

EFFECTS OF MULTIMODAL LITERACY ON INTRINSIC AND EXTRINSIC MOTIVATION AMONG STUDENTS FROM PERIPHERAL AREAS

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Abstract

Addressing low student engagement is critical, particularly in peripheral schools serving low socioeconomic status (SES) populations. This study aims to investigate the effect of multimodal literacy on students' motivation to learn English in a school with a low socioeconomic background. Using a mixed-methods strategy with a quasi-experiment pre-post design, 39 students participated in learning with multimodal literacy in three weeks of interventions. Students' motivation was measured before and after the intervention using a questionnaire adapted from the Attitude/Motivation Test Battery (AMTB). Results of the t-test showed a slight: 0.176 in intrinsic and -.956 in extrinsic. Intrinsic motivation showed no significant difference, and extrinsic motivation saw a statistically non-significant increase. Qualitative observations showed off-task behavior, low self-regulation, or inconsistent engagement. The extrinsic factors, multimodality and socioeconomic background, influenced students' motivation simultaneously. This study concludes that short-term interventions using multimodal media have not been able to sustainably effect motivation. This non-significant effect emphasizes the importance of long-term strategies and family involvement as the necessary next steps for practitioners and policymakers in peripheral areas to capture the more stable impact of multimodality on students' internal and external motivation.

Keywords: *extrinsic motivation; intrinsic motivation; language teaching; motivation; multimodal literacy; socioeconomic background*

1. Introduction

Learning motivation is one of the most important factors determining the success of the educational process in schools. In the context of learning English as a foreign language, motivation is the main foundation that often demands high concentration and long-term commitment. Previous research confirms that without motivation, both extrinsic and intrinsic forms of learning will not produce meaningful change, as students tend to become passive and struggle to achieve optimal academic outcomes (Dörnyei & Ushioda, 2021; Selimovic, 2022). Intrinsic motivation arises from personal interest, curiosity, and internal satisfaction in learning, whereas extrinsic motivation is shaped by external factors such as parental expectations, academic grades, and future aspirations (Gan, Liu, & Nang, 2023; Morris, Grehl, Rutter, Mehta, & Westwater, 2022). Therefore, efforts to enhance students'

learning motivation are an essential component of developing effective instructional practices in school.

In many educational contexts, especially in urban areas or areas with less advantaged economic conditions, learners generally come from low socioeconomic backgrounds (Andriani, Izzati, Syakira, Pertamina, & Rosmala, 2025). Most of their parents work part-time in seasonal jobs, reflecting limited economic stability and access to educational resources. In this situation, education is often seen as a formality rather than a strategic means to achieve social mobility. This view has a direct effect on students' low motivation to learn, both from intrinsic and extrinsic aspects (Anggrisia & Islami, 2024). In addition, low school attendance also becomes a common problem. Many students have to help their parents work, trade or engage in other family economic activities. Some students also show low academic engagement due to a lack of internal drive. Covering this situation, teachers need to design teaching strategies that are not only visually appealing but also personally meaningful (Supit, Manongko, & Kandori, 2021). In this context, the use of a multimodal approach has become relevant as a potential alternative to bridge this motivation gap.

Considering both intrinsic and extrinsic aspects of motivation, multimodal literacy strategy offers a strong pedagogical opportunity to enhance both at the same time. Multimodal literacy allows students to engage through multiple modes of representation, such as image, sound, text, and interaction, which can capture the attention and learning interest of students from different backgrounds (Fedorenko, Svitlana. Kravchenko, 2023; Zaidi & Sah, 2024). For the intrinsically motivated students, multimodality provides a space to express their self-understanding and identity, while for the extrinsically motivated students, this strategy demonstrates the relevance of learning to practical goals such as academic grades and social acceptance (Ahmed, 2024; Tan, Thomson, Koh, & Chik, 2023). It confirms that multimodal literacy can be an effective medium for building students' affective engagement with foreign language learning by reinforcing both internal drives and external expectations (Selimovic, 2022). Thus, the application of multimodal literacy can not only increase students' motivation but also develop personal and instrumental connections to their learning materials.

In-depth use of multimodal literacy allows students not only as recipients of information but also as creators of meaning. Multimodal strategies also explore students to write for expressing their experiences and identities through various forms of text (Quintiliani, 2016). In this context, multimodality becomes a medium for deep reflection on students' personal and social values. Multimodal inputs such as images and audio can improve students' working memory and information retention (Mansouri, Hassaskhah, & Salimi, 2024). This shows that multimodality not only impacts cognitive aspects but also affects affective and motivational aspects.

Previous studies have discussed the importance of motivation in English language learning, both intrinsic and extrinsic (Gardner R. C. & Moorcroft, 1985; Selimovic, 2022). Some have applied multimodal literacy strategies to increase student engagement (Girón-García & Gargallo-Camarillas, 2020; Tan et al., 2023). These studies have not focused on a certain situation of students' background. So, it was not known how multimodal literacy can be treated appropriately for students with low socioeconomic backgrounds in peripheral schools. In fact, teachers need to understand the dynamics of both to design learning strategies that are adaptive and responsive to students' needs (Supit et al., 2021). However, most of these studies have not specifically distinguished how multimodal literacy affects

each type of motivation, both intrinsic and extrinsic, separately and measurably. Many studies still use a qualitative descriptive strategy without quantitative analysis based on valid theoretical instruments such as the Attitude/Motivation Test Battery (AMTB). The AMTB is a measurement tool developed by Gardner and Lambert (1985) to assess the dimensions of motivation in second language learning, especially integrative and instrumental motivation. It has high reliability and validity and has been widely used in language motivation studies (Dörnyei & Ushioda, 2021). Further, it has rarely been used in previous studies in the context of multimodal literacy. In addition, students' social conditions as contextual factors are still often ignored, even though the social and economic environment has been proven to influence the effectiveness of learning strategies (Ahmed, 2024). A study highlighted that learning will only be impactful when materials and strategies are truly connected to the reality of students' lives (Tan et al., 2023). Thus, the study gap is even more evident because the student population comes from a suburban environment with very low motivation to learn, minimal support from family, and the perception that education is only a formality.

Based on the theoretical description and previous study results, this study aims to verify a question: Does multimodal literacy have an effect on motivation to learn English, both in terms of intrinsic and extrinsic motivation, of high school students with low socioeconomic backgrounds. This question is important to answer the effect of multimodal literacy on the two dimensions of motivation based on the AMTB model. Given the social background of students from the suburbs and the limited multimodal interventions provided, this study is expected to make theoretical and practical contributions in the development of more inclusive and effective multimodal literacy-based English language learning (Andriani et al., 2025).

2. Literature Review

In theory, motivation is divided into two types: intrinsic and extrinsic motivation. Intrinsic motivation is the internal drive that comes from a personal interest in learning such as the desire to interact with the native-speaking community can boost their intrinsic motivation (Gardner R. C. & Moorcroft, 1985). Students' participation in learning reflects their experience and identity to increase emotional engagement. Through the application of the Attitude/Motivation Text Battery (AMTB) model, the importance of contextual learning is to increase students' intrinsic motivation (Selimovic, 2022). Internal motivation in learning process will convey students to success (Anggrisia & Islami, 2024).

On the other hand, extrinsic motivation refers to motivation that comes from outside the student, such as parental expectations, social involvement, academic achievement, or career possibility (Mansouri et al., 2024; Morris et al., 2022; Supit et al., 2021). Motivation that is utilitarian in nature is referred to as useful motivation. External motivations, which are often associated with practical hopes for the future, were often associated with suburban students in this study, although sometimes not fully internalized (Gan et al., 2023). Recognizing the use of audio and visual media can increase students' extrinsic motivation (Girón-García & Gargallo-Camarillas, 2020). Furthermore, connecting the subject matter to students' real life is able to develop extrinsic motivation. This can be a good way to encourage students to learn because literacy has been proven to be related to students' real life communication skills, which encourages their extrinsic motivation (Nucifera, Saputra, & Yakob, 2023).

Intrinsic and extrinsic motivation has a complementary relationship in the learning process. Complementary extrinsic and intrinsic motivation towards a strategy of strengthening students' motivation requires an understanding of students' socio-economic background (Gan et al., 2023; Greenwald et al., 2023). Intrinsic motivation drives students to learn due to personal interest in the material, whereas extrinsic motivation arises due to external influences such as rewards or social expectations. When both function in balance, students tend to show more consistent and deep engagement in learning. However, in the context of peripheral schools with low socioeconomic backgrounds, many students do not get motivational support from their surrounding environment. Most of their parents view school as a formality rather than a means for social change or future improvement (Chen, Kong, Gao, & Mo, 2018; Li & Primecz, 2023). This leads to students not having an idealized picture of the importance of learning, which results in weak extrinsic and intrinsic motivation (Kotera, Taylor, Fido, Williams, & Tsuda-McCaie, 2023). A teaching strategy stimulates both types of motivation can increase students' confidence and ownership of learning (Zaidi & Sah, 2024). One strategy can answer this challenge is multimodal literacy, which is able to combine different forms of communication to activate both intrinsic and extrinsic motivation at the same time (Suwastini, Marantika, Adnyani, Mandala, & Artini, 2021).

Multimodality has the ability to generate new thinking and communication processes to increase students' curiosity and internal engagement in the foreign language learning process (Nucifera et al., 2023; Tan et al., 2023). Furthermore, the development of technology and visual culture has given many ways to the concept of multimodal literacy, which is the ability to understand and create "meaning" through various modes of communication such as text, image, sound, video, and gesture. Multimodal literacy is believed to increase learning engagement and motivation as it combines students' various learning styles and presents material in a more interesting and contextualized manner (Andriani et al., 2025). In an EFL context, this strategy gives students space to express ideas, build understanding, and connect the subject matter to their personal experiences (Zaidi & Sah, 2024).

Considering both intrinsic and extrinsic aspects of motivation, multimodal literacy strategy offers a strong pedagogical opportunity to enhance both in at the same time. Multimodal literacy allows students to engage through multiple modes of representation, such as image, sound, text, and interaction, which can capture the attention and learning interest of students from different backgrounds. For the intrinsically motivated students, multimodality provides a space to express their self-understanding and identity, while for the extrinsically motivated students this strategy demonstrates the relevance of learning to practical goals such as academic grades and social acceptance. It also confirms that multimodal literacy can be an effective medium for building students' affective engagement with foreign language learning by reinforcing both internal drives and external expectations. Thus, the application of multimodal literacy can not only increase students' motivation but also develop personal and instrumental connections to their learning materials.

Previous studies have discussed the importance of motivation in English language learning, both intrinsic and extrinsic. Some have applied multimodal literacy strategies to increase student engagement (Fedorenko, Svitlana. Kravchenko, 2023; Tan et al., 2023; Zaidi & Sah, 2024). These studies have not focused on certain situation of students' background. So, it was not being known how multimodal literacy can be treated appropriately to students with low socioeconomic backgrounds in peripheral schools. In fact, teachers need to

understand the dynamics of both to design learning strategies that are adaptive and responsive to students' needs. However, most of these studies have not specifically distinguished how multimodal literacy affects each type of motivation, both intrinsic and extrinsic, separately and measurably. Many studies still use a qualitative descriptive strategy without quantitative analysis based on valid theoretical instruments such as the Attitude/Motivation Test Battery (AMTB). The AMTB is a measurement tool developed by Gardner and Lambert (1985) to assess the dimensions of motivation in second language learning, especially integrative and instrumental motivation. It has high reliability and validity and has been widely used in language motivation study (Dörnyei and Ushioda 2011). Further, it has rarely been used in previous study in the context of multimodal literacy. In addition, students' social conditions as contextual factors are still often ignored, even though the social and economic environment has been proven to influence the effectiveness of learning strategies (Ahmed, 2024). It highlighted that learning will only be impactful when materials and strategies are truly connected to the reality of students' lives. Thus, the study gap is even more evident because the student population comes from a suburban environment with very low motivation to learn, minimal support from family, and the perception that education is only a formality.

3. Research Method

3.1 Study Design

This study used a mixed methods strategy with an explanatory sequential design (Lindstrom & Niederhauser, 2016). In this design, data collection and analysis are carried out sequentially, starting with quantitative methods, then continued with qualitative methods to deepen the initial findings. Quantitatively, this study used a pre-experiment design with a one-group pre-activity and post-activity model, without a control group. The aim is to find out the changes in students' learning motivation levels before and after the implementation of multimodal literacy in EFL classroom. Data were collected through questionnaires given before and after the implementation, and analysed using descriptive statistics with inferential hypothesis testing.

After the quantitative data was analysed, a qualitative strategy was taken to explore more deeply how the learning process took place and how students responded to the multimodal-based materials. This strategy was conducted through field observations by recording students' learning behaviour directly using field notes. The study recorded students' interactions with the learning media, their responses to the tasks given, as well as the classroom dynamics during the teaching and learning process. By using this design, the qualitative data helps explain and interpret the findings from the quantitative data, resulting in a deeper and more comprehensive understanding of students' learning motivation in the context of multimodal literacy practices.

3.2 Participants

The participants of this study were 39 high school students (N=39) located in the suburbs of Jember Regency. The sample selection was carried out by purposive sampling, which represented the following characteristics. The socioeconomic background of the participants was low, where the majority of parents worked as half time workers. Education in their families is largely regarded as a formality, not the main means of social mobility. As a result, many students have low attendance rates and have to help their parents at work. This

condition has an impact on the low focus and consistency of student learning, and is an important consideration in the interpretation of the findings. This sample selection made the study relevant for examining the application of multimodal literacy in students with motivational barriers based on socioeconomic context.

3.3 Instruments

This study uses two main types of instruments: a motivation questionnaire to see the extent of students' motivation, and a field observation sheet to record students' behaviour during the learning process. The questionnaire instrument was developed based on Gardner Attitude/Motivation Test Battery (AMTB), which was adapted into a 4-point Likert scale: Strongly Agree, Agree, Disagree, and Strongly Disagree. The questionnaire consists of 12 statement items covering two aspects, namely intrinsic motivation and extrinsic motivation. Some items were taken and adapted from Prapphal's Attitude Test (1981), as well as the structure from Selimovic study, to expand the scope of measurement. The reliability test results showed by Cronbach's $\alpha = 0.81$. So, the instrument was declared reliable in the context of Indonesian high school students. Meanwhile, the observation instrument was a non-participatory observation sheet to record student behaviour during learning. The observed aspects included students' involvement in discussion, response to multimodal media, expression of enthusiasm, and active participation in learning activities.

3.4 Procedure

The study was conducted through two main sections: quantitative and qualitative data collection. The initial stage started with a pre-activity, which students filled in via Google Form to measure their initial motivation towards learning English. After that, students participated in multimodal-based learning activities for three meetings with a total duration of 135 minutes. Learning was conducted using a multimodal literacy strategy, using various media such as educational videos, audio materials, visual texts, and interactive infographics. Each session was designed to stimulate students' cognitive and affective engagement and to suit diverse learning styles. During the learning process, field observations were conducted by directly recording the dynamics of student behaviour. After the treatment, students were asked to complete a post-activity to measure their motivation changes. The observation findings were followed up with narrative notes as part of the qualitative data to enrich the interpretation of the quantitative results.

3.5 Data analysis

Quantitative data obtained from the survey results were analysed using descriptive statistical methods to provide an overview of student learning motivation changes before and after implementation. The analysis focused on the mean, standard deviation, minimum and maximum values for both intrinsic and extrinsic motivation categories, and t-test result. The results of this study analysis are presented in the form of bar charts to facilitate the visualization of pre-activity and post-activity data comparison.

Qualitative data obtained through field observations were analysed using qualitative descriptive analysis. The interpretation process was reviewed and validated by lecturers with expertise in educational psychology and English language teaching to ensure the credibility and contextual relevance of the study findings. The analysis was conducted by carefully reading and reviewing field notes to describe student behaviour during the learning process. The main focus of this analysis includes observations of student participation, enthusiasm for

learning media, and affective expressions that appear during learning activities. The results of the analysis are compiled in the form of descriptive narratives to thoroughly and contextually describe the tendency of student behaviour. This qualitative data complements the quantitative findings, so it can provide a deeper understanding of changes in student learning motivation in the context of multimodal literacy-based learning.

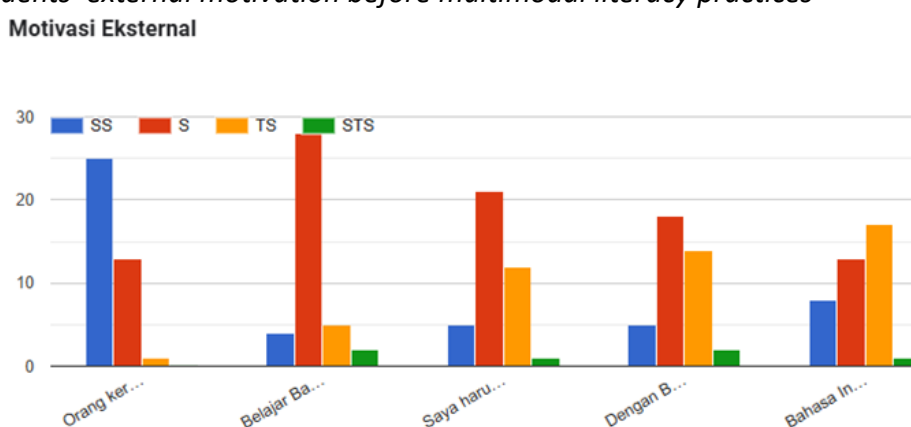
4. Results and Discussion

4.1 Results

Two types of statistical data support the analysis of students' learning motivation: descriptive data and inferential data. To see the effect of multimodal literacy on students' extrinsic motivation, it is necessary to analyse extrinsic motivation data before and after implementation. The following is a presentation of the results of the data analysis.

Figure 1

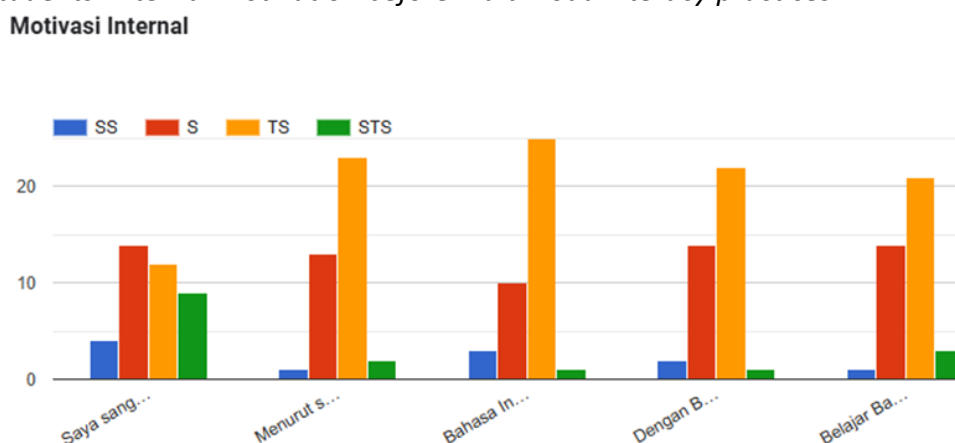
Data of students' external motivation before multimodal literacy practices



Students have gotten some aspects of external motivation before the treatment of multimodal literacy is given, as shown in the figure. The external motivation provide five statements: 1) cool people are those who are good in English; 2) English can expand my knowledge; 3) I will need English for my job in the future; 4) English makes me able to talk some interesting issue with foreigner; 5) English can convey me to find better success. The statements of students' external motivation show qualification "agree and strong agree" in almost all aspects of external motivation. The students' internal motivation is also covered in the questionnaire. The result is displayed in the following figure.

Figure 2

Data of students' internal motivation before multimodal literacy practices

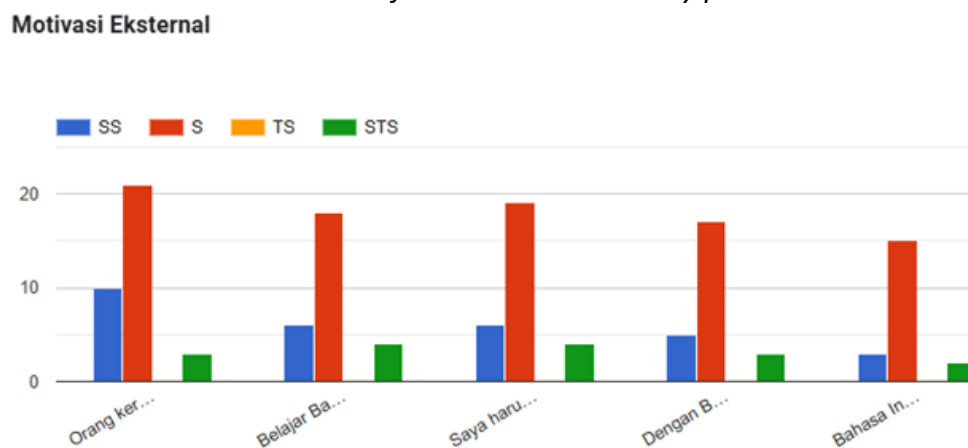


There are some statement aspects given to record students' internal motivation. The statements are 1) I like English very much; 2) English can help me to know somebody else from different country; 3) English helps me to learn other foreign languages; 4) English helps me to understand the content of video, film, TV program, and radio; 5) English is important to help me understand the content of book, newspaper, novel, and magazine. The data actually shows that the students have strong disagreement of internal motivation. The percentage of strong disagreement is higher than strong agreement in students' internal motivation.

Giving several practices of multimodal literacy in English classroom, students explore many learning experiences and provide different or better perception of English. Those convey students to express their external motivation and internal motivation in different qualification of statement. The questionnaire given after and before multimodal literacy practices provides the same aspects of external and internal motivation. The students' external motivation after the practices of multimodal literacy is presented in the figure below.

Figure 3

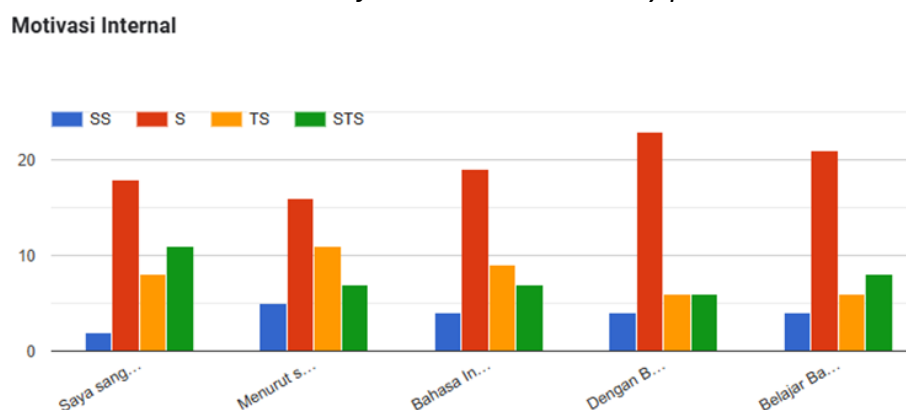
Data of students' external motivation after multimodal literacy practices



The data shows that after getting multimodal literacy practices in English classroom activity, the students are being more motivated. The statement to be agree and strongly agree are expressed dominantly. Each aspect of external motivation provides students' acceptance on the agreement of multimodal literacy practices. How about students' internal motivation after multimodal literacy experienced by students? The following figure display it.

Figure 4

Data of students' internal motivation after multimodal literacy practices



The students' internal motivation expresses their interest in learning English. The data shows how they agree the importance of English after learning through multimodal. Even though each aspect of internal motivation has disagreement statement, but the students' agreement still has higher percentage in it.

To confirm the changes before and after the treatment of multimodal literacy practices, the data is also displayed in the graph. The graph shows the differences of students' responses of external motivation and internal motivation. The data is provided in the figure below.

Figure 5

Statistical data of Pre-Activity and Post-Activity Extrinsic

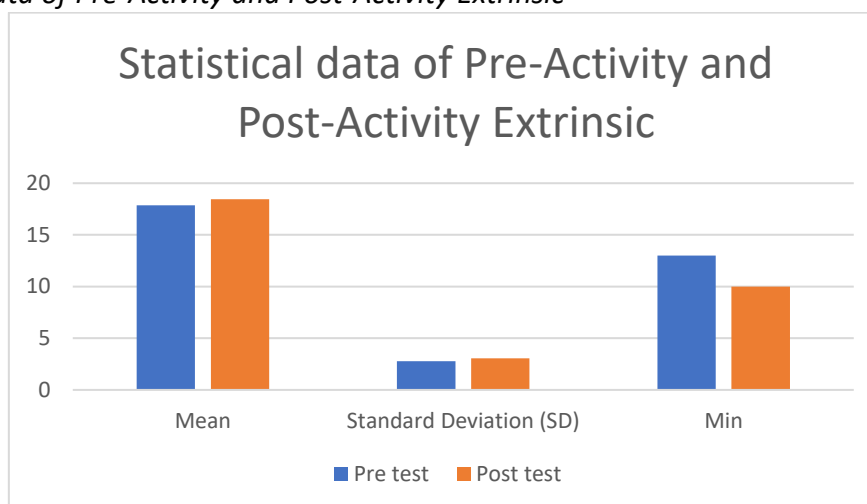


Figure 5 shows the statistical data of the students' external motivation in pre- and post-activity of multimodal literacy. It displays descriptive statistical data comparing students' extrinsic motivation based on the pre-activity and post-activity results. From the graph, it can be seen that the mean extrinsic motivation score has increased slightly, from around 17.5 in the pre-activity to close to 18 in the post-activity. This increase indicates a positive change in students' extrinsic motivation after being treated with multimodal literacy in English learning.

Furthermore, the standard deviation (SD) values for both measures were almost identical, hovering around 3, indicating that the distribution of students' scores remained consistent and showed no significant increase or decrease in terms of response diversity. However, in contrast to the intrinsic aspect, in extrinsic motivation, there was a decrease in the minimum (min score), from around 13 in the pre-activity to 10 in the post-activity. This decrease indicates that some students experienced a decrease in extrinsic score indicated the decrease in the minimum score indicates that the change in extrinsic motivation was not evenly distributed among all participants, and there may be other factors that influence individual students' extrinsic perception or orientation towards the applied learning. These results support their opinion that changes in learning motivation require consistent, intensive, and contextualized interventions rather than just using various learning media (Ahmed, 2024).

Figure 6
Statistical data of Pre-Activity and Post-Activity Intrinsic

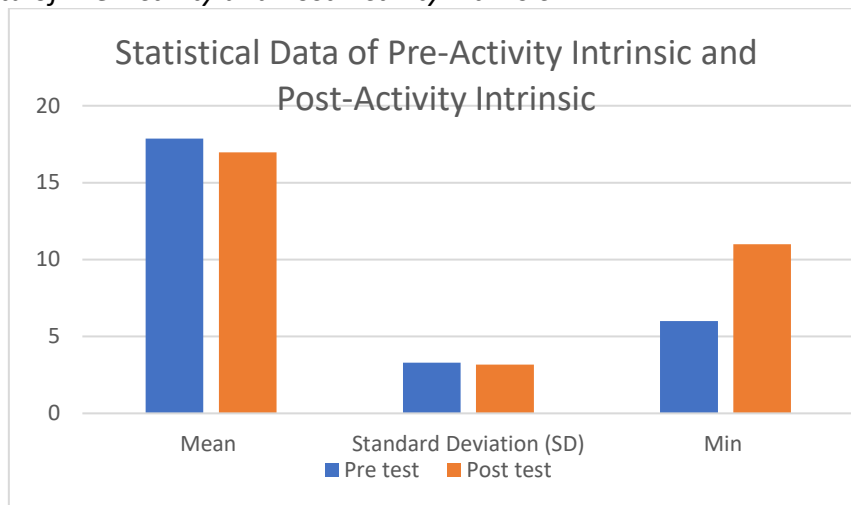


Figure 6 shows the statistical data, which represents descriptive statistical data regarding students' intrinsic motivation based on the pre-activity and post-activity results. Based on the bar chart, the min value of intrinsic motivation during the pre-activity was recorded at 6, while in the post-activity it change to around 11. This increase indicates that, in general, there is significant increase in the aspect of intrinsic motivation after the implementation was given. However, the standard deviation (SD) values for both measurements were almost identical at around 3, indicating that the level of dispersion or variation in scores among students was relatively consistent both before and after the intervention.

One aspect of interest is seen in the minimum (min) score, where in the pre-activity the minimum score was around 6, while in the post-activity it increased to around 11. This increase in the minimum score suggests that the students with the lowest intrinsic motivation showed improved performance after implementation, so although the average score decreased slightly, the intervention likely had a positive impact on the group of students who were previously at a very low level of motivation. This can be interpreted as a signal that the learning strategy used in this case, based on multimodal literacy, can lift the motivation of less motivated students, even if it does not significantly affect the overall class average. This is consistent with Gardner theory, which states that intrinsic motivation is closely related to students' self-concept pf learning and cannot be improved only through a visual strategy for a moment (Selimovic, 2022).

The analysis then used t-test. The result of t-test in intrinsic motivation is 0.176, and -.956 in extrinsic motivation. The result of t-test is displayed below.

Figure 7
Statistical data of t-test result

		Paired Samples Test						Significance		
		Paired Differences			95% Confidence Interval of the Difference		t	df	One-Sided p	Two-Sided p
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper				
Pair 1	Intrinsic (Pre) - Intrinsic (Post)	.12821	4.54903	.72843	-1.34642	1.60283	.176	38	.431	.861
Pair 2	Extrinsic (Pre) - Extrinsic (Post)	-.56410	3.68350	.58983	-1.75815	.62995	-.956	38	.172	.345

The results of the inferential analysis using the t-test showed a p-value of 0.176, which is above the conventional significance limit of $\alpha = 0.05$. This finding indicates that there is no statistically significant difference between the compared groups or between the pre- and post-treatment conditions. In other words, the statistical evidence is not strong enough to reject the null hypothesis (H_0).

Furthermore, the observations' results showed various limitations that had a big influence on students' learning motivation, especially in English subjects. The school is located in a suburban area and has only five active classes. Each class consists of a relatively small number of students, ranging from 10 to 18 students. However, student attendance in learning activities is very fluctuating and relatively low. In direct observation, the number of students present in class each day was on average only half of the total registered students. In fact, on one occasion, a class with 13 registered students was found, but only three students attended the lesson.

This situation is made worse by the lack of discipline and awareness of student learning. Before learning begins, teachers often have to pick up students one by one from various locations in the school environment, such as the canteen, parking area, wudhu place, or even from other classes where there is no teaching teacher. When asked why they did not go to class immediately, some students showed indifference and a lack of urgency towards the learning process. Statements such as *"ngapain aku belajar Bahasa Inggris, aku kan gak mau ke luar negeri"* (Why should I learn English? I don't want to go abroad)" are a clear illustration of their low intrinsic motivation towards English subjects. In addition, some students expressed very limited future expectations that were not related to further education. For example, some said, *"Aku lulus SMA mau nikah, aku gak mau lanjut sekolah"* (I graduated from high school and want to get married, I don't want to continue my studies)" or *"aku setelah lulus juga mau langsung kerja ikut bapak ku kerja di sawah"* (After graduating, I also want to work directly to follow my father working in the fields)". These statements illustrate their perception of school not as a means of self-development, but as a formality to get a school certificate. Even when they attend school, most of them do not bring learning equipment such as stationery or bags. When asked about their parents' response to this, their answers also reflected the lack of family involvement in the education process: *"Aku gak bakalan ditanya sama ibu ku, yang penting aku lulus dapet ijazah udah."* (My mother won't ask me, the important thing is that I graduate and get my certificate.)"

During the learning process, it was found that most students showed a low level of attention to the teacher and the material presented. When the teacher explained the material in front of the class, many students seemed unfocused. This unfocused is reflected in their habit of looking out of the window, especially students who sit near the window often stand up to peek out, as if looking for the whereabouts of their friends outside the classroom. In addition, some students were also seen playing games on their gadgets, making short videos using cell phone cameras, looking in the mirror using the front camera, drawing in notebooks, or chatting with their classmates without paying attention to the teacher. These activities took place openly and repeatedly during the learning session.

Not only did students show a lack of focus, but they also often engaged in other activities that were not related to the lesson at hand. For example, during an English learning session, some students would open textbooks from other subjects such as economics or culture and read or do assignments from those subjects. Similar phenomena were also observed during other lessons, indicating students' low engagement and attention to the lesson being taught.

Undisciplined behaviour also appears quite dominant in the classroom, such as some male students choosing to sleep at the back of the class during the teacher's explanation. On the other side, female students were seen actively talking with their friends during the learning process, which caused the classroom atmosphere to become noisy and less conducive. In addition, it is not uncommon to find students going in and out of the classroom in the middle of the lesson without asking the teacher for permission first, showing a lack of respect for classroom rules. Students' responses to direct interaction from the teacher also show a negative trend. When teachers try to engage students in discussions or ask questions, only a few students show interest or respond well. Instead, some students give disrespectful reactions, such as looking at the teacher with a cynical or indifferent expression. Even in some cases, when students are reprimanded or given warnings, they retaliate with inappropriate behaviour such as imitating animal sounds directed at the teacher.

These behaviours that did not reflect discipline and politeness tended not to be handled by the teachers. This is likely due to the socio-economic background of students from families with low levels of education, where education is not considered an important need, but only as a formality. Most of the students' parents work as farm labourers, small traders, or construction workers, so their attention to their children's academic and character development is minimal. The lack of family contribution in shaping students' character contributes to their negative attitudes and behaviours in the school environment. Under these conditions, educational interventions at school will face great challenges if they are not matched by support from the family environment.

These field facts reinforce the finding that students' learning motivation in this school, both intrinsic and extrinsic, is at a very low level. The lack of expectations from the family environment and the lack of long-term educational goals are the main factors that hinder their engagement in learning English. This condition presents a major challenge for the implementation of any learning strategy, including multimodal-based strategies, as the intervention has to compete with the social and cultural reality that views education as a secondary need.

4.2 Discussion

As the introduction explains, student motivation is a key factor in successful language learning, both in intrinsic dimensions such as curiosity and enjoyment of learning, as well as in extrinsic dimensions such as value, achievement, and social expectations (Kotera et al., 2023). Multimodal literacy has been introduced as a strategy that is considered to be able to address the needs of students in the 21st century, by using various text modalities such as visual, audio, and kinaesthetic to increase student participation and engagement (Kholis & Azmi, 2023; Suwastini et al., 2021). However, previous literature shows the positive impact of multimodal literacy on motivation (Gan et al., 2023; Kotera et al., 2023; Selimovic, 2022). This is also confirmed that the concept of multimodal literacy in the independent curriculum provides a great opportunity to strengthen motivation to learn English in diverse social contexts (Andriani et al., 2025).

This study examines the effect of multimodal literacy on students' English learning motivation with a focus on two main dimensions, namely extrinsic and intrinsic motivation. Based on descriptive data from the pre-activity and post-activity results, extrinsic motivation showed an increase in average from 17.5 to close to 18, but the minimum score decreased from 13 to 10, indicating a decrease in the external factor in influencing students' motivation. The standard deviation values on both dimensions remained stable at around 3,

indicating that the distribution of students' scores tended to be consistent before and after the treatment. In contrast, the average intrinsic motivation decreased slightly from 18 to 17, but the minimum score was increased from 6 to 11, indicating an improvement of internal motivation in low-motivated students. Overall, the changes show an improvement. The multimodal literacy strategy shows the potential to increase motivation, especially in student groups with initially low levels of motivation (Fedorenko, Svitlana. Kravchenko, 2023; Selimovic, 2022; Tan et al., 2023). This is consistent with the research which emphasizes student motivation increases when learning media is aligned with their personal experiences (Anggrisia & Islami, 2024).

One of the factors influencing these results is the socio-economic context of the students. The majority of learners in this study come from low-income families living in suburban areas. Family support for education, especially in foreign languages such as English, is also minimal. During classroom observations, it was found that many students lacked focus, were busy with personal activities such as playing games or drawing during lessons, and some even slept in class or left the classroom without permission. This reflects a deep crisis of learning motivation and cannot be directly addressed only by a multimodal media-based pedagogical strategy (Gan et al., 2023; Kholis & Azmi, 2023), but also family support as an external factor motivation. As explained that home environments and family values that do not place education as a top priority can reduce the impact of innovative learning strategies in schools (Supit et al., 2021).

In this context, the Gardner theory of motivation becomes relevant. Gardner explains that motivation to learn a second language is influenced by students' intrinsic and extrinsic orientations, as well as social support from the surrounding environment (Gardner R. C. & Moorcroft, 1985). When students do not have a strong internal understanding or drive towards the importance of English, they are less likely to respond positively to learning strategies, even if they are visually appealing or interactive (Morris et al., 2022). It was also corroborates that students from marginalised backgrounds tend to have greater motivational barriers due to a lack of emotional, economic, and cognitive support from their social environment (Ahmed, 2024; Selimovic, 2022).

In addition, students' socioeconomic background is also an important factor. As stated in previous study, students from low socioeconomic backgrounds tend to have obstacles in accessing multimodal learning resources optimally, both due to limited devices and learning environment support (Dörnyei & Ushioda, 2021; Gan et al., 2023; Supit et al., 2021). Therefore, although the multimodal strategy has been implemented, it is not necessarily able to fully overcome the structural motivational gap. Low motivation to learn in students from economically weak backgrounds is not only temporary, but also structural and systemic (Fedorenko, Svitlana. Kravchenko, 2023). They do not see English as a tool for social mobility because their life reality does not place higher education as a major aspiration. Therefore, a multimodal strategy that is not integrated with students' values and life experiences will find it difficult to penetrate the affective layer necessary to generate true motivation (Mansouri et al., 2024). De-contextualized learning will only reinforce the distance between students and teaching materials, even if delivered multimodally. Moreover, digital literacy plays an important role in motivating English-language learners, so integrating multimodal strategies with digital literacy practices can strengthen learning motivation (Nucifera et al., 2023).

The insignificant increase in student motivation can be attributed to various external and internal factors. Internally, Gardner's theory of motivation distinguishes between

intrinsic and extrinsic motivation, where students may show improvement in certain aspects, such as interest or confidence, but not in others, such as grades or instrumental drive (Gan et al., 2023; Selimovic, 2022). This finding is in line with the study which showed that multimodality integration can improve certain aspects of motivation, such as engagement and learning comfort, but the effect is not always immediately significant on overall motivation.

In another instance, the multimodal strategy requires a short period of adaptation. Media and technology-based learning requires familiarization (Syafrizal & Syamsun, 2023), so that students are able to access and understand the information presented (Girón-García & Gargallo-Camarillas, 2020; Kholis & Azmi, 2023; Suwastini et al., 2021). Without intensive assistance, students tend to see learning media as mere entertainment, not as a cognitive tool. In class observations, some students seemed more interested in making videos and drawing, not for assignments, but because it was an escape from academic demands. This phenomenon points to the importance of learning design that engages students in the production of meaning, rather than just being passive recipients of visual content (Tan et al., 2023).

Thus, the potential of multimodal strategies cannot be completely ignored. This study confirms several studies with positive results of treating this strategy in other contexts. For example, in a study by Gan, the use of interactive videos and infographics was shown to increase students' motivation and comprehension of English texts. This is also supported by the study of Sari, and Quintiliani who found that visualization and interactivity were able to strengthen understanding of meaning and increase students' confidence in using English (Gan et al., 2023; Quintiliani, 2016). However, this effectiveness is highly dependent on the teacher's success in linking the content to the students' real world. The success of multimodal strategies depends not only on the media used but also on the process of aligning the learning content with students' identities and aspirations (Greenwald et al., 2023; Zaidi & Sah, 2024). When students feel that they have no relevance or value to the material being learned, their motivation to learn will remain low, even if the delivery of the material is interesting and varied.

The findings also show that the duration of the intervention greatly influences the outcome. In this study, the intervention was conducted in only three meetings (135 minutes), which is certainly not enough to form study habits or change study attitudes significantly. Meanwhile, other studies, show that transforming students' motivation requires sufficient time, emotional engagement, and continuous reflective learning. When compared with previous studies, such as those by Mansouri, it was found that students who received visual and audio-based learning had significant increases in learning engagement and motivation (Mansouri et al., 2024). However, these results differ from the findings in this study, which showed that multimodal-based interventions of limited strength were not strong enough to change the motivation structure of students. The effectiveness of multimodality is greatly influenced by the connection between learning content and students' real lives. In the context of students who come from family backgrounds that do not support education optimally, as found in this study, the stimulus from multimodal media has not been able to overcome psychosocial barriers and inherent cultural values (Tan et al., 2023; Zaidi & Sah, 2024).

Nevertheless, this study has several explanations that need attention. First, the relatively short duration of treatment included only three meetings of 135 minutes, so it was not enough to restore balance or reflection in the student (Suwastini et al., 2021). Second,

the low level of student attendance and the lack of parents' role in carrying out the learning process result in this learning being very contextual and cannot be widely realised. Third, the instruments used only contain quantitative data, while the understanding of motivation is also a quantitative strategy. For future studies, it is proposed to apply multimodal interventions in the long term and combine them with narrative or reflective education in order to be able to realize motivational transformations more sustainably. The multimodal literacy practices, which are carried out instantly and without integration with the reality of students, have not been able to increase intrinsic and extrinsic motivation optimally.

The implications of these findings are very important for school students with low socioeconomic status. First, teachers need to realize that learning strategies, including multimodal literacy, will not be effective if they are not based on a deep understanding of students' social and psychological conditions (Morris et al., 2022; Supit et al., 2021). Secondly, teacher training programs should include pedagogical strategies based on social empathy and contextual instructional design (Mansouri et al., 2024; Zaidi & Sah, 2024). Third, schools in peripheral areas need additional support from the government or nonprofits in terms of technology facilities, digital training, and family assistance. Furthermore, if the use of multimodal can become a habit in students' daily learning, it has great potential to significantly increase their motivation to learn. This habit not only enriches the learning experience but can also foster students' interest, engagement, and confidence in learning English. Therefore, future study is recommended to implement the intervention in the long term and integrate it with reflective activities and family involvement. It is also worth exploring students from low socioeconomic backgrounds who exhibit low motivation and attitudes to learning. This attitude is not only visually appealing, but also touches students' values and builds emotional connections with learning materials. A longitudinal strategy with a combination a quantitative and qualitative method is highly recommended to understand motivation transformation more comprehensively.

The multimodal literacy practices, as stimuli of external factors, are beneficial for students to have English learning motivation. The benefit can be seen in how the external motivation brings the students to have internal motivation. The analysis proves how the students respond the external stimulus. In general, this study shows that multimodal literacy has the potential to influence students' motivation in learning English, especially its effectiveness is very high on the social context, the duration of the intervention, as well as the emotional connection between students and learning. Taking into account these findings, it can be concluded that learning strategies, however innovative, must still be carried out slowly towards student life and adapted to the needs and social conditions faced. This study provide the effective learning is always born from students in the face of whoever the students themselves are, and how best to change them with teaching materials.

On the whole, the results of this study make an early contribution to understanding the dynamics between multimodal literacy and motivation to learn in a context of low socioeconomic background. Although it was not yet showing statistical significance, the influence trend found confirms the importance of further exploration and development of more adaptive and inclusive pedagogical strategies. For future study, it is recommended that interventions are conducted over a longer period of time and involve a greater variety of media and social contexts in order to reveal the true potential of multimodal strategies in increasing students' motivation to learn.

5. Conclusion

This study shows that although multimodal literacy interventions only provide limited improvements in overall learning motivation, extrinsic motivation has been shown to play an important role in activating students' intrinsic engagement. The study confirms that while a short-term Multimodal Literacy intervention can minimally address Extrinsic Motivation (due to novelty), it is insufficient to create significant change in Intrinsic Motivation within the specific context of low-SES, peripheral high schools. Core Argument states that the study validates the hypothesis that contextual barriers (SES, low family support) function as overriding constraints that nullify the positive pedagogical effects of MML.

These findings emphasize that contextual and visually supported learning materials can enhance personal engagement, especially among students with low intrinsic motivation (Ahmed, 2024; Kholis & Azmi, 2023; Suwastini et al., 2021; Tan et al., 2023). This mechanism is consistent with the findings of Gan, which explain that intrinsic and extrinsic motivation function complementarily in maintaining student learning consistency. Additional evidence is also seen in the study, which highlights that the use of a multimodal approach can help build the engagement of students from low literacy backgrounds.

In addition, the study's findings confirm that the effectiveness of multimodal literacy is shaped by students' socio-psychological contexts, particularly among those from low socioeconomic backgrounds. Further support comes from (Suwastini et al., 2021) who demonstrate that social perceptions of the school and students' academic identities influence their learning engagement, as well as from Bachore, who argues that multimodal approaches are especially beneficial for students in rural communities with limited access to literacy resources. Future research is recommended to employ long-term strategies and family involvement as the necessary next steps to more comprehensively capture motivational development and to evaluate the sustained impact of multimodal literacy interventions.

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