

## **MULTIMODAL ANALYSIS OF VISUAL DESIGN IN LECTURER POWERPOINT (PPT) DURING THE TEACHING PROCESS**

**Yohana Gracela Br Sitompul ,Harpen H.P Silitonga,  
Sahat Taruli Siahaan,**

**Universitas HKBP Nomensen Medan**

**Email : [yohana.sitompul@student.uhn.ac.id](mailto:yohana.sitompul@student.uhn.ac.id),[Harpensilitonga@uhn.ac.id](mailto:Harpensilitonga@uhn.ac.id)  
[sahat.tarulisiahaan@uhn.ac.id](mailto:sahat.tarulisiahaan@uhn.ac.id)**

### **ABSTRACT**

Language as a social semiotic system is not only manifested through verbal forms, but also through visual, gestural, audio, and spatial modes that work simultaneously in multimodal communication. This study analyzes the application of multimodality—particularly visual design in lecturers' PowerPoint presentations—and its contribution to learning effectiveness in higher education. Using a descriptive qualitative approach, data were collected through slide documentation, classroom observation, interviews, and student perception questionnaires, then analyzed based on representational, interactive, and compositional meanings.

The results show that the consistent use of color, typography, layout, images, and diagrams helps structure information, emphasize important concepts, and reinforce lecturers' verbal explanations. Visual functions vary according to context: clarifying abstract concepts in Pragmatics courses and supporting idea development in Cultural Text Writing. Students reported increased understanding, attention, and reduced cognitive load, although text density and visual balance remained challenges. Overall, PowerPoint is effective when visual design is aligned with pedagogical goals and student academic levels.

***Keywords: Multimodality, Visual Design, PowerPoint, Multimodal Discourse Analysis, Learning Effectiveness, Higher Education.***

### **ABSTRAK**

Bahasa sebagai sistem semiotik sosial tidak hanya diwujudkan melalui bentuk verbal, tetapi juga melalui mode visual, gestural, audio, dan spasial yang bekerja secara simultan dalam komunikasi multimodal. Penelitian ini menganalisis penerapan multimodalitas—khususnya desain visual dalam presentasi PowerPoint dosen—serta kontribusinya terhadap efektivitas pembelajaran di perguruan tinggi.

Dengan menggunakan pendekatan kualitatif deskriptif, data dikumpulkan melalui dokumentasi slide, observasi kelas, wawancara, dan kuesioner persepsi mahasiswa, kemudian dianalisis berdasarkan makna representasional, interaktif, dan komposisional.

Hasil penelitian menunjukkan bahwa penggunaan warna, tipografi, tata letak, gambar, dan diagram secara konsisten membantu menyusun informasi, menekankan konsep penting, serta memperkuat penjelasan verbal dosen. Fungsi visual bervariasi sesuai konteks: memperjelas konsep abstrak pada mata kuliah Pragmatik dan mendukung pengembangan ide pada Penulisan Teks Budaya. Mahasiswa melaporkan adanya peningkatan pemahaman, perhatian, serta penurunan beban kognitif, meskipun kepadatan teks dan keseimbangan visual masih menjadi tantangan. Secara keseluruhan, PowerPoint efektif digunakan apabila desain visualnya selaras dengan tujuan pedagogis dan tingkat akademik mahasiswa.

**Kata Kunci: Multimodalitas, Desain Visual, PowerPoint, Analisis Wacana Multimodal, Efektivitas Pembelajaran, Pendidikan Tinggi.**

## 1. PENDAHULUAN

### Background of the Study

Language is the primary means used by humans to express ideas, feelings, and information in various contexts of life. Through language, the process of communication between humans can take place systematically and meaningfully. In its use, language is not limited to spoken and written forms alone. Language is also manifested through nonverbal elements, such as body movements, facial expressions, symbols, and colors that have communicative functions. Therefore, language can be understood as a complex and multidimensional communication system.

In the Systemic Functional Linguistics (SFL) approach proposed by Halliday (1994), language is understood as a social semiotic system that functions in the formation of meaning. Language is used by speakers to realize meaning in specific social and cultural contexts. This view emphasizes that meaning is not only formed through verbal language, whether spoken or written. Other media such as images, body movements, sounds, and visual elements are also seen as semiotic systems that have communicative functions. Each of these semiotic systems has its own rules and structures for conveying meaning. Thus, meaning is understood as the result of interactions between various forms of verbal and nonverbal representation.

In line with this view, multimodal communication analysis becomes highly relevant because it focuses on how meaning is constructed through images, colors, and various other visual elements. Multimodality refers to the simultaneous use of various modes or means of communication to convey meaning. This approach emphasizes that the communication process does not only depend on written or spoken language. According to Kress and van Leeuwen (2006), meaning is also conveyed through other modes, such as visual, gestural, spatial, and audio. The interaction between these various modes allows for more complex and meaningful communication. Multimodal discourse analysis aims to understand how various modes work together to convey messages. Thus, this approach provides a broader perspective in understanding how meaning is constructed in the context of contemporary communication.

Multimodal communication consists of five main components: linguistic, visual, audio, gestural, and spatial. Linguistics plays a role in the use of language, both spoken and written, including sentence structure, word choice, and grammar. Visuals include elements such as images, colors, layout, and typography that support or reinforce meaning. Audio influences the interpretation of messages through elements such as sound, intonation, music, effects, and volume. Gestural encompasses facial expressions, body movements, and sign language, which are usually seen in direct

communication or videos. Finally, spatial relates to the arrangement of space and the position of elements in a medium, such as pages, viewing angles, and the placement of objects in a visual presentation.

Of the five components above, researchers emphasize visual as the primary focus of the study. This is based on the observation that in many digital media, such as presentations, posters, and advertisements, visual elements are often more dominant than written text. Visuals not only reinforce the message but also shape perceptions and attract the audience's attention. Emphasizing this aspect helps understand how visual design conveys information effectively. By analyzing visual design, researchers can assess whether visual elements support or hinder the effectiveness of communication in multimodal texts.

With the advancement of technology in education today, or what we commonly refer to as the digital era, teachers or lecturers rarely teach using conventional concepts, as innovations require educators to be more creative and innovative to motivate students to learn. The researcher conveyed this based on several students' views through questionnaires and the researcher's direct experience, noting that visual learning can increase students' interest in learning and make it easier for them to understand the learning process, compared to conventional learning, which feels boring because students only take notes on the blackboard. One example of visual media used in learning is PowerPoint presentations (PPT), where researchers can see that in the PPT created by lecturers for learning, lecturers add several visual elements that can attract students' interest, such as using different colors on each slide, several elements to emphasize learning material, and displaying the PPT with varying appearances of slides.

Although there have been several studies on multimodality in education, most previous studies did not treat PowerPoint slides

as the main object of analysis, and teaching practices that specifically examine multimodality remain very limited. Damayanti et al. (2022) focused their research on visual elements in static EFL textbooks and did not analyze their relationship with classroom teaching activities. In contrast, Zhang et al. (2022) analyzed multimodality in short TikTok videos, which dynamically display visual, audio, and gestural modes in digital learning, not in face-to-face learning, rendering the use of PPT in the classroom irrelevant. In addition, several studies on PowerPoint and other research on visual learning or PPT usually only systematically analyze how PPT slides are constructed multimodally or how their design influences meaning-making. Given these shortcomings, there has been no in-depth study examining the visual function of lecturers' PPTs through the multimodal framework of Kress and van Leeuwen, or their contribution to the delivery of material.

With the development of technology in the digital age, lecturers are required to be more creative in choosing learning media to increase student motivation and understanding. Based on the researcher's observations during the learning process in the classroom, PowerPoint (PPT) has become the most frequently used medium by lecturers, utilizing various visual elements, such as color variations, emphasis on important points, and diverse slide displays. The use of these visuals is considered more interesting and helps students understand the material compared to conventional learning, which tends to be one-way.

## **2. KAJIAN TEORI**

### **Theoretical Framework**

The theoretical basis of this study departs from the systemic-functional linguistics (SFL) approach proposed by Halliday (1994). Halliday argues that language is a social system for constructing meaning, not merely a collection of words

or syntactic structures. Simply put, language has different social functions depending on the context of the interaction. This approach emphasizes analyzing language by attending to its communicative function, the experiences it expresses, and the social interactions it fosters.

In addition to SFL, this study uses MDA (Kress & van Leeuwen, 2001), which posits that modern communication involves verbal language alongside visual, gestural, audio, and spatial modes. Through this approach, the interaction among text, images, sound, and visual design can be analyzed holistically, enabling the effectiveness of learning media such as PowerPoint to be comprehensively assessed. Thus, the combination of SFL and MDA provides a comprehensive theoretical foundation for understanding language and meaning in a multimodal context, particularly in learning media. In applied linguistics, especially in education, this approach is highly relevant. The use of multimodal analysis can help educators develop more efficient learning materials by combining various modes of communication. Therefore, this theory connects theoretical understanding of language with the application of multimodal pedagogy. This research has a strong scientific foundation for analyzing learning media.

## **2.2 Linguistics**

### **2.2.1 Definition of Linguistics**

One of the main ways humans express ideas and feelings is through language, constructing meaning and communicating according to context. The science that systematically and scientifically studies language is called linguistics. In linguistic studies, experts

have put forward various perspectives, each emphasizing different aspects of language analysis. According to Saussure (1916), language is understood not only as a collection of words but also as a structured system of signs within society. This approach became the foundation of modern linguistics, in which language is analyzed in terms of its internal structure, social function, and role in human communication. On the other hand, Chomsky (1957) introduced the theory of generative grammar in his book *Syntactic Structures*. He emphasized humans' innate capacity to produce new sentences, while Loosfield (1933) emphasized language analysis through real observation (linguistic behaviorism) applied in language learning practices, discourse analysis, educational material development, and the use of multimodal teaching tools.

Linguistic understanding plays a significant role in analyzing multimodal discourse, including text, images, sound, gestures, and symbols. (van Dijk, 1980) Emphasizes social and cognitive context through critical discourse analysis, while Scollon & Kress (n.d.) use multimodal discourse theory to examine the interaction of language with visual and symbolic elements. With linguistic understanding, researchers can examine how language collaborates with other modes to convey meaning comprehensively, enabling complex human communication to be interpreted effectively.

### **2.2.2 Branches of Linguistics**

Language can be viewed as a complex system and studied through various approaches in linguistics. Linguistics comprises several main branches with distinct focuses. These main

branches include phonetics and phonology, which focus on the sounds of language; morphology, which examines the structure and formation of words; syntax, which regulates sentence structure based on Chomsky's (1957) view; semantics, which examines meaning; and pragmatics, which emphasizes the use of language in social interaction (Bailey et al., 2013). In addition, sociolinguistics and psycholinguistics analyze human relationships. All of these branches develop a theoretical framework for comprehensively understanding language, from its structure to its function in social interaction. Within a theoretical framework that aims to understand language comprehensively, the field of linguistics is generally divided into two main branches, namely:

### **1. Microlinguistics**

As part of linguistics studies, microlinguistics examines the internal aspects of language, including phonology, morphology, and syntax, to gain a deep understanding of language systems. By analyzing these elements, microlinguistics enables a deep understanding of the systematic, organized formation of language. Micro-linguistics plays a significant role in the analysis of language structure because it provides formal guidelines for understanding the interaction between language elements. Phonology allows researchers to identify valid sound patterns, while syntax helps to recognize the rules for arranging words into correct sentences. This approach is important in language learning, grammar instruction, and the development of teaching materials because it emphasizes the structure and rules that underpin verbal communication. In other words, microlinguistics explains

the internal workings of language. This understanding is an important basis for applying advanced language theories, such as discourse analysis and the systemic functional linguistics (SFL) approach, which emphasize understanding the relationship between language structure and meaning.

### **2. Macrolinguistics**

Language not only functions as a means of communication, but is also influenced by socio-cultural and cognitive contexts. This field includes sociolinguistics, which focuses on language variation influenced by social and cultural factors; pragmatics, which highlights the use of language in context; and psycholinguistics, which examines the mental processes involved in language use. This approach helps us understand that language is not only formal grammatical rules but also a tool for social interaction.

## **3. METODOLOGI PENELITIAN**

### **Research Design**

This study will employ a qualitative descriptive approach aimed at providing an in-depth description and interpretation of the implementation of multimodality in the visual design of lecturers' PowerPoint (PPT) presentations during learning activities. As stated by Creswell (2014), a qualitative approach will be appropriate because the phenomenon will be explored deeply within its natural context.

In this study, the qualitative approach will be used to analyze the role and function of visual elements such as color, typography, and layout in supporting the delivery of learning materials to students. According to Fadli (2021), qualitative research enables the understanding of social practices and behaviors contextually, making it relevant for examining how lecturers

will use multimodal visual media in classroom learning.

To strengthen the theoretical foundation, this study will apply multimodality theory proposed by Kress and van Leeuwen (2001) and the multimodal discourse analysis (MDA) framework developed by Halloran (2009). These theories will be used to link linguistic theory with the classroom learning context.

A descriptive research design will be adopted because it allows for a holistic exploration of phenomena without manipulating research variables (Makateng & Mokala, 2025). In this context, PowerPoint will be positioned as a multimodal semiotic system that integrates visual, verbal, and textual modes, contributing to the effectiveness of pedagogical message delivery.

This methodological framework will enable an in-depth investigation into the extent to which visual elements in lecturers' PowerPoint presentations are perceived to influence the effectiveness of learning material delivery. As noted by Gofe et al. (2022), this approach will facilitate the exploration of complex visual phenomena through interpretation and contextual analysis.

Overall, the selection of a descriptive qualitative research design will be based on its relevance in addressing two main research questions: how multimodal elements are applied in the visual design of lecturers' PowerPoint presentations and to what extent these elements contribute to effective learning communication. Based on the perspectives of Creswell (2014) and Ravitch and Carl (2016), this design aims to generate in-depth and contextual interpretations of multimodal practices in educational settings.

### 3.2 Data and Source of Data

In this study, visual elements contained in PowerPoint (PPT) slides, including color composition, typography selection and consistency, and layout arrangement, will be used as the main objects of analysis because these elements are considered to play a central

role in constructing the quality of multimodal representation. The use of PPT in the learning context will also be documented through classroom observations, allowing the interaction dynamics between lecturers and students to be recorded directly.

This approach will align with Creswell's (2014) view, which emphasizes that visual documents constitute a form of qualitative data capable of providing a comprehensive understanding of a phenomenon through the integration of textual and non-textual aspects. Furthermore, as stated by Fadli (2021), data collected in natural settings will produce authentic information, reinforcing the relevance of visual analysis since the use of PPT can be examined according to actual pedagogical practices without manipulation or situational engineering. Consequently, the characteristics of PPT visual design will be understood as an integral part of classroom instructional practices.

In its implementation, several lecturers from the English Education Study Program and fifth- and seventh-semester students at Nommensen HKBP University will be involved to enrich the research context. Participants will be positioned as sources of diverse perspectives, which will enhance the depth and quality of interpretation of the visual elements in PPT presentations.

This participant selection will be consistent with the argument of Makateng and Mokala (2025), who state that diversity of viewpoints in qualitative research enables a more holistic understanding, as each group contributes distinct perspectives based on pedagogical and learning experiences. Therefore, the effectiveness of visual design, including color harmony, font readability, and layout coherence, will be examined not only from the lecturers' instructional design perspective but also from students' interpretations and responses during the learning process. In this way, the visual meaning of PPT will be understood as a social and cognitive process embedded in teaching and learning practices.

In this study, PowerPoint slides will serve as the primary source of visual data because they offer multiple modes of representation relevant to multimodal analysis. Visual elements such as color, typography, icons, diagrams, and layout structures will function as semiotic resources that shape students' interpretations and understanding.

As suggested by Gofe et al. (2022), visuals will be treated as qualitative data rich in meaning, as they not only present information but also guide learners' cognitive and affective processes. This perspective will be supported by Unsworth's (2001) view that visual components in instructional materials can expand meaning potential and enhance conceptual understanding. By integrating visual slide analysis, classroom observations, and participant interviews, this study will strengthen the credibility of its findings through data triangulation, allowing for a more accurate depiction of multimodality application in PPT and its contribution to learning effectiveness in relation to the research objectives.

### 3.3 Instrument for Collecting Data

In this study, the researcher will serve as the key instrument in accordance with the perspectives of Creswell (2014) and Fadli (2021). The researcher will be actively involved in observing, interpreting, and examining multimodal data within the learning process.

As stated by Makateng and Mokala (2025), the effectiveness of qualitative research will largely depend on the researcher's sensitivity in understanding the social and linguistic complexities underlying the data. This will require the researcher to comprehend interaction dynamics, message structures, and modality configurations that construct meaning and representation. Therefore, an in-depth understanding of multimodality and visual design principles will become an essential methodological component, as these frameworks will provide a systematic basis for analyzing the function, combination, and

contribution of visual elements in pedagogical communication.

## 4. HASIL DAN PEMBAHASAN

### Discussion

The results of this study indicate that the application of multimodal visual design in PowerPoint presentations varies based on the course objectives and academic level of the students. In Pragmatics courses, visual design is more directed at helping to explain concepts and supporting analytical understanding. Conversely, in Cultural Text Writing courses, visuals are used to facilitate idea development and text organization. These differences indicate that lecturers adjust the use of visual elements to the cognitive needs of students and the learning outcomes to be achieved. Thus, multimodal elements in PowerPoint do not merely serve as decoration, but as pedagogical tools that support the learning process. Classroom observations also show that students find it easier to understand the material when the slides combine text, color, and diagrams in a structured manner, making the delivery of material more effective.

To place these findings in a broader context, it is necessary to critically review previous studies that discuss the use of visuals in PowerPoint as a learning medium. A number of studies show that visual elements can improve student understanding and engagement, as explained in the visual grammar theory by Kress and van Leeuwen and the multimodal framework proposed by O'Halloran. Mayer also emphasizes that the appropriate integration of visual and verbal elements plays an important role in supporting learners' cognitive processes. However,

these studies generally still place visuals in a general discussion and have not examined in depth how visuals work in different learning contexts.

In addition, most previous studies tend to emphasize the visual impact of PowerPoint on understanding, engagement, and learning retention without analyzing visual functions based on multimodal meaning dimensions. For example, Dewi et al. (2024) showed that multimodal PowerPoint that combines text, images, and animations can significantly increase student engagement, but the study did not explain how each visual component constructs meaning. Similarly, studies on color by Olurinola and Tayo (2015) and Khan and Liu (2020) prove that color improves memory retention and attention in the context of learning, but these works only focus on single visual elements rather than interactions between multimodal sources. From a discourse perspective, Zheng (n.d.) shows that text, visuals, and layout in English-language PowerPoint courseware support meaning formation, while Yan et al. (20) reveal that gestures in PowerPoint presentations aid interpretation and interaction. Despite these contributions, the role of visuals in constructing representational, interactive, and compositional meaning, as proposed by Kress and van Leeuwen, has not been systematically mapped. As a result, the specific contribution of each dimension of visual meaning in supporting the learning process remains poorly explained.

Beyond these conceptual limitations, previous studies rarely consider differences in pedagogical contexts, such as course objectives and students' cognitive levels. Most works including Dewi et al.

(2024), Zheng (n.d.), and Yan et al. (20) treat visuals as universally applicable instructional support rather than context-sensitive semiotic resources. However, from a multimodal perspective, the visual requirements in concept-oriented courses such as Pragmatics differ fundamentally from production-oriented courses such as Cultural Text Writing, which emphasize idea development and text organization. The lack of attention to contextual variation suggests that the pedagogical potential of visuals as a meaning-making tool shaped by learning objectives has not been fully explored. Therefore, this study aims to provide a more comprehensive analysis of students' perceptions of visual design and color in PPTs by integrating multimodal elements into the Systematic Functional framework and visual grammar, thereby providing a more holistic understanding of the effectiveness of PPT-based learning.

This study has several advantages over previous studies. First, it not only assesses the visual impact of PowerPoint on learning engagement or comprehension, but also analyzes visual functions based on multimodal dimensions of meaning that is representational, interactive, and compositional meaning according to Kress and van Leeuwen. Second, this study comprehensively integrates various multimodal elements, such as text, images, colors, layout, and context of use, thereby providing a more holistic picture of meaning construction in PPT-based learning. Third, this study considers differences in pedagogical contexts, particularly between concept-oriented courses (Pragmatics) and text-oriented courses (Cultural Text Writing), which have rarely been discussed in previous

studies. Thus, this study contributes to the development of theoretical and practical understanding of the effectiveness of PPT visual design within a multimodal and Systemic Functional Linguistics (SFL) framework.

Although PowerPoint is a popular and effective learning medium, its use still has several limitations. First, the effectiveness of PPT is highly dependent on the competence of lecturers or teachers in designing multimodal visual elements, so that inappropriate designs can reduce student understanding. Second, PPT tends to encourage one-way learning if it is not balanced with interaction or participatory activities. Third, limitations in technological facilities and supporting devices can hinder the optimal use of visual features. In addition, excessive use of visual elements such as bright colors, excessive animation, or dense layouts can actually create cognitive load and distract from learning. Therefore, the use of PPT needs to be designed pedagogically and multimodally in order to truly support the process of meaning construction in learning.

Many studies rely on only one source of data, such as questionnaires or analysis of teaching materials. In contrast, the findings in this study, which were obtained through observation, interviews, and questionnaires, show that although visuals are widely used, some aspects of design particularly the organization of layout and the balance between text and visuals are not yet fully effective. This is reflected in the high number of neutral responses and the difficulties experienced by students when slides are too dense with text.

Based on these findings, this study fills a research gap by analyzing PowerPoint visual design in greater depth using Kress and van Leeuwen's multimodal framework, which includes representational, interactive, and compositional meanings, while also considering differences in course context and student level. This approach allows for a more critical understanding of PowerPoint, not only as a presentation medium, but also as a learning tool that actively constructs meaning and supports the achievement of instructional objectives.

In line with this, the results of the study show that visual elements such as color, typography, and layout play an important role in maintaining student focus and engagement. Color differences and text emphasis help students recognize important information more quickly, while a logically structured layout makes it easier for them to follow the material step by step and reduces cognitive load during lectures. Classroom observations show that students tend to be more interested and focused when slides use a balanced variety of visuals. These findings confirm that visuals not only enhance the appearance of presentations but also support the effectiveness of material delivery.

The interview results also reinforce these findings by showing that diagrams, graphs, and icons help students understand the relationships between ideas and the overall structure of the material. From a Systemic Functional Linguistics (SFL) perspective, these types of visuals contribute to the ideational function, which is to organize the meaning of experiences so that they are easier to understand. Students

stated that slides with too much text tended to make it difficult for them to stay focused, while well-structured slides helped them follow the stages of analysis or writing more systematically. This confirms that visuals in PowerPoint serve as cognitive aids that reduce the level of difficulty in understanding the material.

Overall, this study shows that multimodal visual design in PowerPoint plays a significant role in supporting effective material delivery. Visuals not only clarify learning content, but also mediate interaction between lecturers and students as active participants in the learning process. Proper multimodal implementation makes it easier for students to understand concepts, maintain focus, and actively engage during lectures. Therefore, lecturers need to consider the balance between text and visuals, emphasis on information, and slide structure so that PowerPoint presentations can maximize the learning process. Thus, PowerPoint not only functions as a display medium but also as a learning tool that supports the effective achievement of learning objectives.

## **5. KESIMPULAN DAN SARAN**

### **Conclusions**

This study aims to examine the implementation of multimodal elements, particularly visual design, in lecturers' PowerPoint presentations and to analyze their role in supporting effective material delivery. Based on the findings presented in Chapter IV, several conclusions can be drawn.

First, multimodal visual design is consistently implemented in lecturers' PowerPoint presentations through the use of color, typography, layout organization,

images, and diagrams. These elements function as semiotic resources that structure information, emphasize key concepts, and support lecturers' verbal explanations during classroom interaction.

Second, the implementation of visual design differs based on the instructional context. In the Pragmatics course (seventh semester), visual elements primarily support the explanation of abstract and analytical concepts by organizing definitions, examples, and conceptual relationships. Meanwhile, in the Cultural Text Writing course (third semester), visual design functions to stimulate ideas, present text models, and guide students in the writing process through visual examples and structured layouts.

Third, visual elements play a significant role in supporting effective material delivery. Students perceive that diagrams, images, consistent layouts, and color emphasis help improve comprehension, maintain attention, and clarify relationships between concepts. This indicates that visual design contributes to learning effectiveness by guiding students' focus and reducing cognitive load.

Overall, the findings suggest that PowerPoint presentations function effectively as multimodal learning media when visual elements are applied purposefully and aligned with course objectives and students' academic levels.

### **5.2 Suggestions**

The following suggestions are proposed based on the conclusions above:

#### **For Lecturers**

Lecturers are encouraged to continue developing PowerPoint

presentations by aligning visual design choices with instructional goals and students' learning levels. Maintaining consistency in layout, typography, and color use, while balancing textual and visual elements, may further enhance clarity and support students' understanding across different courses.

## **2. For Students**

Students are encouraged to actively engage with visual elements in PowerPoint presentations as learning cues that support comprehension and organization of information, particularly when dealing with abstract concepts or writing tasks.

## **3. For Future Researchers**

Future studies may explore multimodal design in other courses or learning contexts to examine how visual design practices vary across disciplines. Further research may also combine qualitative and quantitative approaches to investigate the impact of visual design on specific learning outcomes

## **DAFTAR PUSTAKA**

Al Khotaba, E. (2022). Interaction in E-Learning Setting through Teaching English as Foreign Language by Native-English Teachers: E-Classroom Discourse. *Arab World English Journal*, 2, 466–478. <https://doi.org/10.24093/awej/covid2.31>

Bloomfield, L. (1933). *Language*. Henry Holt and Company. <https://archive.org/details/language00bloogooq>

Che Razali, M. (2014). PowerPoint as an Interactive Teaching Tool: Teachers' Perspectives. *Malaysian Journal of Education*, 39(1), 55–70.

Chomsky, N. (1957). *Syntactic Structures*. Mouton.

<https://www.degruyter.com/document/doi/10.1515/9783112316009/html>

Christ, J., Haryyadi, A., & Rohmah, Z. (2023). *Pre-service teachers' perceptions towards the implementation of multimodal texts in microteaching classes. Persepsi guru pra-kerja terhadap implementasi teks multimodal di kelas microteaching*. 51(2), 255–269.

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. SAGE Publications.

Damayanti, I. L., Febrianti, Y., Nurlaelawati, I., Suharto, P. P., Fellani, A. J., & Rahmadhani, R. (2022). *Buku Panduan Guru (English for Nusantara)*.

Eka, I. W., & Rahmanu, D. (2024). *Heliyon Multimodal immersion in English language learning in higher education: A systematic review*. 10(September).

Fadli, M. R. (2021). Understanding qualitative, quantitative, and mixed methods research approaches. *Humaniora*, 12(2), 1–12.

Gofe, M., Ndlovu, S., & Ncube, T. (2022a). Data collection and analysis in qualitative research: A practical guide. *International Journal of Research Methodology*, 9(3), 45–60.

Gofe, M., Ndlovu, S., & Ncube, T. (2022b). Triangulation strategies in educational qualitative studies. *Educational Research and Review*, 17(6), 209–220.

- Guglietti, M. V. (2023). *Redefining visual literacy in an era of visual overload : The use of reflective visual journals to expand students ' visual thinking.* 20(4).
- Halliday, M. A. K. (1978). *Language as Social Semiotic: The Social Interpretation of Language and Meaning.* Edward Arnold.
- Halliday, M. A. K. (1994). *An Introduction to Functional Grammar.* Edward Arnold. <https://www.cambridge.org/>
- Halliday, M. A. K., & Matthiessen, C. (2014). *Halliday's Introduction to Functional Grammar.* Routledge. <https://www.routledge.com/Hallidays-Introduction-to-Functional-Grammar/Halliday-Matthiessen/p/book/9781138825534>
- Halloran, K. L. O. (2009). *Using language and visual imagery.* <https://doi.org/10.1177/1470357208096210>
- Khan, J., & Liu, C. (2020). *The impact of colors on human memory in learning English collocations : evidence from South Asian tertiary ESL students.*
- Kress, G., & van Leeuwen, T. (1996). *Reading Images: The Grammar of Visual Design.*
- Kress, G., & van Leeuwen, T. (2001). *Multimodal Discourse: The Modes and Media of Contemporary Communication.* Arnold. <https://www.taylorfrancis.com/books/mono/10.4324/9780203398296/multimodal-discourse-gunther-kress-theo-van-leeuwen>
- Kress, G., & van Leeuwen, T. (2006). *Reading images: The grammar of visual design.* Routledge.
- Maharani, S., & Pradipta, A. (2023). The Effectiveness of Visual Elements in PowerPoint for University Teaching. *Journal of Learning Design, 8(4), 25–38.*
- Makateng, M., & Mokala, M. (2025). Instrumentation in qualitative research design. *Journal of Educational Inquiry, 6(2), 50–62.*
- Mayer, R. E. (2009). *Multimedia Learning.* Cambridge University Press. <https://doi.org/10.1017/CBO9780511811678>
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook.* SAGE Publications.
- O'Halloran, K. L. (2004). *Multimodal discourse analysis: Systemic-functional perspectives.* Continuum.
- Olurinola, O., & Tayo, O. (2015). *Colour in Learning : Its Effect on the Retention Rate of Graduate Students.* 6(14), 1–6.
- Olvah, M., Alfian, M., Nusantara, T., Suyitno, I., & Anggraini, A. E. (2024). *Pemanfaatan Berbagai Media dalam Pembelajaran untuk Meningkatkan Literasi Siswa dalam Perspektif Multimodal Literacy.* 7, 6391–6398.