

## ABSTRACT

During this pandemic Covid-19, online learning is the most essential way of teaching and learning. In this type of learning, multimodal can be an alternative way to facilitate students in learning. As one of platforms that provides multimodal, Whatsapp could be used as a media to support online learning. However, when it is inappropriately setting up, learning could be boring. The paper aims to describe the author's experiences of using group chat on Whatsapp when she did her teaching practice in one of Islamic High School in Yogyakarta. By employing Moreno & Mayer's (2007) instructional design of interactive multimodal, which consist of dialoguing, controlling, manipulating, searching and navigating, the author found that teaching with practicing interactive multimodal can build students' interest, make the material well-delivered and create a good learning enthusiasm. For students, controlling and navigating activities that they experience give them opportunities to achieve the success of the learning process.

**Keywords** : *Interactive Multimodal Online teaching and learning, Whatsapp as the Interactive Multimodal learning.*

## CHAPTER I

### INTRODUCTION

COVID-19 pandemic has caused school across the world shut and students could not attend the classroom. This situation changes education dramatically with the adoption of online learning where teaching practices are conducted distantly and learning platforms are employed digitally. Similar with other countries, most of Indonesian teachers also apply for online learning during this pandemic situation. Before COVID-19 pandemic, I had a chance to observe offline teaching practice in one of the Islamic Schools in Yogyakarta. This observation was an essential activity as a part of my preparation to practice teaching in that class. However, the outbreak of COVID-19 came and I needed to switch my teaching

practice from offline to online. Discussing the situation with my teacher supervisor, I acknowledged fundamental issues that students were less interested in the learning process and the materials and the way they were delivered seemed unattractive. To anticipate these problems happening in the online teaching that I would practice, my teacher supervisor and I agreed that I would use WhatsApp as the teaching platform. The considerations of using this platform among others were students could not access to platforms such as Google Classroom, and Zoom. Additionally, students' devices did not support high technology tools, quota to access the internet was insufficient, and connection was poor. Therefore, using WhatsApp was the best option as it could accommodate all the challenges. However, I need to create a more interactive and interesting learning design using this application. Different from offline learning in which teachers could directly approach the students to be more active, and could develop the materials more attractive and well-delivered, online learning was much challenging. Drawing on discussion recap with my teacher supervisor, I would try to create a multimodal-based teaching through WhatsApp. Considering Moreno and Mayer's (1999) the modality principle of instructional design, I believe that "the most effective learning environments are those that combine verbal and non-verbal representations of the knowledge using mixed-modality presentations" (Moreno and Mayer 2007, p.310).

Therefore, I would develop interesting activities in Whatsapp using some multimodal activities, such as video, audio, picture, and Powerpoint. In addition, through these activities I would also create activities that could enhance students' engagement when they involved in this online learning. This paper offers alternative activities by making use of interactive multimodal tools to provide the 12th grade of the Islamic High School students with more meaningful learning activities.