

Reconstruction of Multimodal-Based Listening Learning: A Literature Study in the Context of Language and Literature

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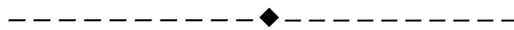
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Abstract

Listening is a language skill often considered lacking innovation in teaching practices. Increasingly advanced technology creates opportunities for reconstructing more innovative and adaptive learning by integrating multimodal approaches in audio, visual, and text. This study aims to analyze and reconstruct multimodal-based listening learning in the context of language and literature. The research method used is a literature study, examining various scientific sources that will be used in the research process. The results indicate that multimodal methods can strengthen cognitive engagement, understanding of meaning, and interpretive abilities of students during the listening process. Furthermore, the use of digital media such as podcasts, videos, and interactive platforms has proven effective in creating more relevant learning experiences. This study recommends a multimodal-based listening learning model that is adaptable to technological advances and student needs.

Keywords: *Listening Learning, Multimodal Approach, Language and Literature.*



A. INTRODUCTION

Skills Listening is a crucial and fundamental component of language use. Intuitively, humans learn their first language through listening before they can speak, read, or write. In formal education, this skill plays a crucial role because it forms the basis for mastering other language skills. However, in classroom teaching practices, listening skills often receive less attention than reading and writing. In the process of learning language and literature, listening is understood not only as the activity of hearing, but also as an active process involving the comprehension, interpretation, and evaluation of messages received orally, particularly in literary studies. The act of listening has more complex aspects because it is related to elements of aesthetics, emotion, and imagination. For example, when listening to a poetry reading or a drama performance, it is necessary to capture the intonation, expression, and symbolic meaning contained within the work (Rahmawati, 2021).

In reality, the listening learning process still tends to be conventional or lacks variety, using audio media without visual or interactive media. This makes the listening learning process less engaging and less able to accommodate the diverse needs of students (Rukmi et al., 2025a). In learning, listening ultimately plays a greater role than other skills, such as speaking, reading, and writing. Indonesian language teaching to this day is still dominated by listening activities, so teaching strategies still

rely on listening strategies that assume students must listen and try to answer what the teacher asks. Listening in language learning receives less attention at every level of education, even though listening skills are used more frequently than other skills.

Along with the development of digital technology, various innovations in education have made the learning process more varied and adaptive. Multimodal learning is one relevant approach used for learning innovation. The multimodal approach emphasizes the simultaneous use of various communication modes, including voice, text, images, and movement, to convey messages effectively. The use of technology in learning can be more active for students, stimulating the brain to understand, remember, and connect with the information they hear (Urba et al., 2024). The use of technology in learning has been shown in various studies to have a positive impact on students' language skills. For example, using audiobooks for learning can...improve in-depth understanding of the text being listened to (Ambarwati & Badrih, 2024). Through this approach students can improve active listening skills, understanding narrative structure, and oral language skills (Nurhan, 2023).

In the context of listening instruction, a multimodal approach provides students with the opportunity to not only hear but also observe, read, and experience the context surrounding verbal messages. This is believed to improve student comprehension and participation in the learning process. Therefore, it is crucial to thoroughly analyze the application of multimodal-based listening instruction in the language and literature domains and its impact on student learning processes and outcomes.

B. METHOD

The type of research used in this study is library research with a qualitative approach. Library research is a type of research that uses scientific works in the form of books, articles, various journals, and other relevant research as reference sources to answer the research questions (Sugiyono, 2013). Through this library research, researchers can gain a comprehensive and in-depth understanding of a research issue, supported by existing scientific works and research sources. The library research method involves collecting, recording, and processing data that has been thoroughly analyzed (RK Sari, 2021). The data that has been collected is then processed from library documents, even though there is data that is only information that already exists or is rooted in society, however, referring to research conducted by experts, it can be used as supporting data (Hamzah, 2020). In this case, the researcher uses various sources in the form of books, relevant research results, journal articles that can prove that multimodal research is a learning innovation in teaching students to listen better in the context of language and literature learning.

The data collection technique in this study involved collecting articles related to the research subject and objectives. The author also referred to complete data and its sources using direct and indirect quotation methods. The analysis method used in this study was descriptive analytic, which is an effort to collect and organize information based on information that has been observed or obtained, as it exists

(Hamzah, 2022). This method is used to ensure consistency in a text that has been described. The descriptive method systematically and in-depthly describes multimodal-based listening learning. The next stage is interpretation, which interprets the innovative concept of listening learning in the context of language and literature learning through a multimodal approach.

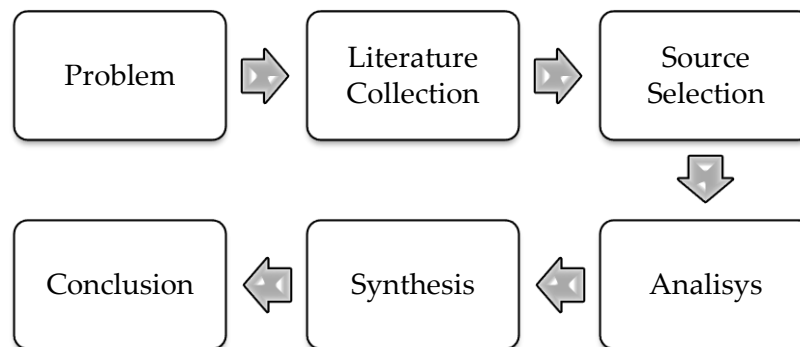


Figure 1. Library Research Flow

C. RESULTS AND DISCUSSION

1. Listening Learning in Language and Literature Learning

Listening is a cognitive process that involves various stages, from receiving sound stimuli, understanding meaning, interpreting messages, and responding to the information received. In the context of literary learning, this process becomes more complex because students must not only understand the literal meaning but also be able to capture the emotional, aesthetic, and symbolic nuances contained within the text (Tiwari, 2020). Listening is a complex process that involves physical, mental, and emotional activity simultaneously. In a language learning situation, listening is more than just the activity of hearing the sounds of language; it also includes the ability to understand, analyze, and respond to information conveyed verbally. Thus, listening can be considered a proactive receptive skill (Rukmi et al., 2025b).

Cognitively, listening involves several interrelated steps. The first step is receiving stimuli in the form of linguistic sounds. The next step is decoding, which involves recognizing words, phrases, and sentence structures. Then, understanding the meaning occurs, which involves activating background knowledge and prior experiences. The next step is interpretation, where the listener begins to decipher the speaker's unspoken meaning, emotions, and communicative purpose. The final step is evaluation and response, both verbally and nonverbally (Safira et al., 2025).

Listening in the context of language and literature is a fundamental receptive skill, but it requires active processes such as understanding, interpreting, and responding to information. In the context of language learning, listening plays a role in improving comprehension of meaning, pronunciation accuracy, and the ability to grasp the intended meaning of communication, both directly and implicitly. Thus, listening skills serve as an important foundation for other language skills such as speaking, reading, and writing (Sugiarto et al., 2026).

In the context of literary learning, the listening process has a more complex dimension than listening in everyday situations. This is due to the characteristics of literary works, which are rich in connotative, symbolic, and aesthetic meaning. (Tiwari, 2020) For example, when listening to poetry, students are not only required to understand the literal meaning of the words, but also to be able to capture the atmosphere, tone, and implicit message conveyed. Similarly, when listening to drama, comprehension depends not only on the dialogue but also on the characters' expressions, intonation, and body movements. (Saptadi et al., 2025a) Therefore, teaching listening in the context of language and literature requires an approach that can accommodate this complexity. Traditional approaches that rely solely on audio media are often insufficient to help students understand the full meaning contained in spoken texts, especially literary texts. (Sugiarto et al., 2026)

Overall, listening instruction in literature should be more varied, integrated, and innovative to support better student retention. A multimodal approach is particularly relevant because it integrates audio, visual, and text into learning. This approach can help improve understanding, encourage learning, and increase student engagement, resulting in a more effective learning process.

2. Multimodal Concept in Listening Learning

Multimodality is an idea that suggests that meaning is created not only through spoken language, but also through various other semiotic modes such as images, sounds, gestures, and spatial arrangements. In education, multimodality refers to the harmonious combination of these modes to convey information and build understanding. (Tandiana et al., 2023) Each mode has its own unique characteristics and contributes to the creation of meaning. The sound mode, for example, is important in conveying tone, tempo, and emotional nuances. The image mode presents information in the form of illustrations, colors, and signs that can strengthen our understanding. The language mode relates to writing or text, which serves to clarify the structure and content of the message. Meanwhile, the gesture and spatial mode relates to body movements and environmental arrangements that add context to the meaning (Rahardi, 2022).

In the context of learning, the application of multimodality is based on the belief that each person has different learning style preferences. Some students grasp information more quickly through visual media, while others respond more to audio cues, and still others require physical or kinesthetic experiences. By combining various modes, the learning process becomes more user-friendly and can accommodate a variety of learning styles (Abror & Azizah, 2025). Furthermore, multimodality also provides an opportunity to strengthen understanding by presenting repeated information. For example, when students listen to a story while simultaneously viewing images and reading supporting text, they receive the same message from multiple sources, thus strengthening their understanding and becoming more comprehensive (Partan & Marler, 1999). By using this approach, learning is more

inclusive and students are more actively involved, thus fostering greater interest in learning.

In practice, this idea can be implemented using media such as learning videos, interactive presentations, podcasts, or a combination of text and images. This multi-modal approach has been shown to improve students' understanding, motivation, and critical thinking skills, as they not only receive information but also analyze it through various delivery methods (Reski et al., 2025). Furthermore, multimodality in education also emphasizes the importance of combining various modes, not simply using various media separately. This means that each element, such as text, images, and audio, must support each other so that meaning can be understood more clearly. For example, an instructional video accompanied by narration and text will help students understand the material more comprehensively than if only one mode were used (Rahmawati, 2021).

Additionally, multimodal strategies encourage students to become not only recipients of information but also creators of meaning. Students can be asked to work on projects such as digital presentations, videos, or infographics that combine various forms of communication. These activities contribute to the development of creativity, communication skills, and digital literacy skills, which are essential in this modern era (Rahardi, 2022; Sari & Binawan, 2022). Ultimately, the implementation of a multimodal approach in education is closely linked to technological advances in the educational world. With the advent of digital platforms and various learning applications, teachers have more opportunities to design engaging and interactive learning experiences. However, the success of this approach still depends on the teacher's ability to select and manage media appropriately to effectively achieve learning objectives.

3. Implementation of Multimodal-Based Listening Learning

Multimodal-based listening learning is implemented by systematically combining various media and learning activities so that students can understand information more comprehensively. In this context, the teacher's role as a learning designer is crucial, not only in selecting media but also in ensuring that each audio, visual, and text mode works harmoniously to achieve learning objectives. The learning process no longer focuses on conveying information, but rather on how students interact with and understand information through various existing representations (Sari & Binawan, 2022).

One of the most frequently used methods is to utilize video media. Video provides the opportunity to convey information simultaneously through sound and images, so students not only hear the message but also see the context, expressions, and related situations. In literature teaching, for example, videos showing poetry readings or drama performances greatly help students capture the intonation, movement, and emotions that enrich the meaning of the work. This is crucial because meaning in literature is often implicit and greatly influenced by the way it is conveyed (Tandiana et al., 2023).

Furthermore, using audio integrated with text is also an efficient method. Students can listen to the story while reading the text, creating a connection between sound and text. This activity not only improves listening skills but also supports understanding of language structure, vocabulary, and storyline. This approach provides students with a more in-depth learning experience than simply listening or reading alone. Multimodal learning can also be implemented using interactive media such as animation, digital presentations, or technology-based learning platforms (Rahmawati, 2021). This media combines various elements such as sound, images, text, and movement to capture students' attention. In this process, students not only act as passive listeners but also actively observe, take notes, answer questions, and participate in discussions. This active engagement makes learning more meaningful and improves students' retention of the material.

Furthermore, success in listening instruction using various modes is greatly influenced by the design of targeted activities. The learning process is typically divided into three phases: pre-listening, during, and post-listening. In the pre-listening phase, educators can provide stimuli such as images, questions, or brief discussions to stimulate students' prior knowledge. In the listening phase, students are instructed to pay attention to specific information, for example by noting key points or identifying specific elements. Meanwhile, in the post-listening phase, students are encouraged to discuss, reflect, or interpret the material. With an organized and comprehensive implementation, multimodal-based listening instruction allows students to gradually build understanding, from recognizing information to interpreting deeper meanings. This approach not only improves listening skills but also hones students' critical thinking, creativity, and digital literacy skills, making the learning process more effective and in line with modern needs (Reski et al., 2025).



Figure 2. Illustration of Listening Learning



Figure 3. Listening Learning: Audio, Visual, Text

This image depicts a multimodal listening learning process, taking place actively, interactively, and interwoven with various media. From a listening learning perspective, this image emphasizes that listening goes beyond simply hearing and encompasses understanding through multiple sources of information simultaneously. At the top, a teacher is shown giving the instruction "Let's listen and follow!" which marks the first step of the learning process (pre-listening). The teacher acts as a facilitator, helping students concentrate on listening. On the screen, an animated video about a rabbit is displayed with subtitles. This demonstrates how the audio (sound from the story), visuals (animated images), and text (subtitles) are integrated, a key characteristic of a multimodal approach. With this combination, students can more easily grasp the essence of the story because they receive a clearer context (Abror & Azizah, 2025).

Below, students are seen using headphones while reading a picture book. This indicates that students are in the listening phase, where they: listen to the audio directly, look at the illustrations in the book, and relate it to the text provided. One student stated, "I hear the rabbit talking!", indicating that they were able to capture information from the audio while simultaneously understanding the story. This demonstrates that the listening process is taking place effectively and that students are actively participating, not passively.

Furthermore, this image also highlights the importance of cognitive and emotional engagement when listening. Students appear concentrated, enthusiastic, and enjoying the learning process. This indicates that the use of engaging media can increase learning motivation and help students understand meaning more deeply, including expressions, storylines, and messages conveyed. Overall, the purpose of this image is to demonstrate that effective listening learning requires a combination of modes, active student engagement, and purposeful design by the teacher. With this

approach, students are able not only to hear but also to understand, interpret, and respond to information better (Hasan et al., 2025; Tandiana et al., 2023).

4. The Impact of Multimodal Approaches on Language and Literature Learning

The application of multimodal methods in the listening learning process has a significant impact on students' learning methods and outcomes. One of the main effects is improved comprehension. With the support of various modes, students obtain more comprehensive and contextual information, making it easier for them to digest the text's content. Furthermore, the multimodal approach also plays a crucial role in improving interpretation skills, particularly in the context of literature learning. Students not only understand the literal meaning but also capture the symbolic meaning, emotions, and aesthetic value contained within the work. This aspect is crucial because literary appreciation depends not only on understanding the content but also on the ability to deeply feel and interpret the meaning (Ruswan et al., 2024).

Other impacts include increased student motivation and participation. Varied and engaging media makes students more enthusiastic about participating in the learning process. They become more focused and active, making the learning experience more effective (Rahiem, 2021). Furthermore, a multimodal approach also contributes to the development of critical thinking skills. Students are encouraged to analyze information from various sources, relate one mode to another, and draw conclusions based on the information they have gathered.

One of the main benefits of this strategy is its ability to consider the differences in students' learning styles. Everyone has a unique way of learning, so by having multiple content presentation methods, students can choose the approach that best suits their needs and characteristics. This makes the learning process more open and provides an equal opportunity for all students to fully understand the material (Kardika et al., 2023). Furthermore, the application of multimodal learning in education can also create a more engaging and dynamic learning environment. The use of various types of media, such as videos, photos, and audio recordings, can reduce the boredom that often arises in traditional teaching methods. This way, students will feel more motivated and actively participate in the learning process. This high level of participation, in turn, can improve students' understanding of the material being taught, because they are not just passive recipients of information but also interact with various methods of information delivery (Saptadi et al., 2025b).

Despite its numerous benefits, adopting multimodal-based listening instruction still presents challenges. One of the most significant barriers is the lack of technological resources in some educational institutions. Not all schools have adequate access to tools such as computers, projectors, or internet connections. This situation can hinder the optimal implementation of multimodal learning, requiring teachers to adapt their teaching methods to suit available resources.

Besides facilities, teacher skills are also a crucial challenge in implementing this method. Teachers are expected to possess the skills to effectively design, manage, and integrate various types of learning media. Without adequate skills, media use can be

ineffective and potentially distracting. Using too much media without proper planning can lead students to focus more on entertainment than on the intended learning objectives. Therefore, it is important to find a balance between innovation in media use and clarity in learning objectives to ensure optimal results (Safira et al., 2025).

Given the constraints described above, it is crucial for teachers to use learning media selectively and purposefully. Teachers must ensure that listening media is relevant to the learning context, ensuring the transfer of knowledge and values to students, consistent with the planned competencies. Improving teacher competency is one of the constraints and must be considered in the learning process. Teachers must undergo training to develop their skills in designing effective learning models. The use of easily accessible media, such as audio, text, or simple recordings, can be effective learning media if teachers are competent in developing them. A multimodal approach demonstrates that using learning media does not always require sophisticated technology; it depends on the teacher's creativity in creating and developing available media.

D. CONCLUSION

The results of this study indicate that the use of multimodal learning in the listening learning process effectively improves skills compared to conventional media. The integration of audio, visuals, and text plays a crucial role in increasing student engagement during the learning process. The use of multimodal learning in the learning process has been shown to improve information processing and student comprehension, consistent with previous research. However, this study still has limitations in data collection and intervention duration, requiring further and comprehensive study. Overall, this study supports the need for more innovative learning reconstruction in line with the development of digital technology, using a multimodal approach. Suggestions for future researchers include further refinement and expansion of the data used for research.

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