

THE EFFECT OF INTRODUCING BASIC ENGLISH THROUGH MULTIMODAL LEARNING ON LEARNING ACTIVITIES OF KINDERGARTEN STUDENTS

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Abstract

Language acts as a means of communication between people. At an early age, language is a tool to develop intellectual abilities that develop rapidly and thoroughly. By the principles of learning in kindergarten, the introduction of English in kindergarten should also be delivered in a fun way, using interesting media. The purpose of this study is to introduce basic English in kindergarten using aspects of multimodal learning. This study uses Anstey and Bull's multimodal theory. Multimodal learning is the use of various media in the learning process. The multimodal, there are five aspects in it, namely linguistic aspects, visual aspects, audio aspects, gestural aspects, and spatial aspects, and the subjects of this study are students from Masehi Citandui Kindergarten, Semarang. This research uses case studies. The authors use the following data collection methods: interviews, documentation, and observations. The results showed that the use of multimodal learning in teaching basic English to kindergarten students gained good effect, namely students become active, creative, confident, and begin to understand basic English, as evidenced when the author teaches by giving exercises and some assignments and repetition of material in the specified learning session.

Keywords: Education, English, Kindergarten, Multimodal, Teacher

INTRODUCTION

Law No. 20 of the Republic of Indonesia of 2001, in the book Hidayat and Abdillah (2019) defines education as a learning environment and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, and noble character. Education is useful as a conscio-

us effort and creates skills needed for oneself, society, nation, and state.

Educators at educational institutions impart different academic knowledge according to age and develop different aspects of child development Prima (2021). Child development is the result of a maturation process, development through effort and practice, that embodies inherited

potential and learning outcomes. Aspects of child development related to physical, motor, cognitive, social-emotional, linguistic, and moral development.

Language acts as a means of communication between humans. At preschool age, language is a tool for developing intellectual abilities that mature quickly and thoroughly. According to Noam Chomsky (1965), as stated in Rahman (2015), the function of language for preschoolers is to develop children's intellectual and essential competencies. Rombepajung, as stated in Janet, Fadilah, & Miranda (2016) explains that learning is acquiring a subject or adding a skill through research, experience, or teaching. Furthermore, language learning is the process of mastering a language, either a first language or a second language, as well as a foreign language that is not used in everyday communication.

English language learning for early childhood in Indonesia is not a priority in kindergartens. In addition, English education expert Pinter as stated in Arumsari, Arifin, & Rusnalasari (2017) both oral and written fluently and in accordance with its social context. This research seeks to gain knowledge about early childhood education related to English language learning in kindergarten education in Sukolilo sub-district of Surabaya city. Data collection techniques were conducted by interviews to obtain verbal information directly. From the total number of 57 kindergartens in Sukolilo sub-district, there are 28 kindergarten that become the research place. From the data obtained, as many as 28 kindergarten who became the subject of research has provided learning English during the learning proces. (Arumsari et al., 2017 explained that the standards for English learning for preschoolers (ages 3-6) focus on: First, develop your listening skills and vocabulary to speak using real, familiar

things. Second, children are still not good at analyzing English, so they don't understand grammar. Third, I don't have enough literacy. The above description is adapted based on the characteristics of children who are not yet capable of complex and thorough language analysis compared to more mature adults.

The teacher plays an essential role in introducing English to the children in the class. By submitting English, teachers can provide activities and movements such as playing games in English, acting out stories, and helping with class assignments, Heriyanto et al., (2020). Teach everyday vocabulary and phrases and use technology in your child's English learning. Incorporating children's culture into children's activities, such as when the theme of learning in Kindergarten prioritizes play through learning and learning while playing, Miranti et al., (2020). Following the principles of learning in Kindergarten, the introduction of English in Kindergarten must also be delivered in a fun way, using exciting media.

The problems in this study are firstly the lack of interest in learning English, secondly the low knowledge of English, and thirdly less interesting learning activities. This is because Masehi Citandui Semarang Kindergarten has never held English classes. The author seeks a solution to the problems experienced at Masehi Citandui Semarang Kindergarten, by making English learning interesting for students.

This learning uses a multimodal learning based on linguistic theory, namely System Functional Linguistics (SFL) developed by Halliday 1994, and as stated in Fajri, (2018). System Functional Linguistics (SFL) is a language approach used to analyze how language is used in various contexts that exist in everyday social interactions, both in spoken and written form.

Multimodal learning is a term that

refers to how people communicate using different modes simultaneously, Kress and van Leeuwen as stated in Noviani, (2018), multimodal learning, on the other hand, bases learning on the use of different types of media and education tools, such as learning uses the senses of sight, hearing, reading and writing, Kress and van Leeuwen, as stated in Megiyatri, (2022). In multimodal, according to Anstey and Bull, as stated in Hoon et al., (2023), multimodal has five aspects: 1) Linguistic: spoken and written vocabulary, structure, and general grammar. 2) Visual: colors, vectors, and angles of photos and videos. 3) Audio: volume, pitch, and rhythm of music and sound effects. 4) Gestures: movement, speed, and stillness in facial expressions and body language. and 5) Spatial: proximity, orientation, position, and arrangement of objects in space.

Several previous studies have also examined multimodal learning of learning. Abidin, (2022) researched the effect of multimodal-based education on reading literacy skills in schools, and the result is that it is effective when using multimodal theory in learning. Kasturi, (2021), the journal also analyzes Applications of multimodal learning during the Covid-19 pandemic. The results explain that using the multimodal method with technology-based learning media facilitates learning and reduces boredom.

Other research, using multimodal learning, (Lisnawati, 2021) examined Research has revealed that teachers' gestures in the teaching and learning process express multiple and diverse meanings, including gestures, raising your hand to point at a student, counting movements on your finger, pointing at an object in the classroom, etc. The results of this study show that the use of gestures by teachers facilitates subject understanding in English.

Based on the previous studies above, Although there have been several studies on introducing basic English using multimodal learning, this research is different from previous studies by using Anstey and Bull's theory, and covering five aspects, namely linguistic, visual, audio, gestural, and spatial.

This study aims to introduce basic English at Masehi Citandui Semarang Kindergarten by using multimodal aspects of Anstey and Bull's theory.

METHOD

This study uses qualitative methods. According to Sugiono, as stated in Otta et al., (2022), the qualitative research method is used to examine the condition of natural objects, where the researcher is the key instrument.

This study uses a case study, a form of qualitative research. According to Polit and Beck, as stated in Hardani, (2020), a case study is a series of activities carried out intensively, and detail programs, events, and activities at the level of individuals, groups of people, institutions, or organizations to obtain detailed information about these activities.

The author uses the following data collection methods: interviews, documentation, and observations. According to Sugiono, as stated in Ghasani, (2023), an interview is a data collection method carried out by direct questioning and answering between researchers and researched. The discussion was included. Before the author went directly to the teaching, the author conducted several interviews, including interviewing the principal about the existing conditions and problems. After that, the author interviewed the kindergarten teacher about the learning process at school, and finally, the author interviewed several students about learning English. Then there

is documentation. According to Hamid, as stated in Hardani, (2020), documentation is taking pictures taken by the author for research results. The author conducts documentation by taking photos and videos, then taking other important things for this research. Finally, according to Christian, as stated in Hardani, (2020), an observation is an activity carried out to directly observe a particular object to obtain some data and information related to that object.

Based on observations made at Masehi Kindergarten, the author found shortcomings in the learning process and facilities, namely, students are still lazy to participate in learning activities, then every day several students are late for school, and learning activities are less interesting because the teachers who teach at Masehi Kindergarten are quite old and the learning used is less efficient, for example still using the teacher as the center, namely learning is focused on the teacher so that students are not active and some facilities are not available and not functioning properly.

The subjects used in this study were the students of Masehi Citandui Kindergarten. Then this research analyzed the basic English learning activities at Masehi Citandui Kindergarten Semarang, using five multimodal aspects as defined by Anstey and Bull (2010), namely linguistic, visual, gestural, auditory, and spatial.

FINDINGS AND DISCUSSION

The author uses five aspects of multimodal learning from Anstey and Bull's (2010) theory in introducing basic English at Masehi Citandui Kindergarten Semarang. The five multimodal aspects are as follows:

Linguistic aspect

Linguistic learning for early childhood teaches about the use of spoken and

written language by studying vocabulary, reading, writing, and speaking in early childhood. In the teaching conducted at Masehi Kindergarten, the authors taught five materials in linguistic aspects, including alphabets, greetings, colors, animals, and fruits. The author then uses different media in each lesson to not only convey the material but also make it easier for the students to learn the lesson quickly.

The first material is the alphabet. The teacher begins the material by teaching how to pronounce the sounds of the alphabet, then asks students to imitate the sound alphabet in English, such as A reads [ei], B reads [bi:], C reads [si:], D reads [di:], E reads [i:], and so on.

Furthermore, the second material is greetings: before starting the lesson, the teacher certainly does greetings to greet students. The teacher teaches the vocabulary and simple greetings for students, such as Good morning, Good afternoon, good evening, Good night, goodbye, and see you.

The third material is about colors. The teacher teaches a song about this material. The teacher first introduces the color names in English and then has the students sing a song with the color theme in English.

The fourth material is animals. The teacher prepares lessons for students by telling stories using simple English. The teacher tells the story of an elephant and a cat using a visual aid in the form of a board with pictures of animals. After telling the story, the teacher asked short questions about the names of animals using English. Then the students answer using English.

The fifth material is fruits. In this lesson, the teacher prepares English lessons for students by making fun learning activities, such as making a game, namely guessing pictures. The teacher uses paper media

with images of fruits. Before the teacher does the game, the teacher introduces the names of the fruits using English. Then the teacher starts the game by showing paper with a picture of a fruit, and then students guess the image of the fruit by answering in English.

In activities in the linguistic aspect, teachers use several media to help students understand the lesson. The media used in this activity are cards containing the alphabet a-z and small pieces of paper written with the alphabet a-z, then HVS paper with the letters written with the alphabet a-z, and the last media is markers of various colors. Morning, afternoon, and evening picture paper. Then colored pencils.

The discussion of this research is compared with other journals, as follows:

Learning activities using linguistic aspects, in introducing basic English for kindergarten children is the first by introducing songs in English. Learning English through songs can play an important role in learning English for students. Songs help students learn how to pronounce various simple words in English, as evidenced when teachers invite students to learn to sing using English.

This discussion is supported by previous research that examines learning English using songs. Ranuntu and Tulung, (2018) examined the role of songs in English language learning, and the result is learning English using songs can be a good learning resource for English classes, because songs are a source of learning that has so many advantages, including linguistic learning.

The next activity in early English learning is teaching simple vocabulary. Vocabulary learning is the most important tool for learning language skills. Learning vocabulary will make it easier for students to read, write, and speak simple English,

as evidenced by the three teachers giving exercises, such as memorizing, writing, and imitating simple vocabulary.

This discussion is supported by previous research that discusses vocabulary in English. Meylina, (2021) examined the training of English vocabulary pronunciation for kindergarten teachers, this study shows that, so far, the teachers do not know how to pronounce English vocabulary correctly. Therefore, during the training, the participants practiced the method with great enthusiasm. This activity succeeded in increasing the confidence of the teachers in learning and practicing English in teaching and learning activities, especially in the introduction of English vocabulary and also this learning activity can be practiced by students, especially in kindergarten.

Learning activities use linguistic aspects, by learning and playing, the aim is to help train communication skills and also help students be creative and active in using English and overcome shyness, and this can be proven from the results of observations of teachers conducting learning, learning while playing.

This discussion is supported by previous research that discusses learning English by playing games. Fatima et al., (2019) examined English language learning with game media, showing that several elements must be met, such as vocabulary, pronunciation, grammar, and basic sentences. Game media is used as a means of English communication between teachers and students. The result is to improve students' ability to learn English by teaching English through games. This provides a fun knowledge base, especially in English vocabulary, through fun, effective, creative learning.

English learning activities with the next Linguistic aspect is telling stories using English, in this activity, learning becomes fun because the teacher tells stories

using picture board media, thus making students active in answering questions and interested in learning simple vocabulary, as evidenced by teacher observation when asking questions to students.

This discussion is supported by previous research that examines learning English by telling stories. Arvianti and Wahyuni, (2020) examined The effectiveness of local wisdom-based English educational games and the result is that using various kinds of media in learning is very interesting and fun, it can encourage students to learn English and inspire them to achieve good results.

Visual Aspect

Learning using visuals is one of the tools used in learning and can be enjoyed through the five senses. Visuals (pictures or shapes) play a critical role in learning. Visuals can facilitate understanding and strengthen memory.

The author taught four learning materials in the visual aspect, including transportation, fruits, food, and numbers. In this activity, the teacher teaches the material by showing pictorial media, watching videos, and showing visuals from the media provided.

The first material is Transportation, in which the teacher begins learning by introducing the names of Transportation on land, air, and water. After that, it was continued by inviting students to see pictures of various types of Transportation on land, water, and air, using laptop media. Students see the visuals and shapes of each means of Transportation and can find out how the Transportation is located, and can also know the English language of each of these Transportation.

The second material is fruits, in which the teacher shows a picture book of fruits. Here students see visuals of the va-

rious kinds of fruit in the picture book and also see the different shapes of each fruit. Then, the students also know the color of the fruit in the picture book. After the students visited the visuals of each fruit, the teacher asked students questions about the shape and color of the fruit they had seen.

The third material is food. Before starting this material, the teacher has previously made an announcement for students by bringing provisions four healthy five perfect. The teacher begins learning by guiding students to collect food that students have obtained, and then the teacher introduces the food in front of the class using English. So students see visuals of four healthy five perfect foods and can also find out the names of these foods in English.

The fourth material is numbers. Namely, the teacher provides laptop media to learn numbers material. In this lesson, the teacher shows a video about numbers in English. The teacher introduces numbers 1-10 first. In the video, students see the shape of each number 1-10 and the English of each number. After watching the video, the teacher creates questions for students by asking how the numbers 1-10 form in the video and what color is used in each of these numbers.

The media used in this activity is a laptop and paper with pictures of various kinds of fruit and food.

The discussion of this research is compared with other journals, as follows:

English learning activities use visual aspects, in this activity, students follow learning with enthusiasm and are not bored, because students can see visuals, colors, and shapes, in each material taught using laptop media in the form of videos or pictures, and also students easily understand English learning using visuals. Proven through observation when the teacher

is teaching.

This discussion is also supported by previous research that discusses the introduction of English using visuals. Faizah and Gumiandari, (2021) examined the effectiveness of audio and visual media on English language learning using multimodal learning and the result is that the learning process using audio and visual media must be accompanied by the direct involvement of children actively, learning using real visuals between movement and audio makes their memory sharper, and children's confidence increases for after they understand the material, children can express what they understand so that the learning process can be more flexible and on target.

Prasetyo, (2016), examined the learning English visual media for kindergarteners using multimodal learning and the results are quite effective in facilitating children to understand English, greatly assist teachers in the learning process, and also facilitate students in digesting the material provided by the teacher.

Marlianingsih, (2016) examined the introduction of English vocabulary through audio-visual. This research uses moving videos or animations and the results of this study were carried out in stages by the researcher, after which audiovisual media in the form of videos and animations were used to improve the use of English vocabulary. Students can learn vigorously and not easily bored, because learning with audio-visual media in the form of animation looks interesting, colorful, and alive. The purpose of this study is to improve the English vocabulary fluency and learning interest of 4 to 6-year-old students through the use of animated audiovisual media.

The next journal that examines English language learning using visual aspects is, Udayanti, (2021) examined the visual media of picture posters in learning Eng-

lish in early childhood. The result of the data analysis for this study was that the students were asked to answer some questions related to the English learning process using posters. The students were then asked to discuss their answers with each other. The researcher then administered a four-question questionnaire regarding the use of posters and their contribution to learning. The final result of the study was that the use of posters facilitated students' self-learning process, increased motivation, helped students understand English better than usual, and helped them understand English better than the textbooks and topics displayed.

Other research also examines the introduction of English using visuals. Purnaningsih, (2017), examined utilizing visual media to improve English learning outcomes, the results are making English learning effective, and more interesting because it presents videos and images that are liked by children, and also students easily understand learning English using visuals.

Audio aspect

Learning audio is very suitable for early childhood, especially in learning English. The author taught three learning materials in the audio aspect, including parts of the body, numbers, and coloring.

The first material is Part of the Body, starting with the teacher introducing an English song with the theme of part of the body in language. Then the teacher gives an example by singing the song, then students listen and learn every English word in the song. After that, the students sing the song slowly and together.

The second material is numbers. Before the teacher starts learning this material, the teacher prepares the media used in the form of a laptop and speakers. In numbers material, the teacher plays audio about

the names of numbers using English. In this lesson, students listen slowly to English from numbers 1-10. After listening to the material, students memorize numbers 1-10 using English, then say the number using English, together.

The third material is colors. Namely, the teacher prepares to learn for students by providing the media used in this lesson as folded paper. Next, the teacher explains colors in English, then students pay attention and listen to what the teacher explains. Students pronounce the colors using English, such as yellow, green, red, blue, black, etc.

The teacher uses several media in these three materials to help students understand the lesson. The media used in this activity is a laptop, speakers, and folded paper.

The discussion of this research is compared with other journals, as follows:

English learning activities using audio aspects, in this activity, students become active and understand simple vocabulary effectively. It is proven from the observation that the teacher gives exercises and assignments.

This discussion is also supported by previous research that discusses the introduction of English using audio, Ratminingsih, (2016) examined song-based English learning in fifth grade using audio media and the results showed that audio media made an effective contribution to improving English learning skills of fifth-grade students, also showed a positive perception of the use of song-based audio media, students were enthusiastic about learning using audio because learning through audio became fun, interesting, and easy to understand.

Then Kurniawan et al., (2022) examined the use of audio-visual media on students' English vocabulary learning out-

comes and the result is that the use of audio media has a significant effect on learning outcomes of English vocabulary with pet and wild animal material.

Other studies have also examined the introduction of basic English using audio. Tambayong, (2019) examined the use of audio-visual media and English vocabulary memorization, with the result that students reacted positively to the use of audiovisual media. This can be proven by the increase in participants' scores in the pre-test and post-test, the results of which can increase children's confidence in pronunciation, increase memory of English vocabulary, and students become enthusiastic about learning. and make children more motivated to continue learning, and students can learn to make their sentences in English.

Gestural aspect

Using the gestural aspect in learning English, the teacher can provide gestural and kinesthetic activities for students, During the lesson the teacher taught 3 materials for this activity to take place, the material includes parts of the body, sports, and colors.

The first material is parts of the body, the activities carried out in this material are the teacher introduces a song with the theme of body parts, then the teacher sings the song using English accompanied by gestural that show the parts of the body, starting with singing, so here the movements produced by the teacher are on the face and mouth. The face has a cheerful expression and the mouth moves because it is singing. The next gesture occurs when the teacher introduces body parts using gestural, when the song mentions the head and shoulders, the teacher's hands move to touch the limbs that are being spoken, then when the song mentions other body parts, namely knees, and feet, the teacher gives an

example of doing the gestural with a bent position because the knees and feet are at the bottom and interspersed with the gestural of both hands touching the knees and feet.

The second material is sports, namely doing sports learning the teacher invites students to warm up first, in this activity the limbs consisting of the head, neck, hands, body, and legs in the teacher make gestures, such as the head moving right, left, up and down, then the neck that moves to the right and left, there are the hands that make circular gestural, moving right, left, forward, then there is the body which follows the gestural of each limb when carrying out joint movements, and there are the legs which make lifting, jumping and running gestural in place. In carrying out this learning, it was fun, because the teacher was active and enthusiastic in teaching sports learning, and this made the teacher make a lot of gestures, and then what is taught by the teacher in the example by students.

The third material is color, in this material, the teacher provides an activity that is stringing beads (*merangkai manik-manik*). In stringing beads (*merangkai manik-manik*), students can recognize colors. Before entering the lesson, the teacher introduces the colors in English, while introducing and speaking, the gesture that occurs here is in the expression of the teacher who is excited and cheerful, the next gesture that occurs in the teacher is in the movement of the hand which introduces colors by raising the hand. Furthermore, the teacher starts teaching students to practice stringing beads (*merangkai manik-manik*), Here the teacher does not only explain in front of the class, but the teacher approaches them one by one the students to be assisted in this activity, and the teacher actively moves and gestures.

The discussion of this research is compared with other journals, as follows:

English learning activities use gestural aspects, in this activity, teachers do a lot of gestures when teaching English learning. The use of gestures makes it easier to explain the material to students. Then through the teacher's expression when explaining English material, showing facial expressions that are excited in teaching, making students excited in learning English, and learning becomes fun and interesting, gestures that are done spontaneously create a classroom atmosphere that is not awkward, not easily bored, and not easily sleepy. It is proven that the three teachers are teaching using gestures

This discussion is also supported by previous research that discusses the introduction of English using gestural aspects. Lisnawati, (2021) examined the English teacher's hand gestures in the delivery of teaching materials, based on the results of the study, it was found that several multimodal meanings were represented in the teacher's gestures during the teaching and learning process, namely: gestures, raising hands and pointing at students, counting movements with fingers, pointing at objects in the classroom. The results of this study show that the use of gestures by teachers facilitates the understanding of subjects in English.

Nirmala, (2021) examined describing English Teachers' hand gestures using multimodal discourse and the results of data analysis show that teachers use three ways to convey meaning, namely, students are involved in class activities by raising their hands and waving, and starting questions during lessons by raising their hands. shaking hands; as well as natural gestures in the form of writing, moving the head, and moving the hands during teaching and learning. Shaking hands as well as natural

movements in the form of writing, moving the head, and moving the eyes during teaching and learning. Then the results show that the delivery of meaning can motivate students during the teaching and learning process in the classroom.

Then Ayu, (2019) examined the importance of understanding body language for early childhood education teachers. Which contains understanding body language is very important for a teacher, especially a teacher in the future. The benefits of understanding body language are great for teachers and students. In the learning process, teachers are expected to use body language more often to achieve learning objectives and strengthen the bond between teachers and students.

Furthermore, Susanti, (2018) examined teacher gestures as a communication and learning strategy, this research shows that, in addition to representative gestures and statements by teachers to deaf students, this has a positive impact on the learning process carried out by teachers and students and the representations made by teachers affect students.

Other research also examines gestures. Wahyuningsih et al., (2018) examined the effect of teacher gestures on the discipline behavior of group B students. In this study, researchers gave suggestions to future teachers, namely in learning as an educator should pay more attention to the characteristics of students, especially in educating students. Increasing discipline from an early age requires the right strategy and the way teachers can be present amid children not only physically but also mentally, making children feel comfortable. About the comfort that a child feels so that the child functions well and behaves well. One strategy that teachers can use is the use of teacher gestures that make children comfortable.

Spatial Aspect

School is one of the goals or places for learning. Learning using this unique aspect is related to a comfortable place or location to interact, play, and learn with friends. So it must have a strategic position to be able to study. Where the author conducts teaching activities is very strategic because the school has adequate facilities, such as a playground, fields, and classes that are conducive to learning.

Learning basic English, with teaching materials about nature. This time, the teacher invites the students to learn about nature and encourages them to learn outside the classroom, for example by introducing English: trees, houses, etc. This activity keeps the students from getting bored and allows them to enjoy the natural beauty around the school environment.

In the following material, the teacher teaches students to learn while playing, so here, the teacher is closer to the students, so there is no awkwardness between the teacher and students. Still, the teacher can mingle and play together without the status of teacher and student.

The discussion of this research is compared with other journals, as follows:

English learning activities use spatial aspects. This aspect relates to the place or location where learning takes place. The purpose of outdoor learning is so that students can adjust to the environment, the surrounding nature and realize the importance of early socialization and life experience in the environment and nature around and appreciate the environment, and learning English outdoors can create a fun atmosphere, and students become enthusiastic in learning. Proven from teacher observation during the learning process

This discussion is also supported by previous research that discusses the introduction of English using spatial aspects.

Herlinda, (2018) examined pre-primary school learning with an outdoor strategy and the results show that outdoor learning in pre-primary school learning can make the learning atmosphere comfortable and fun, thus motivating students to learn. In addition, outdoor learning activities are a natural introduction to nature and have many benefits for children, and also through these learning activities have benefits for the overall development of children in physical, cognitive, linguistic, emotional, and social aspects.

CONCLUSION

Based on the results of the research and discussion previously described, it can be concluded that the introduction of basic English using multimodal theory by Anstey and Bull (2010), consists of five aspects, namely, the first, there are linguistic aspects, in this aspect, students learn about pronunciation, greetings, recognizing songs, telling stories, and games. The second, there is the visual aspect, in this aspect, students learn about transportation by looking at videos, and fruit names by looking at pictures. The third, there is the audio aspect. In this aspect, students learn English by hearing songs and hearing teachers who are explaining the material. The fourth, there is the gestural aspect. In this aspect, students and teachers do learning by expressing and doing a lot of movement on body parts. The fifth is the spatial aspect. Students carry out learning activities outside the classroom.

The results showed that the use of multimodal learning in teaching basic English to kindergarten students gained good effect, namely students become active, creative, confident, and begin to understand basic English, as evidenced when the author teaches by giving exercises and some assignments and repetition of material in the specified

learning session.

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