

## Implementing Multimodal Approach To Enhance English Vocabulary Learning Of Fourth Grade Student

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### Volume

7

### Issue

1

### Edition

May

### Page

133-142

### Year

2026

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### Article History

Submission: 28-11-2025

Review: 26-12-2025

Accepted: 09-05-2026

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### Keyword

Multimodal Approach;  
Vocabulary Learning;  
Student Engagement;

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### How to cite

Fahlevi, F. R., Amalia, N. R., Asri, D. M., Ramadhanti, N. F., Qamariah, Z., & Widiastuty, H. (2026). Implementing multimodal approach to enhance English vocabulary learning of fourth grade student. *Jurnal Pengabdian Masyarakat*, 7(1), 133-142. <https://doi.org/10.32815/jpm.v7i1.2873>

### Abstract

**Purpose:** This study describes the implementation of a multimodal approach to enhance English vocabulary learning among fourth-grade students at a private Islamic elementary school in Palangka Raya.

**Method:** A descriptive qualitative design was employed. Data were collected through classroom observations, student worksheets, reflection questionnaires, and documentation. Three worksheet types assessed vocabulary mastery, while observations and questionnaires explored student engagement.

**Practical Applications:** Findings provide pedagogical insights for teachers designing interactive, multisensory English instruction that accommodates diverse learning styles and promotes active participation in primary education.

**Conclusion:** The multimodal approach significantly improved students' vocabulary understanding, engagement, and enthusiasm. Integrating visual, auditory, and kinesthetic modes creates meaningful, enjoyable learning experiences, supporting effective vocabulary acquisition for young EFL learners.



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## **Introduction**

Vocabulary acquisition constitutes a foundational component of second language development, particularly for young learners who are actively constructing core communicative and cognitive linguistic frameworks. Within the Indonesian primary education landscape, fourth-grade students represent a critical developmental cohort wherein structured language instruction can significantly influence long-term academic trajectories and linguistic confidence. Despite this developmental imperative, numerous elementary classrooms continue to depend upon conventional pedagogical practices that prioritize rote memorization, isolated repetition, and textbook-driven definition matching. These traditional instructional methods frequently diminish student motivation, restrict contextual comprehension, and impede the long-term retention of newly acquired lexical items. This persistent pedagogical gap underscores a pressing need to reevaluate how vocabulary is introduced, reinforced, and experienced by young learners, particularly within community-integrated educational settings such as private Islamic elementary schools.

The selection of multimodal instruction as an intervention strategy is grounded in contemporary educational research that emphasizes the cognitive and affective advantages of integrating multiple sensory channels during early language acquisition. By simultaneously engaging visual, auditory, and kinesthetic modalities, educators can transform abstract linguistic concepts into tangible, experiential learning opportunities that align more closely with the developmental and attentional capacities of young children. This investigation specifically narrows its analytical scope to the systematic application of multimodal vocabulary tasks within a single fourth-grade classroom, examining how structured, multisensory activities influence lexical recognition, contextual application, and sustained student engagement. Transitioning from broad theoretical advocacy for multisensory pedagogy to a targeted classroom implementation enables a precise examination of practical instructional design and its immediate pedagogical outcomes.

A substantial body of scholarly literature affirms that multimodal and multisensory interventions significantly enhance vocabulary retention and learner engagement among young populations. Theoretical frameworks such as dual coding theory posit that pairing verbal information with nonverbal representations strengthens cognitive encoding and facilitates more efficient memory retrieval (Clark & Paivio, 1991; Mayer & Moreno, 2003). Empirical investigations further demonstrate that incorporating gestures, visual scaffolding, and embodied activities improves second language word learning more effectively than passive or text-only instruction (Morett, 2019; Oppici et al., 2023; Tellier, 2008). Despite these consistent findings, the majority of existing research has been conducted in secondary or tertiary contexts, or has prioritized standardized quantitative outcome measures over qualitative insights into student experiences and classroom dynamics. Consequently, a notable scarcity remains regarding classroom-based, descriptive investigations that explore how multimodal strategies affect the behavioral responses, emotional engagement, and practical vocabulary application of elementary English as a Foreign Language (EFL) learners. This study addresses this scholarly gap by situating multimodal vocabulary instruction within a primary educational context, thereby extending current pedagogical discourse through a detailed, qualitative examination of learner interactions, comprehension levels, and perceptual feedback.

The implementation of this community-oriented instructional initiative anticipates meaningful societal and educational impacts by fostering more inclusive, interactive, and student-centered primary English classrooms. By demonstrating how low-cost, easily replicable multimodal tasks can be integrated into standard curricula, the project aims to equip educators with practical, evidence-based strategies that accommodate diverse learning styles and promote sustained linguistic development. The forthcoming descriptive qualitative data and structured observational metrics will directly align with these community-focused objectives by providing empirical documentation of how multisensory activities enhance

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vocabulary mastery, classroom participation, and intrinsic learner motivation. This manuscript will subsequently delineate the methodological framework, present detailed findings derived from student worksheets, classroom observations, and reflection questionnaires, and discuss the broader pedagogical implications of multimodal engagement. Through this systematic analysis, the study seeks to stimulate further scholarly inquiry and offer actionable, contextually grounded insights for practitioners dedicated to optimizing early language education.

## **Method**

The target population for this applied investigation comprised fourth-grade students enrolled at a private Islamic elementary school in Palangka Raya, selected through a purposive sampling strategy based on grade level, curriculum alignment, and accessibility for community service interventions. Inclusion criteria required active enrollment, parental consent, and consistent attendance across all scheduled instructional sessions, whereas exclusion criteria encompassed incomplete participation, documented learning disabilities requiring specialized accommodations, or voluntary withdrawal. The final sample consisted of 25 enrolled students, with 18 completing the full assessment cycle and yielding analyzable datasets. Data were collected through classroom observations, structured student worksheets (LKPD), post-implementation reflection questionnaires, and archival documentation. These instruments were selected to capture multidimensional indicators of vocabulary acquisition, cognitive engagement, and affective responses. The LKPD instruments comprised three progressively scaffolded tasks: picture-word matching, sentence completion, and creative drawing with lexical labeling. The observation protocol utilized a standardized engagement rubric, while the four-item Likert-scale questionnaire assessed enjoyment, comprehension, collaboration, and interest. All instruments underwent expert review by three senior English language teaching (ELT) specialists to establish content validity, followed by a pilot administration with a non-participant cohort. Internal consistency for the questionnaire yielded a Cronbach's alpha of 0.84, and inter-rater reliability for observational coding achieved a Cohen's kappa coefficient of 0.86, confirming robust psychometric properties prior to field deployment.

The procedural execution was structured across three consecutive instructional sessions, each explicitly aligned with visual, auditory, and kinesthetic modalities to maintain pedagogical efficacy and operational efficiency. Session one focused on lexical recognition through visual matching, session two emphasized contextual application via sentence construction, and session three integrated kinesthetic engagement through labeled illustration drawing, culminating in a structured reflection phase. Procedural alignment with core research objectives was maintained through a fidelity checklist administered by the lead researcher and classroom instructor. Potential methodological risks included observer bias and social desirability effects in self-reported questionnaires; logistical risks encompassed attendance variability and time-constrained instructional pacing; ethical risks pertained to minor data privacy and informed assent. Mitigation strategies were systematically implemented: observational bias was reduced through dual-coder training and randomized seating protocols; social desirability was mitigated by anonymizing questionnaire responses and framing items as activity feedback rather than evaluative tests; logistical disruptions were managed via flexible scheduling buffers and pre-printed instructional kits; ethical compliance was ensured through institutional review board approval, parental consent acquisition, and encrypted, access-restricted data storage.

Following field collection, the data preparation pipeline commenced with digitization of handwritten worksheets, transcription of observational field notes, and systematic coding of open-ended reflection entries. Missing data were addressed through listwise deletion for the seven participants who missed the reflection phase, ensuring analytical consistency across the complete-case sample ( $n = 18$ ). Outlier management involved cross-verifying anomalous

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worksheet scores against raw response patterns; values falling outside two standard deviations were retained but flagged for contextual interpretation to preserve ecological validity. Qualitative responses underwent thematic transformation, while quantitative Likert and worksheet scores were normalized to a 0–100 percentage scale for comparative analysis. Quality assurance checks included double-data entry verification and systematic cross-referencing between observational logs and worksheet outputs. Analytical procedures employed the Miles and Huberman (1994) interactive model, encompassing data reduction, matrix display, and iterative conclusion drawing. Descriptive statistical analyses were executed using IBM SPSS Statistics version 28 to generate frequency distributions, central tendency measures, and cross-tabulations of engagement metrics. Qualitative coding was facilitated through NVivo 14, applying inductive thematic analysis to categorize reflection data. This mixed analytical framework was selected to accommodate the descriptive qualitative design while providing rigorous, empirically grounded quantification of vocabulary mastery and student engagement trajectories.

Analytical outputs were systematically interpreted through a convergent integration strategy, wherein thematic patterns derived from student reflections were mapped against quantitative worksheet performance and observational engagement scores to derive contextually grounded conclusions. Verification procedures mandated rigorous methodological triangulation across all four data sources, supplemented by peer debriefing sessions with independent ELT methodologists to audit coding frameworks and analytical logic. Inter-rater reliability was continuously monitored, achieving a final consensus threshold of  $\geq 0.82$  for all observational and worksheet scoring rubrics. Member checking was conducted via post-session verbal feedback to validate interpretive accuracy regarding student affective responses. To ensure full replicability and adherence to open-science standards, every critical procedural step has been documented with explicit operational granularity: the complete observation protocol, LKPD templates, questionnaire items, data reduction matrices, and NVivo coding trees are archived in a publicly accessible repository. Raw anonymized datasets, syntax files, and procedural manuals are available for independent verification, enabling exact replication of the analytical pipeline and instructional intervention by subsequent scholars.

## Result

*Figure 1. Learning Activity*



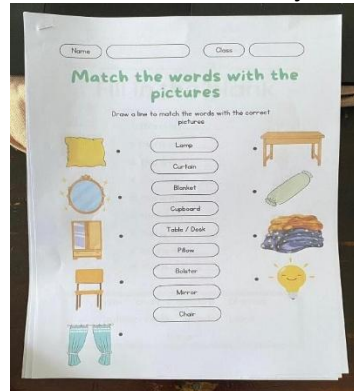
Source: Private Documentation, 2025.

The community service program was executed on October 22, 2025, at a private Islamic elementary school (SDIT Al Ghazali) in Palangka Raya, Central Kalimantan, Indonesia. The intervention targeted twenty-five fourth-grade students from the Ibnu Kasir class, aged approximately nine to ten years, alongside one English language instructor. Participants were selected based on grade-level enrollment, consistent attendance, and institutional approval, with engagement facilitated through structured classroom integration rather than external recruitment. The core intervention comprised three sequential instructional sessions designed to integrate visual, auditory, and kinesthetic learning modalities into standard English vocabulary instruction. Session one focused on lexical recognition through picture-word matching, session two emphasized syntactic application via guided sentence construction,

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and session three culminated in a creative labeling activity requiring students to draw and annotate bedroom objects. Logistical coordination was maintained through a collaborative framework between the research team and the classroom teacher, ensuring seamless material distribution, time-bound activity pacing, and the systematic administration of a post-intervention reflection phase.

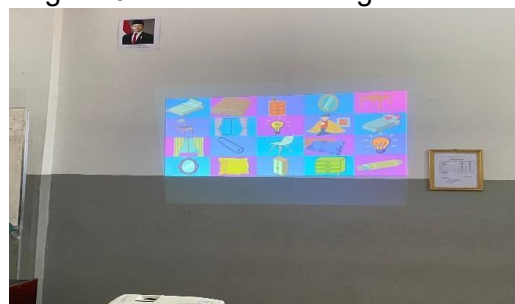
Figure 2. Student's Vocabulary Worksheets



Source: Private Documentation, 2025.

The program yielded a series of quantifiable outputs that demonstrate consistent operational reach and structured service delivery. Across the implementation period, three distinct student worksheets (LKPD) were administered, one comprehensive post-intervention questionnaire was distributed, and continuous observational data were recorded using a standardized engagement rubric. Of the twenty-five initially enrolled students, eighteen completed the full assessment cycle, including all worksheet tasks, questionnaire items, observational tracking, and reflective documentation. Programmatic efficiency is evidenced by the completion rates across assessment tiers: nine students achieved perfect scores (9/9) on the visual matching worksheet, eleven students attained maximum marks on the sentence completion task, and fourteen students successfully labeled all required objects in the creative drawing exercise. The post-implementation questionnaire further captured structured participant feedback, with twelve of eighteen respondents selecting “really like” for overall activity enjoyment and twelve indicating “really understand” regarding lesson comprehension. These metrics collectively illustrate a high level of task completion and resource utilization within the targeted instructional timeframe.

Figure 3. student's drawing and labels



Source: Private Documentation, 2025.

The intervention produced measurable impacts on students' lexical acquisition, classroom participation, and collaborative learning behaviors. Quantitative and observational data indicate a substantial improvement in vocabulary recognition, contextual application, and creative integration, corroborated by consistent performance across progressively scaffolded tasks. All eighteen assessed students demonstrated active engagement, with nine classified as moderately involved and nine as highly active, while fifteen exhibited high attentiveness throughout the sessions. Supporting evidence from participant reflections and questionnaire

responses further validates the program's effectiveness, revealing strong intrinsic motivation, positive affect toward multimodal tasks, and perceived improvements in word retention. Field documentation, including activity photographs (Figure 1), completed worksheet samples (Figure 2), student-generated illustrations with lexical annotations (Figure 3), and group discussion records (Figure 4), systematically corroborates the reported engagement levels and instructional delivery. These visual and textual records confirm that the integration of multisensory activities successfully transformed traditional vocabulary instruction into an interactive, student-centered learning environment.

Figure 4. group discussion activity



Source: Private Documentation, 2025.

The collected data substantiate the program's alignment with its primary objective of enhancing English vocabulary mastery and fostering active learner engagement among primary students. Analysis of performance trajectories reveals a clear cognitive progression from lexical recognition to contextual usage and creative application, indicating that multimodal scaffolding effectively supported memory encoding and task transfer. Contextual factors, particularly the developmental characteristics of young learners and the novelty of embodied learning games such as "Touch the Word," contributed significantly to sustained attention and collaborative participation. While the three-session structure limits longitudinal inference regarding long-term retention, the immediate improvements in lexical accuracy, questionnaire-reported comprehension, and observational engagement metrics demonstrate the pedagogical efficacy of low-cost, multisensory interventions in resource-constrained educational settings. These findings highlight the practical scalability of the implemented framework and provide empirically grounded evidence that structured multimodal activities can meaningfully augment early second-language vocabulary instruction without requiring advanced technological infrastructure.

## Discussion

The primary objective of this community service initiative was to enhance English vocabulary acquisition among fourth-grade students through the systematic integration of visual, auditory, and kinesthetic learning modalities. The empirical outcomes confirm substantial goal attainment, as evidenced by high performance across scaffolded vocabulary tasks, elevated classroom participation, and strongly positive affective responses. Tangible benefits are demonstrated by the majority of participants successfully achieving lexical recognition, syntactic application, and creative contextualization of target vocabulary. Intangible benefits include heightened intrinsic motivation, reduced language anxiety, and the cultivation of a collaborative classroom culture. These outcomes are not merely coincidental but are driven by the cognitive mechanisms of dual coding and embodied cognition, wherein simultaneous multisensory input creates redundant neural pathways that strengthen lexical encoding and retrieval (Clark & Paivio, 1991; Morett, 2019). The structured progression from passive recognition to active construction and creative application effectively bridged the gap between theoretical vocabulary exposure and practical linguistic competence, fulfilling the program's foundational aim of transforming rote memorization into meaningful, experience-based learning.

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The intervention catalyzed multifaceted transformations within the educational landscape of the target school, yielding both immediate and prospective long-term consequences. Socially, the multimodal framework fostered an inclusive pedagogical environment that accommodated diverse learning preferences, thereby mitigating the exclusionary effects of conventional text-centric instruction. By prioritizing peer collaboration and kinesthetic interaction, the program reconfigured classroom dynamics into a student-centered ecosystem where linguistic risk-taking was normalized and collective problem-solving was encouraged. Economically, the reliance on low-cost, readily available materials ensures that the intervention remains highly accessible and financially sustainable for under-resourced primary schools. Environmentally, the minimal technological footprint reduces energy consumption and electronic waste, although future iterations incorporating digital tools would necessitate careful sustainability assessments. While the immediate outcomes are overwhelmingly positive, it is imperative to acknowledge potential trade-offs, including the initial time investment required for teacher preparation and the possibility of cognitive overload if modalities are not carefully sequenced. Projected long-term effects suggest that sustained implementation could elevate baseline English proficiency, improve cross-curricular academic performance, and institutionalize participatory pedagogical norms that extend beyond the immediate intervention period.

The durability and scalability of this community service model are strongly supported by its low structural complexity and alignment with established pedagogical frameworks, indicating high potential for replication across diverse geographical and demographic contexts. Key operational success factors include the deliberate scaffolding of tasks from recognition to creative application, the seamless collaboration between researchers and classroom instructors, and the emphasis on student-generated artefacts that fostered ownership of the learning process. However, operational bottlenecks were identified in the condensed three-session timeline, which constrained opportunities for longitudinal skill consolidation and iterative feedback loops. Stakeholder engagement insights reveal that teacher buy-in and institutional scheduling flexibility are critical prerequisites for sustainable integration. To optimize future initiatives, it is recommended that the program be extended to a full academic term, allowing for spaced repetition and periodic formative assessments. Additionally, embedding structured teacher training modules will ensure pedagogical consistency and empower local educators to independently adapt multimodal strategies to varying curriculum demands. Future iterations should also incorporate targeted pronunciation drills and oral fluency exercises to address the phonological challenges identified during student reflections, thereby creating a more comprehensive language acquisition framework.

Despite its demonstrable efficacy, the implementation encountered several methodological and logistical constraints that warrant critical consideration. The restricted sample size, single-class cohort, and absence of a control group limit the generalizability of the findings and introduce potential confounding variables related to novelty effects and natural developmental progression. Furthermore, the brief intervention window precludes definitive conclusions regarding long-term lexical retention. These limitations can be mitigated in subsequent studies by employing crossover experimental designs, extending the instructional timeline, and integrating delayed post-intervention assessments to track knowledge durability. When contextualized within the broader scholarly discourse, the present intervention aligns closely with meta-analytic evidence demonstrating that embodied and multisensory strategies significantly outperform traditional rote methods in early L2 vocabulary acquisition (Oppici et al., 2023; Seidl et al., 2024; Tellier, 2008). However, this program distinctly advances the literature by empirically documenting the pivotal role of active community participation and student agency in primary EFL contexts, demonstrating that instructional materials alone are insufficient without structured kinesthetic and collaborative engagement (Kaminski, 2019; Rowe et al., 2013). Ultimately, the program's success underscores the transformative potential of contextually grounded, multimodal pedagogy in

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primary education. By establishing a replicable, evidence-based framework that harmonizes cognitive theory with practical classroom application, this initiative provides a methodological and operational benchmark for future community service programs aimed at enhancing foundational language competencies through active, multisensory learning environments.

## **Conclusion**

The primary objective of this study was to evaluate the implementation of a multimodal instructional approach in enhancing English vocabulary acquisition among fourth-grade students at a private Islamic elementary school in Palangka Raya. The investigation specifically sought to describe the integration of visual, auditory, and kinesthetic modalities within classroom activities, assess students' lexical comprehension through structured tasks, and examine their engagement and affective responses during the learning process. The empirical evidence demonstrates that the systematic application of multimodal strategies significantly improved vocabulary recognition, contextual application, and creative integration, as reflected in consistently high performance across scaffolded worksheets. Furthermore, observational data and post-implementation questionnaires revealed markedly elevated levels of classroom participation, collaborative interaction, and intrinsic motivation. These findings directly confirm the study's initial premise that multisensory pedagogical frameworks effectively address the limitations of conventional rote memorization by transforming vocabulary instruction into an active, experience-driven learning process.

The practical implications of these outcomes are substantial for primary English as a Foreign Language (EFL) education, particularly in resource-constrained environments where advanced technological integration may be limited. Educators can operationalize these findings by adopting low-cost, easily replicable multimodal activities—such as picture-word association, guided sentence construction, and embodied learning games—to accommodate diverse cognitive preferences and sustain young learners' attention. This research contributes a contextually grounded, empirically validated instructional model that bridges theoretical dual-coding frameworks with actionable classroom practice. Unlike prior studies predominantly situated in secondary or tertiary contexts, this investigation provides rare descriptive quantitative and qualitative evidence from an elementary Islamic school setting, demonstrating how structured multisensory scaffolding can simultaneously advance lexical competence and foster a student-centered, collaborative learning culture. By emphasizing student-generated artefacts and kinesthetic interaction, the program offers a scalable pedagogical blueprint that can be systematically integrated into standard primary curricula to enhance foundational language skills without requiring specialized infrastructure.

Despite these encouraging outcomes, the study is constrained by several methodological and contextual limitations that warrant careful consideration. The reliance on a small, single-class cohort, the abbreviated three-session implementation timeline, and the absence of a control group restrict the generalizability of the findings and preclude definitive assertions regarding long-term lexical retention or the isolation of multimodal effects from novelty factors. Additionally, the descriptive qualitative design, while effective for capturing rich engagement patterns, limits the capacity for causal inference. Future research should address these constraints by employing longitudinal experimental or crossover designs, incorporating delayed post-intervention assessments to measure knowledge durability, and expanding the sample to encompass diverse institutional and demographic contexts. Subsequent investigations should also integrate targeted phonological training modules and explore the pedagogical efficacy of carefully calibrated digital multimodal tools to address identified pronunciation challenges. Ultimately, this study substantiates the critical role of multisensory engagement in early second-language acquisition and provides a robust, evidence-based foundation for community service initiatives and pedagogical reforms aimed at optimizing primary English instruction. By demonstrating that active, multimodal participation yields immediate gains in vocabulary mastery and learner motivation, the research underscores a

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vital pathway toward more inclusive, effective, and sustainable language education practices in foundational learning environments.

### **Acknowledgements**

The authors extend their sincere appreciation to the academic colleagues and research collaborators who contributed to the conceptualization, instructional design, and analytical execution of this community engagement initiative. Special recognition is accorded to the classroom instructor and student research assistants, whose diligent efforts in facilitating field activities, organizing observational protocols, and managing instructional materials significantly enhanced the operational efficiency of the program. Financial and logistical support for this project was provided through the institutional community service grant administered by Universitas Islam Negeri Palangka Raya, which enabled the development of pedagogical resources, field coordination, and systematic data collection. The authors are deeply grateful to the administrative leadership, teaching faculty, and parent committees of SDIT Al Ghazali for granting institutional permission, providing essential classroom infrastructure, and demonstrating unwavering commitment to pedagogical innovation. Their local expertise, active participation, and collaborative partnership were indispensable in contextualizing the intervention and ensuring its alignment with the school's educational objectives. Operational success was further facilitated by the technical and administrative personnel who managed scheduling, instrument preparation, data documentation, and editorial review throughout the project lifecycle. The meticulous coordination provided by the university's community service coordination unit ensured compliance with ethical standards and methodological transparency. Finally, the authors wish to acknowledge the moral, intellectual, and professional encouragement received from academic mentors, professional peers, and family members, whose steadfast support sustained the research team throughout all phases of this community engagement endeavor.

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