

## ABSTRACT

**Imas Nurul Hikmah, 1212040075, 2025.** Investigating Students' Behavioral Engagement in EFL Reading Learning Through Multimodal Teaching: A Case Study of Grade 8 at MTs Negeri 3 Purwakarta.

The low level of student behavioral engagement in English reading learning can be seen from the lack of active participation during the learning process. Therefore, it is necessary to implement teaching strategies that can create a more interesting, interactive, and student-centered learning environment, one of which is multimodal teaching. The purpose of this study is to explain how multimodal teaching is applied in English reading learning, identify its contribution to enhancing student behavioral engagement, and investigate students' responses to reading lessons conducted through multimodal teaching.

This study employed a qualitative approach with a case study method. The data were collected through classroom observations conducted over three meetings and interviews involving both the English teacher and the students as respondents. The participants of this study were Grade 8 students at MTs Negeri 3 Purwakarta along with one English teacher. The collected data were analyzed using Miles and Huberman's analysis technique.

The findings of this study indicate that several aspects of multimodal teaching, namely visual, auditory, spatial, kinesthetic, and linguistic had been implemented, although not consistently across all meetings. Nevertheless, multimodal teaching was found to enhance students' behavioral engagement, particularly in terms of attendance, participation, focus, following instructions, and task completion. In addition, students expressed positive responses, stating that the use of varied media made reading lessons more enjoyable, easier to understand, and encouraged them to be more actively involved in class.

Based on these findings, it can be concluded that multimodal teaching shows positive results in enhancing student behavioral engagement in English reading learning, although its implementation still requires further optimization. Therefore, it is recommended that teachers explore a wider range of modalities to enrich classroom practice, while future researchers are encouraged to investigate other dimensions of engagement, namely emotional and cognitive engagement, in order to provide more comprehensive insights.

**Keywords:** *Multimodal Teaching, Behavioral Engagement, Reading Learning.*