to produce language with guidance or independently.

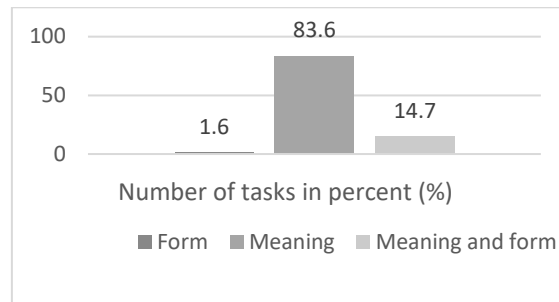


Image 3. Task focus in the textbook

Despite the limited opportunity to use the language provided in the book, Figure 3 illustrates that focus on the meaning conveyed in the multimodal texts has dominated most of the tasks in the textbook (83.6%); for instance, task 12 "Decide if the statements are true or false according to the infographics." A total of 14.7% of the activities address the meaning and form of the language. One example is task 49, "Compare expository text 1 and expository text 2 by completing the table". In this task, students are challenged to analyze the generic structure of expository texts, and it is only feasible to analyze text with a certain level of understanding about the meaning conveyed in the texts. The least number of activities (1.6%) focus on the forms. Generally, the textbook promotes the development of learners' ability to communicate meaning over language accuracy.

Mental Operation	N	%
Experiencing the known	18	24.7
Experiencing the new	12	16.4
Conceptualizing by naming	24	32.9
Conceptualizing by theory	0	0
Analyzing functionally	6	8.2
Analyzing critically	3	4.1
Applying appropriately	6	8.2
Applying creatively	4	5.5

Table 3. Mental operation used in each task in the textbook

The investigation results presented in Table 3 indicate that the tasks in the textbook have incorporated the knowledge processes utilized by Design. Conceptualizing by naming category constitutes 32.9% of the total tasks. An example is task 7, "Listen to the audio recording again and complete the following information in the table," in which students must categorize information they have heard in the listening practice into different labels. The second most prevalent mental operation is experiencing the known, representing 24.7% of the total mental operations. Emphasizing students' familiar information or knowledge, experiencing the known aims to assist students in drawing personal connections to the lesson, as exemplified in task 15 (Image 4).

Regarding the development of analytical skills, 8.2% of tasks involve analyzing functionally. This type of task in this textbook aims to enhance students' comprehension of various texts and their understanding of how specific text organization is organized. 8.2% of the total tasks focus on the applying appropriately category, which requires students to use knowledge or skills in

standard contexts by adhering to established rules, guidelines, or models. The creative processes for applying were mainly found in the project sections.

A Let's Play

We are going to play **Self-care Bingo**. Self-care means to practice things including hygiene, nutrition, etc. to keep yourself physically and mentally healthy. Here are the steps:

1. Have a blank bingo card. You may draw or your teacher may provide it for you.
2. See the list of self-care activities, write the ones you like to do for self-care on the tiles of your bingo card.
3. Your teacher will mention self-care activities from the list one by one randomly.



Picture 3.17 Self-care Bingo

Image 4. Task 15 From Unit 3 in the textbook (Hermawan et al., 2022; p.65).

The second aspect of the level 2 analysis pertains to the modes of participation suggested for task performance. As presented in Table 4, most tasks (50.8%) require simultaneous individual student participation, wherein each student completes a task independently. Additionally, 31.1% of the tasks necessitate student interactions, such as presentations, discussions, and game-based activities. The remaining 18.1% of the tasks consecutively encompass activities that require students to share information with the class (9.8%), facilitate teacher-student interaction (6.7%), and promote simultaneous engagement of all students in the same activities (1.6%). These findings suggest that the textbook needs to adequately promote student participation and student-centeredness, essential elements for developing MCC in students.

Appealing to fostering students' MCC, the findings show that the textbook generally incorporates multimodal sources to promote multimodal literacy. Students are exposed to multimodal meaning through a series of tasks in the textbook. The interplay between those sources is expected to lead to a more contextualized interpretation of the material and foster deeper engagement and critical thinking. This objective is evident because the tasks predominantly address meaning over language accuracy, with the least number of activities focusing on forms.

Nevertheless, the apparent downfalls are that only some tasks promote active use of target language and collaborative work, which is essential to building students' communicative skills. Despite the attempt to encourage students to use their background knowledge and experiences to connect learning with their lifeworld, the tasks mainly aim to develop students' cognitive ability. They mainly require the students to analyze categorization from the texts to which they have been exposed. This finding is against the notion of what acquiring multimodal literacy is since it does not only constitute the ability to understand meaning but also the skill to produce meaning using various modes of communication (Lim & Tan-Chia, 2023; Donaghy, Karastathi, & Peachey, 2023; Kessler, 2022). By creating activities requiring individual work, the textbook cannot represent the idea that learning is an active and social process essential in fostering students' multimodal literacy (Cope & Kalantzis, 2015). The construction of meaning in textbooks is rarely a collaborative process, where students actively engage with the multimodal content to communicate their understanding. Expecting the students to produce language is only possible by allowing them to explore using targeted language. This idea,

unfortunately, contrasts the concept of artifact-making as an integral part of developing students' multimodal literacy (Lim & Tan-Chia, 2023).

Additionally, among the productive activities, the main aim is to emphasize accuracy and correctness. Asking the students to produce outcomes following established rules, guidelines, or models provided for them does not promote creativity. To sum up, the result of the Work in Progress textbook analysis from the pedagogical perspective does not support students in developing multimodal literacy.

Implications

In order to make sure the textbook serves its objective of promoting MCC, ELT materials developers have to address the need for more target language production and turn-taking. The number of activities can be increased by designing tasks explicitly highlighting active language use and requiring students to cooperate, such as role-plays, debates, or peer discussions. Besides, activities that focus on real-life language use and authentic communication scenarios, which allow the students to use their knowledge predictably and innovatively, should be added to the textbook. Inclusion of other modes as source of inputs and expected outputs also need to be improved to promote balanced multimodal representation in the book. Moreover, despite providing the teacher with methodological support on utilizing textbooks in the teacher's book, teachers are expected to be creative. Teachers can complement the available tasks with additional activities, such as pair or group analysis on text purpose and organization, which allow students to engage in meaningful conversations and discussions. Providing teachers with professional development opportunities to enhance their skills and knowledge, especially in multimodal literacy and technology and multimedia resources, has become a necessity that the Indonesian MOECRT can fulfill.

CONCLUSION

This paper has comprehensively analyzed an Indonesian textbook, Work in Progress, utilizing Littlejohn's three-level analytical framework. The objective was to examine the representation of multimodal aspects in the textbook and its pedagogical ability to support the development of students' multimodal communicative competence. The findings indicate that the textbook employs diverse multimodal elements, including images, infographics, audio, and videos, to facilitate communicative competence, enhance learning, and construct meaning in various texts. Although the textbook seeks to enhance multimodal communicative competence through the incorporation of multimodal sources and tasks, from a pedagogical perspective, the activities provided do not sufficiently promote active use of the target language, collaborative work, or encourage students to apply their acquired knowledge innovatively, which are essential components of developing the competence.

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