

AN EVALUATIVE ANALYSIS OF MULTIMODAL NEWS TEXTS IN GRADE VII JUNIOR HIGH SCHOOL STUDENT TEXTBOOKS BASED ON STRENGTHENING CRITICAL LITERACY CULTURE

Ernawati, Jeni Nilawati, Ismawati,

Ratna Susanti, Anik Wahyuningsih, Emi Yuliani

Nurul Huda University, Sumatera Selatan, Indonesia

Email : ernawati@unuha.ac.id, jeninilawati982@gmail.com, iw285244@gmail.com,
ratnasusanti3003@gmail.com, wahyunianik684@gmail.com,
yulianiemi036@gmail.com,

Abstrak

Keywords:

Multimodal Literacy;
Critical Literacy;
News Text;
Textbook Evaluation.

This study aims to evaluate the quality of multimodal news texts in the Grade VII Indonesian Language textbook under the Merdeka Curriculum, focusing on how verbal and visual elements are integrated and the extent to which the accompanying assignment instruments foster students' critical literacy. Using a qualitative descriptive approach grounded in text evaluation theory and cognitive-level taxonomy, this study analyzed multimodal news texts and their accompanying assignment instruments in the Ministry-published Grade VII textbook, examining verbal-visual integration and classifying tasks into LOTS, MOTS, and HOTS categories. The textbook presents news texts through three media types (print, digital, and audiovisual), but no activity requires students to compare the same event across these media. Of the accompanying tasks, 50% fall under LOTS, 37.5% under MOTS, and only 12.5% under HOTS, with the sole HOTS activity centered on distinguishing hoax from factual news. Unlike prior studies that focus on developing new multimodal media or applications, this study offers an evaluative mapping of existing textbook material, showing that multimodal richness does not automatically translate into critical-literacy-oriented tasks and pointing to the need for closer alignment between media variety and higher-order thinking demands in future textbook design.

This is an open access article under the [CC BY-NC-SA 4.0](https://creativecommons.org/licenses/by-nc-sa/4.0/) license



INTRODUCTION

The development of information technology in the 21st century has transformed the way people access and process information. This transformation has required the



education sector to adapt, in part by providing new learning materials that are not only text-based but also incorporate visual elements in a balanced way. In this context, the concept of multimodality has emerged as a crucial bridge to support students in understanding written text, interpreting visual messages, and comprehending the overall content of a text (Hermawan, 2013). Therefore, the presentation of material in the primary Indonesian language textbook must be carefully designed to align with the objectives of the Merdeka Curriculum.

The desired condition in the Merdeka Curriculum is the use of textbooks that incorporate multimodal texts and are linked to media to create meaningful learning experiences (Nur et al., 2023). The use of multimodal texts is a strategic step toward updating learning content (Setiyadi, 2020) that has been proven to significantly improve students' reading skills (Pratiwi et al., 2025). In the implementation of the Merdeka Curriculum, the use of multimodal texts has become one of the important strategies for creating learning experiences that are more contextual, interactive, and meaningful. Through the presentation of texts that combine verbal and visual elements, students are expected to develop deeper information comprehension skills and enhance their critical thinking abilities in interpreting various forms of messages conveyed within the text.

In theory, the combination of text and visuals in multimodal texts plays a crucial role in enhancing students' comprehension (Zarra et al., 2025.) and also contributes to the development of overall literacy skills (Kayati, 2022). Multimodal texts can even be designed by incorporating elements of local culture to reinforce social values for their readers (Firmansyah, 2019). The arrangement of images and graphic elements in textbooks must also be well-planned and balanced (Handini et al., 2025) as a result, the images often serve merely as decorative elements rather than as tools to help students develop their critical thinking skills in distinguishing between accurate and inaccurate information.

Numerous studies on multimodal texts and text analysis have been conducted previously by researchers. (Hindriyani et al., 2025) conducted a study to evaluate the use of multimodal text media to improve students' reading comprehension skills in news texts. Meanwhile, (Himmah et al., 2024). conducted research on the need for interactive e-module media to help students learn to write news articles. On the other hand, (Panjaitan et al., 2023) investigated this topic to determine the extent of the impact of a multimodal approach on students' ability to recognize various types of non-literary texts.

Technological advances also prompted (Andriansyah et al., 2025) to conduct research aimed at improving students' digital literacy skills using mobile apps. Meanwhile, (Adiyat & Ansari, 2026) focused on developing news text materials using interactive presentation apps. Furthermore, (Ferdiawan et al., 2026) conducted research emphasizing the importance of improving teachers' instructional skills in presenting multimodal texts in the classroom.

The main difference between previous studies and this study lies in the focus and object of analysis. While previous studies were largely oriented toward the creation of new media, applications, or the analysis of social media comments, this study specifically evaluates the quality of existing multimodal news text material in students' primary textbooks. This study aims to clearly map the extent to which the combination of text and images in the news content of these textbooks meets standards of appropriateness and fulfills its function in fostering a culture of critical literacy among seventh-grade junior high school students.

LITERATURE REVIEW

Multimodal texts are texts that combine various modes of communication such as text, images, color, symbols, audio, and video to construct meaning. According to Hermawan (2013), the combination of verbal and visual elements helps learners understand information more effectively. critical literacy is the ability to understand, analyze, and disseminate information critically. This ability encompasses distinguishing between fact and opinion and evaluating the accuracy of information, ensuring that learners do not readily accept information without due consideration.

Indonesian language textbooks under the Merdeka Curriculum (Independent Curriculum) utilize multimodal texts to make learning more contextual and interactive, while also supporting the development of learners' critical thinking skills (Nur et al., 2023). the evaluation of multimodal texts aims to assess the integration of verbal and visual elements as well as the quality of learning activities. Assessments can employ the Revised Bloom's Taxonomy, which covers LOTS, MOTS, and HOTS (Nafiati, 2021). previous studies indicate that multimodal texts can enhance reading skills and support the learning process (Hindriyani et al., 2025; Himmah et al., 2024; Panjaitan et al., 2023). This study differs by focusing on the evaluation of multimodal news texts in Grade VII Indonesian language textbooks to foster a culture of critical literacy.

RESEARCH METHODS

This study employs a qualitative approach using descriptive methods to evaluate multimodal news texts and their accompanying assignment instruments, drawing on text evaluation theory and cognitive levels. Qualitative research is designed to explore and understand the meanings that certain individuals or groups of people ascribe to social or humanitarian issues (Creswell 2009:4 dalam kusumastuti et., all 2019). The analytical tool in this study is text evaluation theory. A qualitative approach was chosen because it is oriented toward a deep understanding of textual phenomena in their natural context, in order to comprehensively describe how the visual, verbal, and evaluative components in the textbook are interrelated. Using a descriptive method, the collected data are not subjected to statistical testing but are presented narratively to uncover the critical literacy content embedded in the instructional materials.

A study of multimodal news text material in 7th-grade junior high school textbooks was chosen as the research subject because, at this stage, students' learning marks the starting point of a cognitive transition toward secondary education, where they must think abstractly and critically when processing information. Furthermore, the news text material in the Merdeka Curriculum at this level is intentionally designed to move beyond a linear format—which consists solely of verbal text—and instead integrates various visual modes in response to the demands of literacy in the digital age.

The data set consists of 7th-grade Indonesian language textbooks published by the Center for Curriculum and Textbooks, part of the Research and Development Agency for Books under the Ministry of Education, Culture, Research, and Technology, located at Jalan Gunung Sahari Raya No. 4, Central Jakarta. The research data itself consists of multimodal news texts found in these textbooks, along with the accompanying assignment instructions or questions. Specifically, the multimodal news texts were analyzed by measuring indicators of integration between verbal aspects (news text structure, language, and narrative) and visual aspects (event images, illustrations, graphs, infographics, layout design, and typography) that form a single unit of meaning.

Meanwhile, the data in the form of assignment instruments or questions are measured using cognitive level indicators, which are divided into three levels: LOTS (Lower Order Thinking Skills), which includes the aspects of recall (C1) and comprehension (C2); MOTS (Middle Order Thinking Skills), which includes application (C3) and preliminary analysis; and HOTS (Higher Order Thinking Skills), which focuses on in-depth analysis (C4), evaluation (C5), and creation (C6). Based on these indicators, the assignment instrument can be evaluated in terms of the extent to which the distribution of questions in the textbook has the potential to stimulate students' critical literacy.

RESULTS AND DISCUSSION

The results of the evaluative analysis show that the Grade VII Indonesian Language Textbook presents multimodal news texts through verbal and visual elements. The data are presented in tables and figures below. The textbook presents news texts from three types of media: print, digital, and audiovisual. In addition, there are visual elements in the form of tables and screenshots used to train students' critical literacy.

Figure 1. Example of Print News Text Time to Turn Our Attention to Central Kalimantan's Fragile Forests p. 113



Compare the text of the print news article above with the text of news stories in online media. Did you find any links to other relevant news articles in that print news article?

Identify other differences between print and digital news articles. Find a print newspaper at the school library and compare it with television news. Consult your teacher to find reliable and credible news sources. Compare the following aspects.

Table 4.5 Comparison of Print and Digital News

No	Aspect	Print Newspaper	Electronic Media
1	Color		
2	Column layout		
3	The presence of an image		
4	Ad placement		

Figure 1 shows the characteristics of print news, which include the headline, date, author, and accompanying images.

Let's Discuss!

Now, discuss this with your friends and teacher!

1. Why do printed newspapers have a simpler color scheme?
2. Why do printed newspapers contain fewer images?
3. Which do you prefer: printed newspapers or electronic media? Why?

Figure 2. Example of Audiovisual News Transcript " Damage in Bangka Belitung " p. 114-115





Figure 2. Example of Audiovisual News Transcript " Damage in Bangka Belitung" p. 114-115

Let's discuss!

Discuss with your friends and teachers!

1. What does the opening sentence 'The tin potential contained in the Serumpun Sebalai region becomes both a blessing and a curse' mean? Explain it in your own words!
2. What facts are presented in the first paragraph that support the opening sentence above?
3. Besides textual facts, what visual facts are presented to support that sentence?
4. Looking at the news transcript above, what features are used by television media to present information? Why is the news presented in this medium called audiovisual news?

Figure 3. Example of Digital News Text " Clouds Appearing Like a Tsunami Wave "

Kegiatan 6:
Mencermati Unsur Kebahasaan dalam Berita Eksplanasi



Awan Twitter dimuat oleh user @Arhancho yang mengunggah video tersebut melalui, "Muncul di atas apa Kota Meulaboh? hehehe... Puncak gunung awan juga ini di atas Kota Meulaboh, Aceh Barat."
Muncul fenomena alam yang viral ini, sebagian merupakan bentang tanpa apa pun di bagian atasnya datangnya bercahaya alam.
Menanggapi video fenomena awan tersebut, Kepala Bidang Produksi dan Publikasi CBN BMKG, Niswanto Soudullo, pun angkat bicara. Dia mengemukakan bahwa memang benar fenomena awan berbentuk seperti tsunami di video tersebut, menurut informasi yang diunggah di Twitter.
"Secara ilmiah, fenomena awan tersebut dinamakan dengan awan anvil," kata Niswanto kepada Kompas.com, Senin (10/8/2020).
Untuk diketahui, awan anvil adalah awan rendah dan memiliki bentuk permukaan horizontal. Di bagian atasnya awan anvil berbentuk sebagai halik berkilauan dan menyerupai gelombang atau di bagian permukaan awan anvil yang lebih tinggi yang menyerupai gelombang, dengan bentuk dan lebar yang berbeda. Fenomena tersebut terjadi di atas gunung yang memiliki ketinggian horizontal yang tinggi.
Dampak Munculnya Awan Anvil
Sebelum peristiwa megapeng, memang juga menyebabkan banjir awan anvil ini memang cukup potensial menimbulkan berbagai kondisi cuaca buruk. Kondisi cuaca buruk akan dialami pengalihan terjadi di atasnya adalah angin kencang serta hujan lebat yang dapat disertai kilat petir.
Ditambah itu, memang memangkas ketinggian agar dapat tetap awan anvil dengan cepat karena angin yang bisa terjadi itu. Tidak hanya itu, para nelayan juga diingatkan untuk selalu memperhatikan cuaca karena gelombang banjir awan yang bisa terjadi.
"Antisipasi bagi para nelayan yaitu agar berunding dan mengikuti arahan tersebut karena dapat menyebabkan angin kencang serta hujan lebat yang disertai kilat petir," tegasnya.
Tidak berkaitan dengan potensi gempa dan mistis
Potensi terjadinya cuaca ekstrem di wilayah diibudagkan dengan munculnya fenomena awan anvil tersebut. Awan tinggi, fenomena awan anvil ini tidak ada kaitannya dengan potensi gempa atau lain-lain mistis yang diungkap oleh masyarakat.
"Fenomena awan ini tidak ada kaitannya dengan gempa atau potensi mistis karena memang merupakan fenomena alam yang terjadi akibat adanya dinamika atmosfer," jelasnya.
Memanfaatkan, masyarakat diminta tetap waspada jika menemukan pembentukan awan seperti ini karena dapat menimbulkan potensi hujan lebat.

Figure 3 presents digital news from National Geographic Indonesia. This news is equipped with viral video information and expert explanations.
Tabel 4.7 Language Elements in Explanatory News
Find the language elements in the explanatory news "Clouds Appearing Like Tsunami Waves in Aceh, Here's the BMKG Explanation," then complete the table below with examples of sentences containing these language elements.

NO	Language Elements	There/Not, give a check or cross	Usage in a Sentence
1	Simple Sentence		
2	Compound Sentence		
3	Chronological Conjunctions		
4	Causal Conjunctions		
5	Pronoun		

Figure 4. Comparison of Hoax News and Factual News p. 125-126



If you come across news like this about where you live, what would you do? Would you:

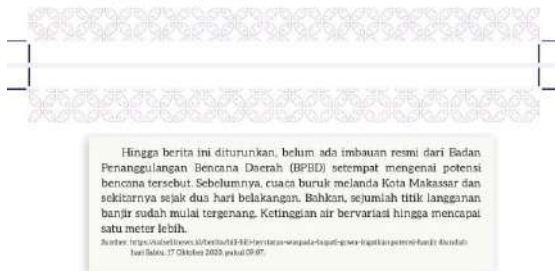
1. Immediately forward the news to friends and family in a panic and ask them to spread it?
2. Forward the news to friends and family and ask whether the news is true?
3. Read the news carefully and check its accuracy before deciding to share it with others?

Now compare the news above with the same news from another source.

Berita 2



126 | Bahasa Indonesia | SMP Kelas VII



Hingga berita ini diturunkan, belum ada imbauan resmi dari Badan Penanggulangan Bencana Daerah (BPBD) setempat mengenai potensi bencana tersebut. Sebelumnya, cuaca buruk melanda Kota Makassar dan sekitarnya sejak dua hari belakangan. Bahkan, sejumlah titik langganan banjir sudah mulai tergenang. Ketinggian air bervariasi hingga mencapai satu meter lebih.

Sumber: <https://id.berita1news.id/berita/63-8-0-berita-waspada-banjir-kiriman-tinggi-air-potensi-banjir-kirim>
Tari Salsita, 17 Oktober 2020, pukul 09:07.

Together with your friends, compare the sources of information in the two news articles above.

1. Which news article quotes statements from an authoritative source, such as a local official?
2. Which news article uses data released by an official institution?
3. Which news can you trust more, the first or the second? False news or information is commonly known as hoaxes. You can avoid hoaxes by paying attention to the following signs.

Table 4.9 Observing Hoax News

NO	News Title	Website Address	Hoax/ Not	Explanation
1				
2				
3				

Figure 4 is used in the "Scrutinizing Hoax News" activity. Students are asked to compare hoax news with factual news from iNews.id.

Tabel 1. Inventory of News Text by Media Type

NO	Media Type	Example in Textbook	Page
1	Print Media	" The Fragile Forests of Central Kalimantan " - Kompas	113
2	Digital Media	" Tsunami Cloud " - National Geographic	121
3	Digital Media	" Bili-Bili Dam " – iNews	126
4	Audiovisual Media	TVRI News Transcript	114

Table 1 shows that the textbook has presented examples from the three media.

However, there is no activity that directly compares one event across the three media.

Table 2. Distribution of Activities Based on Cognitive Level

NO	Category	Example of Activity	Total	Percentage
1	LOTS	Identifying ADIKSIMBA elements	4	50%
2	MOST	Comparing print and digital news	3	37.5%
3	HOTS	"Scrutinizing Hoax News" Figure 3	1	12.5%

Table 2 indicates that 50% of the activities are still at the LOTS level. Only 12.5% of the activities train students at the HOTS level.

The results of this study emphasize that multimodality functions as an integrated framework for meaning-making, rather than merely a choice regarding the mode of realization. As noted by (Hermawan, 2013), multimodality links verbal and visual meaning-making processes, enabling readers to transition seamlessly between written text and images; this principle is clearly evident in the Grade VII textbook, which utilizes news genres in print, digital, and audiovisual formats (Table 1). This variation reflects curriculum expectations that learning materials combine multimodal texts with authentic media (Nur et al., 2023) aligns with recent evidence showing that layered verbal and visual arrangements enhance students' comprehension of expository and journalistic content (Zarra et al., 2025). Conversely, the scarcity of activities explicitly comparing the same event across these three media types suggests that the multimodal design in this textbook remains at the presentation stage rather than the synthesis stage; this pattern mirrors findings from recent textbook design research, which observed that visual elements are often placed side-by-side without being functionally integrated into a single evaluative task (Handini et al., 2025).

Regarding the distribution of cognitive levels, the findings indicate that half of the accompanying tasks fall under LOTS (Lower-Order Thinking Skills), while only 12.5% are classified as HOTS (Higher-Order Thinking Skills) a pattern consistent with recent assessments of Indonesian language textbooks implemented under the Kurikulum Merdeka (Independent Curriculum). Drawing upon the revised Bloom's taxonomy which serves as the basis for text evaluation in this study (Nafiati, 2021) reported a predominance of questions targeting the comprehension level in Ministry-published Indonesian language textbooks; similarly, (Febriyani, n.d.) observed a prevalence of Lower-Order Thinking Skills (LOTS) in commercially published Grade VII literature textbooks. From the perspective of text evaluation theory, this persistent pattern indicates that a design dominated by LOTS as noted in the present study is not merely an issue specific to the analyzed textbooks but represents a structural trend in contemporary Indonesian language teaching materials; a situation that persists despite the Kurikulum Merdeka (Independent Curriculum) explicitly emphasizing the importance of higher-order competencies.

The sole Higher-Order Thinking Skills (HOTS) task identified in this study namely the "Examining Hoax News" task offers a valuable example of critical literacy-based assessment within the context of multimodal news texts. By encouraging students

to compare credible sources and cross-verify conflicting reports, the task fosters the kind of evaluative reading practice that Potter (2022) identifies as the core of media literacy education. Furthermore, this task aligns with the emphasis found in recent hoax literacy interventions, which highlight source verification and a critical questioning mindset as key competencies for combating misinformation (Syahid et al., 2024). However, its isolated presence within the textbook appearing as just one of the eight tasks analyzed suggests that this evaluative capability is still viewed as a supplementary exercise rather than a sustained learning objective fully integrated into the news text material.

Overall, the study's findings support the notion that multimodal literacy and critical literacy are mutually reinforcing yet do not always coexist (Hermawan, 2013) (Kayati, 2022). The mere inclusion of diverse media does not guarantee deep understanding; without intentional alignment between multimodal experiences and HOTS-based tasks, alternative media formats and images may serve merely as visual decoration rather than material for critical analysis a risk anticipated earlier in this study. This reinforces the view that a proper assessment of multimodal textbook quality must look beyond the mere presence of such texts and evaluate whether the accompanying pedagogical tasks are designed to foster the analytical and evaluative skills that these texts can elicit (Miterianifa et al., 2021).

CONCLUSION

This study concludes that the Grade VII Indonesian language textbook has successfully integrated multimodal news texts by utilizing three types of media print, digital, and audiovisual in alignment with the goals of the Kurikulum Merdeka (Independent Curriculum). However, this multimodal diversity is not matched by commensurate cognitive challenges: half of the accompanying tasks fall into the Lower-Order Thinking Skills (LOTS) category, only 12.5% reach the Higher-Order Thinking Skills (HOTS) level, and no activities encourage students to compare similar events across different media. These results indicate that critical literacy is still treated as an add-on rather than an integral part of the textbook's assessment design; thus, visual richness alone does not guarantee deeper critical engagement. Recommendations for future textbook revisions include developing additional tasks that explicitly compare multimodal news texts across various media and increasing the proportion of HOTS-level questions particularly those requiring evaluation and creation to foster consistent critical literacy development rather than limiting it to isolated activities. Textbook developers and educators could also expand literacy practices addressing hoaxes such as "Analyzing Hoax News" activities into a recurring pedagogical pattern rather than occasional assignments, while future research could explore the tangible impact of these revisions on students' critical reading abilities.

BIBLIOGRAPHY

Andriansyah, M., Monika, L., & Mukodimah, S. (2025). TRANSFORMASI LITERASI DIGITAL SISWA MELALUI PENGEMBANGAN APLIKASI ANDROID BERBASIS MODUL INTERAKTIF DAN VIDEO EDUKATIF DI MTS AL HUDA BANDUNG BARU. *JECE (Journal of Ethics and Character Education)* *JECE*, 3(2). <https://journal.yhmm.or.id/index.php/JECE>

- Adiyat, M. Al, & Ansari, K. (2026). PENGEMBANGAN BAHAN AJAR TEKS IKLAN BERBANTUAN CAPCUT PADA SISWA KELAS VIII. *Pendas : Jurnal Ilmiah Pendidikan Dasar*
- Ferdiawan, Maulidi, A., & Sahril. (2026). Penerapan Pendekatan Teks Multimodal untuk Meningkatkan Keterampilan Mengajar Guru Bahasa Indonesia di Kota Palu. *Paedagogie*, 21(1), 1069–1080. <https://doi.org/10.31603/paedagogie.v21i1.16385>
- Firmansyah, M. B. (2019). LITERASI MULTIMODAL BERMUATAN KEARIFAN LOKAL SERTA IMPLEMENTASINYA DALAM PEMBELAJARAN. In *Jurnal Ilmiah Edukasi & Sosial* (Vol. 10, Number 1).
- Handini, C. N., Wachidah, L. R., & Kusumawati, H. (2025). Tampilan dalam Buku Teks Bahasa Indonesia Kelas X Kurikulum Merdeka: Analisis Literasi Multimodal. *MARDIBASA: Jurnal Pembelajaran Bahasa Dan Sastra Indonesia*, 5(2), 148–162. <https://doi.org/10.21274/jpbsi.2025.5.2.148-162>
- Hermawan, B. (2013). *Hermawan*.
- Himmah, U., Yusuf, M., & Drahati, N. A. (2024). *Pemanfaatan E-Modul Berbasis Multimodal sebagai Media Pembelajaran Menulis Berita* (Vol. 7, Number 2). <http://Jiip.stkipyapisdompou.ac.id>
- Hindriyani, L. M. N., Sudiana, N. I., & Wisudariani, R. M. N. (2025). Media Pembelajaran Teks Multimodal untuk Meningkatkan Keterampilan Membaca Pemahaman Teks Berita Siswa. *Journal of Education Action Research*, 9(2), 181–190. <https://doi.org/10.23887/jear.v9i2.97827>
- Kayati, A. N. (2022). *SANDIBASA I (Seminar Nasional Pendidikan Bahasa dan Sastra Indonesia I) “INOVASI PEMBELAJARAN BAHASA DAN SASTRA INDONESIA.”*
- Miterianifa, Ashadi, A., Saputro, S., & Suciati. (2021, January 27). *Higher Order Thinking Skills in the 21st Century: Critical Thinking*. <https://doi.org/10.4108/eai.30-11-2020.2303766>
- Nur, S., Nurhadi, & Pratiwi, Y. (2023). Revolusi Buku Ajar Bermuatan Teks Multimodal Terintegrasi Media: Kurikulum Merdeka. *GHANCARAN: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*. <https://doi.org/10.19105/ghancaran.vi.11769>
- Panjaitan, T. A., Siagan, B. A., & Saragih, E. L. L. (2023). *panjaitan*.
- Pratiwi, D. D., Mulyeti, Y., & Kurniawan, K. (2025). *LITERASI MULTIMODAL DALAM PEMBELAJARAN BAHASA INDONESIA: STRATEGI INOVATIF UNTUK MENINGKATKAN PEMAHAMAN BACAAN*. 2655–1780.
- Subarna, R., Dewayani, S., & Setyowati, C. E. (2021). *Bahasa Indonesia untuk SMP Kelas VII*. Pusat Kurikulum dan Perbukuan, Badan Penelitian dan Pengembangan dan Perbukuan, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.
- Syahid, A., Nuraisyah, D., Wulandari, W., & Ramadhani, R. (2024). Mengungkap Hoaks: Memberdayakan Siswa SMP dengan Keterampilan Berpikir Kritis. *NUSANTARA Jurnal Pengabdian Kepada Masyarakat*, 4(2), 129–137. <https://doi.org/10.55606/nusantara.v4i2.2899>
- Zarra, M., Wahyuni, R. N., Harjono, H. S., & Suryani, I. (n.d.). Pemanfaatan Multimodalitas Linguistik-Visual dalam Mendukung Pemahaman Siswa terhadap Materi Pembelajaran Bahasa Indonesia: Kajian Teoretis. In *Bahasa dan Sastra* (Vol. 11, Number 4). Pendidikan. Retrieved <https://e-journal.my.id/onoma>