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A Literature Review of Multimodal Text Use in Teaching Observation Report Writing

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A B S T R A C T

Multimodal texts are increasingly used in writing instruction, yet their application to observation report (LHO) writing, a genre that demands objective, factual, and systematically structured descriptions, has rarely been examined. This study aims to synthesize previous research to describe the potential of multimodal texts in teaching observation report writing. A literature review was conducted using 16 articles retrieved from Google Scholar (2020–2026) covering junior high, senior high, and vocational high school levels. The data were analyzed qualitatively through data reduction, data display, and conclusion drawing, followed by a cross-synthesis of the two bodies of research. The findings show that studies on multimodal texts and studies on observation report writing have developed separately. The cross-synthesis suggests that infographics, annotated photographs, and observation videos can help students overcome difficulties in formulating the general classification and describing the parts of an object, and a conceptual instructional design framework is proposed. In conclusion, multimodal texts have considerable potential for observation report writing, but the evidence remains indirect; experimental and design-based research is needed.

1. Introduction

Writing skills constitute one of the essential language skills in Indonesian language learning because they are closely related to the ability to process ideas, organize information, and communicate it in written form. According to Widodo et al. (2024), writing is a creative process that requires knowledge, skills, techniques, and continuous practice. In the context of learning, writing is not merely understood as the activity of expressing ideas, but also as a thinking process that requires the ability to organize information, use language accurately, and communicate messages clearly to readers. Therefore, writing skills need to be developed through learning that enables students to organize and communicate their ideas effectively.

One form of writing competence that students need to master is writing observation report texts. Kosasih (2014) explains that an observation report text presents factual information about events, places, objects, or people obtained through observation, so that readers gain knowledge rather than imagination. Learning to write observation report texts requires not only language competence but also the ability to observe objects carefully, classify information, and arrange observational findings into a coherent text structure (Wardani, 2020). Consequently, instruction in writing observation report texts requires strategies and media that can help students understand the observed object while systematically organizing information.

Although instruction in writing observation report texts has been widely implemented in schools, various studies continue to indicate difficulties experienced by students. Putri et al. (2021) reported that students have difficulty developing observational findings into writing that is systematic, objective, and consistent with the structure of an observation report text. These difficulties are evident in composing general statements, developing descriptions of parts, selecting appropriate vocabulary, and constructing logical sentences. Such findings indicate that instruction in writing observation report texts still requires instructional media and strategies that can help students understand observed objects and organize information more effectively.

The characteristics of the observation report genre explain why it is well suited to multimodal support. In genre-based terms, an observation report is a report genre that classifies a phenomenon and then describes its parts, properties, and behavior in an objective and factual manner (Martin & Rose, 2008). Its generic structure, which begins with a general classification and continues with descriptions of parts, is essentially a hierarchy of whole–part and class–member relations, and such relations are more readily expressed through images, diagrams, and spatial layout than through verbal text alone (Kress & van Leeuwen, 2021). Because the content must be accurate and verifiable, students also need repeated access to the observed object, which photographs and video recordings can provide when the real object cannot be brought into the classroom. From a cognitive perspective, presenting words and pictures together can reduce the mental effort needed to integrate information and help learners build coherent mental representations (Mayer, 2020; Sweller, 1988). In practical terms, the modalities most relevant to observation report writing are photographs of real objects, infographics that show classification, annotated diagrams of the parts of an object, and video recordings of observation activities. Therefore, the objective, factual, and structured nature of observation reports provides a stronger theoretical reason for using multimodal texts than the success of multimodal texts in other genres, such as negotiation or persuasion, alone.

The use of multimodal texts as instructional media in Indonesian language learning has been widely examined in recent years. Multimodal text is a text that combines verbal and nonverbal elements, such as images, audio, video, animation, and visual layout, in the construction of meaning (Kayati, 2022). Various studies demonstrate that multimodal texts make positive contributions to writing instruction across different text genres. Multimodal texts have proven effective in teaching response, procedure, biography, negotiation, and argumentation texts (Anugrah et al., 2025; Aryastuty et al., 2026; Cahyani et al., 2025; Suryantini et al., 2025). Although applied to different genres, these studies reveal a relatively consistent pattern: integrating verbal and visual elements can improve material comprehension, student engagement, learning motivation, and writing quality.

Research on teaching students to write observation report texts has also developed considerably. Studies have employed various instructional models, strategies, and media, including Think Talk Write, Discovery Learning, Graphic Organizer, scrapbook, FlipHTML5, and Cyberlink PowerDirector (Amelsi et al., 2024; Hajar et al., 2023; Herawati, 2022; Larasati et al., 2025; Mustika et al., 2023). In general, these studies show that instructional interventions can improve students' ability to understand observation objects, organize information, and compose observation report texts. However, the studies remain focused on particular instructional models, strategies, or media and have not specifically examined multimodal texts as the primary medium for teaching observation report writing.

Based on the synthesis of previous studies, two tendencies can be identified. First, research on multimodal texts consistently demonstrates their effectiveness in improving writing skills across various text genres, yet their use in teaching observation report writing has not become a major focus of inquiry. Second, research on teaching observation report writing has developed through diverse instructional models, strategies, and media, but has not integrated multimodal texts as its principal focus. This condition indicates a research gap concerning the use of multimodal texts in teaching observation report writing. Therefore, a literature review that specifically synthesizes previous findings is needed to obtain a comprehensive understanding of

the potential use of multimodal texts in teaching students to write observation report texts. Based on this research gap, this article aims to synthesize previous studies on multimodal texts and observation report writing in order to describe the potential of multimodal texts in teaching observation report writing and to propose a conceptual framework for their use. The review is expected to provide a comprehensive account of the potential of multimodal texts to support observation report writing and to serve as a conceptual foundation for future empirical research and innovation in Indonesian language instruction.

2. Methodology

This study employed a literature review method to examine previous research concerning the use of multimodal texts in teaching observation report writing. The data consisted of secondary data derived from scientific articles relevant to the research topic. The review followed systematic screening procedures adapted from the identification, screening, eligibility, and inclusion logic of the PRISMA framework, so that the selection of articles can be traced and the risk of selection bias can be reduced. Data sources were obtained by searching for articles through Google Scholar within the 2020–2026 publication period. The search used two keywords, namely "multimodal text" and "writing observation report texts." The initial search yielded 8,620 records for the keyword "multimodal text" and 16,500 records for "writing observation report texts." Google Scholar was chosen as the only database because research on school-level Indonesian language instruction is published mostly in national journals, which are not always indexed in international databases such as Scopus, and Google Scholar offers the widest coverage of such journals. However, Google Scholar indexes sources broadly and applies little filtering, so the retrieved records can vary in quality and some relevant articles may have been missed. This limitation is acknowledged and was addressed by applying explicit inclusion and exclusion criteria, as summarized in Table 1.

Table 1. Inclusion and Exclusion Criteria

Criterion	Inclusion	Exclusion
Topic	Studies on multimodal texts in writing instruction or on observation report writing instruction	Studies on other skills or topics that did not address writing instruction
Publication period	Published between 2020 and 2026	Published outside this period
Educational level	Junior high school, senior high school, and vocational high school	Elementary school and higher education
Availability	Full text accessible	Only abstract or metadata available
Reported outcome	Findings on students' writing outcomes reported	No findings on writing outcomes

The articles were subsequently selected according to topic relevance, publication year, educational level (junior high school, senior high school, and vocational high school), and full-text availability. Based on this selection process, 16 articles met the criteria for analysis. The selection was carried out in four stages. In the identification stage, the searches produced 25,120 records in total. In the screening stage, titles and abstracts were checked for topic relevance, publication year, and educational level. In the eligibility stage, the full texts were read to confirm that the criteria in Table 1 were met. In the inclusion stage, 16 articles remained, consisting of seven articles on multimodal texts and nine articles on observation report writing. The flow of this selection process, including the total number of records excluded, is presented in Figure 1. To limit selection bias, the same criteria were applied to both keyword sets, and the direction of the findings (positive, neutral, or negative) was not used as a selection criterion. A formal methodological quality score was not applied, which is acknowledged as a limitation of this review.

Data were collected using documentation techniques. Articles that met the criteria were compiled according to the research focus, classified by topic relevance, read in full text, documented for information related to the research objectives, and then grouped according to the research framework. These data-collection stages referred to the steps of library research described by (Magdalena et al., 2021). The data were analyzed descriptively and qualitatively using the Miles and Huberman analytical model, which includes data reduction, data display, and conclusion drawing, as described by (Magdalena et al., 2021). During data reduction, relevant information from the 16 selected articles was identified and summarized according to the research focus. Data display was conducted by grouping research findings into themes related to the use of multimodal texts in teaching observation report writing.

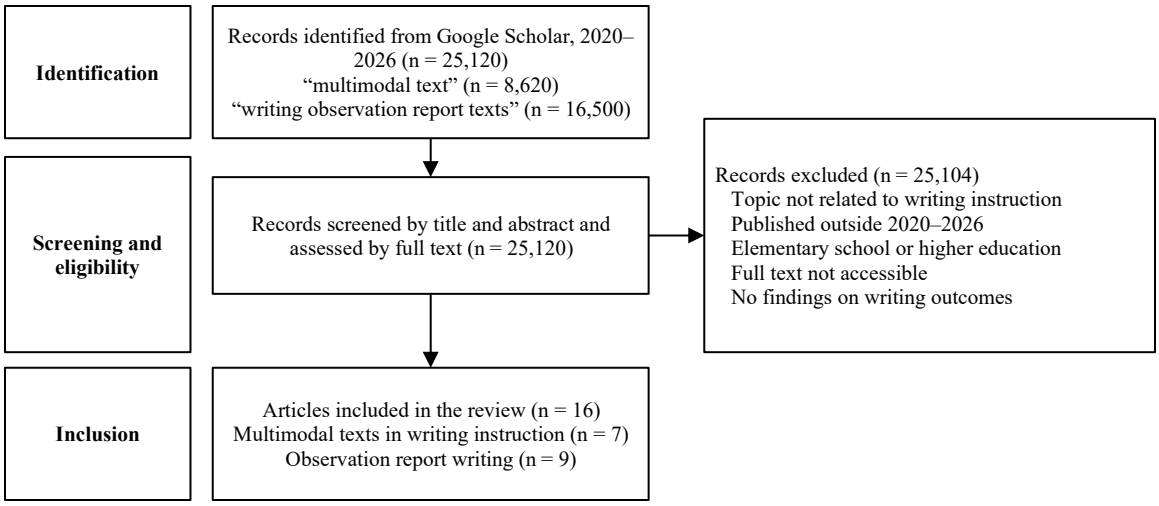


Figure 1. PRISMA Flow Diagram of the Article Selection Process

Finally, conclusions were drawn by synthesizing all findings to obtain a comprehensive account of the potential use of multimodal texts in teaching observation report writing. After these three steps, a cross-synthesis was conducted by mapping the difficulties in observation report writing reported in the observation report studies against the features of multimodal texts reported in the multimodal studies, and a critical appraisal of the design, context, and reporting of each article was carried out to support a balanced interpretation.

3. Results and Discussion

Based on the Google Scholar search using the keywords "multimodal text" and "writing observation report texts," a number of articles were identified and subsequently screened according to the inclusion and exclusion criteria. Through the data-reduction process, 16 articles met the criteria and were used as data sources in this study. The selected articles were then presented according to their research characteristics, as shown in Table 2.

Table 2. Characteristics of the Analyzed Articles

No	Author(s), Year	Topic	Main Finding
1	Anugrah et al. (2025)	Multimodal texts	Improved students' response-text writing skills
2	Kayowana et al. (2026)	Multimodal texts	Multimodal integration helped students understand procedure-text structure and content
3	Suryantini et al. (2025)	Multimodal texts	Improved student engagement and writing outcomes
4	Sitorus et al. (2025)	Multimodal learning	Had a positive effect on writing ability
5	Cahyani et al. (2025)	Multimodal texts	Improved students' negotiation-text writing ability
6	Naibaho and Wahyuni (2024)	Poster-based multimodality	Improved creativity and writing quality
7	Wardani (2020)	Think Talk Write	Improved observation report writing skills
8	Inayati et al. (2022)	Field Trip and Google Classroom	Improved observation report writing ability
9	Hajar et al. (2023)	Discovery Learning	Improved observation report writing outcomes
10	Amelsi et al. (2024)	Experiential Learning and scrapbook	Positively influenced observation report writing skills
11	Larasati et al. (2025)	FlipHTML5 e-module	Judged very feasible by validators and students as a digital e-module
12	Alam et al. (2025)	Genre-Based Approach (GBA)	Improved observation report writing ability
13	Pramesti et al. (2024)	Scrapbook	Effectively improved observation report writing skills
14	Herawati (2022)	Graphic Organizer	Helped students organize observation report information
15	Mustika et al. (2023)	Flipped classroom + Cyberlink PowerDirector	Valid and effective in improving observation report writing outcomes
16	Aryastuty et al. (2026)	Integrated multimodal texts	Significantly improved argumentation writing ability

Based on the article characteristics presented in Table 2, the analyzed studies shared related research foci and could therefore be grouped into two major themes. This grouping was conducted to facilitate the analysis and synthesis of findings in accordance with the objective of the literature review. The two themes were (1) the use of multimodal texts in writing instruction and (2) the improvement of observation report writing skills through instructional models, strategies, and media. The grouping is presented in Table 3.

Table 3. Grouping of Research Themes

Theme	Article Numbers	Core Findings
Use of multimodal texts in writing instruction	1, 2, 3, 4, 5, 6, 16	Studies in this group show that multimodal texts effectively improve students' writing skills across various genres while increasing motivation, participation, and understanding during learning.
Improvement of observation report writing through instructional models, strategies, and media	7, 8, 9, 10, 11, 12, 13, 14, 15	Studies in this group show that observation report writing skills can be improved through active learning models, focused instructional strategies, and media that support students' writing processes.

The thematic grouping shows that seven articles examined the use of multimodal texts in writing instruction across various genres, whereas nine articles addressed the improvement of observation report writing skills through various instructional models, strategies, and media. The two groups of studies were subsequently synthesized to obtain a comprehensive understanding of the potential use of multimodal texts in teaching observation report writing. The synthesis of seven articles indicates that the use of multimodal texts contributes positively to writing instruction across various genres. Although the studies addressed response, procedure, biography, negotiation, persuasion, drama, and argumentation texts, they demonstrated a relatively similar tendency: improved student understanding of learning materials, greater engagement in learning, and better writing quality. These findings suggest that integrating verbal, visual, and digital media elements can help students understand information more concretely, thereby making the process of developing ideas into written form more effective.

This finding is supported by Anugrah et al. (2025) who showed that multimodal texts effectively improved students' response-text writing skills. Similar findings were reported by Kayowana et al. (2026) in procedure-text instruction and by Suryantini et al. (2025) in biography-text instruction. These three studies demonstrate that presenting information through a combination of text and visual elements helps students understand text structure and content, thereby enabling them to develop writing more systematically. Consistency is also evident in the studies by Aryastuty et al. (2026); Cahyani et al. (2025); Naibaho and Wahyuni, (2024); Sitorus et al. (2025). These studies show that multimodal texts not only improve writing ability but also foster creativity, active participation, idea organization, and the construction of more logical arguments. Despite being applied to different text genres, all studies reveal a similar pattern: multimodal texts support writing instruction by presenting information in a more concrete and meaningful manner. Based on this synthesis, multimodal texts can be understood as having substantial potential as media for writing instruction because they can help students understand objects or information more comprehensively before expressing them in written form. Nevertheless, all studies in this group focused on text genres other than observation report texts; consequently, the application of multimodal texts to observation report writing remains insufficiently investigated. This condition creates an opportunity to develop research on the use of multimodal texts in teaching observation report writing.

The synthesis of nine articles shows that observation report writing skills can be improved through various instructional models, strategies, and media. Despite employing different approaches, all studies demonstrate a similar tendency: helping students understand observation objects, organize information, and arrange observational findings into a systematic text structure. These findings indicate that successful instruction in observation report writing is influenced not only by mastery of subject matter but also by the selection of instructional models and media capable of facilitating students' thinking processes and idea development. This finding is supported by Hajar et al. (2023), Inayati et al. (2022), and Wardani (2020), who implemented Discovery Learning, field trips supported by Google Classroom, and Think Talk Write, respectively. These studies show that instruction involving thinking, discussion, information discovery, and direct observation activities can help students understand observation objects before expressing their findings in written form. Thus, students not only learn the structure of observation

report texts but also gain learning experiences that support more systematic report writing.

In addition to instructional models, various learning media contribute positively to improving observation report writing skills. Studies by Amelsi et al. (2024), Herawati (2022), Larasati et al. (2025), Mustika et al. (2023), Pramesti et al. (2024) show that scrapbook, FlipHTML5, Graphic Organizer, and Cyberlink PowerDirector can help students organize observational information, increase engagement in learning, and facilitate the composition of observation report texts. Although the media differ, the studies reveal a similar pattern: improvement in students' ability to compose reports based on factual observations in a coherent and objective manner. Further support for these findings is provided by Alam et al. (2025) who implemented the Genre-Based Approach. The study shows that understanding text structure, linguistic features, and social purposes contributes to students' ability to compose observation report texts appropriately. This finding indicates that improving observation report writing requires instructional support oriented not only toward the final written product but also toward the process of understanding text characteristics and systematically processing observational information.

Based on the synthesis of all studies within this theme, various instructional models, strategies, and media share a common purpose: helping students understand observation objects, develop ideas, organize information, and compose reports systematically. However, most studies remain focused on the effectiveness of particular models or media without specifically employing multimodal texts as the primary medium in observation report writing instruction. This condition indicates that multimodal texts still offer opportunities for further investigation as alternative instructional media capable of integrating verbal and visual elements in the writing process. The synthesis of both research groups demonstrates that the use of multimodal texts and the implementation of various instructional models, strategies, and media contribute positively to improving students' writing skills. Research on multimodal texts consistently shows that the integration of verbal, visual, and audiovisual elements can improve material comprehension, student engagement, and writing quality across different text genres. Meanwhile, studies on observation report writing show that instructional success is supported by models and media that help students observe objects, organize information, and compose reports systematically.

Nevertheless, the synthesis indicates that the two research groups have largely developed separately. Studies on multimodal texts have rarely applied them to observation report writing, whereas research on observation report writing has more frequently employed other instructional models, strategies, or media. This condition indicates that there remains room to integrate multimodal texts into observation report writing instruction. Based on the synthesis of previous studies, this review provides a more comprehensive account of the potential use of multimodal texts in teaching observation report writing. The findings indicate that multimodal text integration has the potential to become an instructional alternative that supports students in understanding observation objects, organizing information, and composing reports systematically. Therefore, this review is expected to serve as a conceptual foundation for future research and innovation in Indonesian language instruction.

Although the reviewed studies consistently report positive outcomes, a balanced reading requires attention to their limitations. First, all of the analyzed articles reported improvements and none reported null or negative results, which may reflect publication bias and the tendency of local intervention studies to report successful classroom implementation. Second, several studies were conducted in a single school or even a single class, as the titles of Anugrah et al. (2025), Hajar et al. (2023), Pramesti et al. (2024), Wardani (2020) indicate, so the generalizability of their findings is limited. For example, Alam et al. (2025) used classroom action research in two cycles with one class of Grade X students at a vocational school, a design that cannot separate the effect of the approach from other classroom factors.

Similarly, Amelsi et al. (2024) used a quasi-experimental design with one experimental class and one control class of 29 students each in a single school, and they found no interaction between the experiential learning method and the scrapbook medium, so the specific contribution of the medium could not be separated from that of the method. Third, the intervention contexts differ widely: Inayati et al. (2022) was carried out during the Covid-19 pandemic using an online platform, whereas other studies used printed media or e-modules, so the reported improvements are not directly comparable. Fourth, five of the seven studies on multimodal texts were produced by the same research group at one university, to which some authors of this article also belong, which may limit the diversity of contexts and calls for independent replication. In addition, Larasati et al. (2025) was a research-and-development study that

assessed the feasibility of an e-module through validators and 21 students rather than students' writing outcomes, so it cannot be read as evidence of effectiveness. Finally, because this review synthesized the main findings reported by the authors and did not re-analyze their data, aspects such as sample size, instrument validity, and intervention duration could not be compared systematically. Future reviews should therefore apply a quality-appraisal checklist covering these aspects.

Moving beyond the separate reading of the two groups of studies, a cross-synthesis was conducted by relating the difficulties of observation report writing to the multimodal features that the first group of studies found helpful. Putri et al. (2021) identified four recurring difficulties: composing general statements, developing descriptions of parts, selecting appropriate vocabulary, and constructing logical sentences. Table 4 maps each difficulty to a multimodal feature, the proposed mechanism, and the related evidence in the reviewed studies. The mapping also shows that the boundary between the two groups is less sharp than their separate research trajectories suggest. Several media used in the observation report studies, namely graphic organizers, scrapbooks, FlipHTML5 e-modules, and video-editing software, are visual or audiovisual and therefore share features with multimodal texts. However, these studies did not frame or evaluate them as multimodal texts, that is, as an integrated combination of modes designed for making meaning (Kress & van Leeuwen, 2021). The matrix is therefore a conceptual proposal derived from the synthesis, and its mechanisms remain hypotheses to be tested empirically.

Table 4. Cross-Synthesis of Observation Report Writing Difficulties and Multimodal Features

Difficulty in Writing LHO	Multimodal Feature and Proposed Mechanism	Related Evidence in Reviewed Studies
Composing general statements (general classification)	Classification infographic or labelled diagram that shows the class of the object and its place in a hierarchy; the visual hierarchy makes the classifying relation explicit (Kress & van Leeuwen, 2021)	A graphic organizer helped students organize observation report information (Herawati, 2022)
Developing descriptions of parts	Annotated photographs of real objects with labels placed next to each part; proximity of picture and words reduces split attention (Mayer, 2020; Sweller, 1988)	Visual and digital media supported report writing (Larasati et al., 2025; Pramesti et al., 2024); the specific role of annotated images has not been the focus of the reviewed studies
Selecting appropriate vocabulary	Captioned images and short audiovisual explanations that pair technical terms with the observed object, allowing students to link term and image (Mayer, 2020)	Multimodal texts improved understanding and writing quality in other genres (Kayowana et al., 2026; Suryantini et al., 2025); no direct evidence for observation report vocabulary
Constructing logical sentences and coherent structure	Observation videos divided into steps, and consistent layout and color coding of the text structure, which signal sequence and relations among parts	Video-based media were valid and effective (Mustika et al., 2023); field trip activities supported direct observation (Inayati et al., 2022)

The matrix indicates that the contribution of multimodal texts is expected to differ across the components of the observation report. For the general classification, a classification infographic can make the class and subclass of the observed object visible at a glance, so that students can formulate the opening statement from a clear hierarchy instead of from memory. For the description of parts, annotated photographs place each label next to the corresponding part, which allows students to move from observation to description without having to hold visual details in memory while searching for words. Observation videos can additionally support the sequencing of information because they can be paused and replayed, whereas color and layout can signal the structure of the text to students who are still learning the genre. The same features may also introduce risks, such as decorative images that increase cognitive load or distract students from the factual focus of the report. Hence, multimodal resources need to be designed selectively and aligned with the generic structure of the text.

Based on this cross-synthesis, a conceptual instructional design framework for multimodal observation report writing is proposed, as presented in Table 5. The framework integrates the stages of the Genre-Based Approach reported by Alam et al. (2025), the observation-based learning activities in Hajar et al. (2023) and Inayati et al. (2022), and the visual organization of information in Herawati (2022), and it adds specific multimodal resources at each stage. It is a conceptual proposal developed from the reviewed literature and has not yet been tested

empirically. Teachers can adapt the sequence to the educational level, the available devices, and the object being observed, for example, by using real objects in schools with limited devices and short videos where the object cannot be brought into the classroom.

Table 5. Conceptual Instructional Design Framework for Multimodal Observation Report Writing

Stage	Multimodal Resource and Activity	Writing Aspect Supported
1. Orientation to the genre	The teacher presents a multimodal model text (photograph, classification infographic, and written report) and discusses its structure and language features	Text structure, social purpose, and language features
2. Observation	Students observe real objects or a short observation video using an observation sheet	Accuracy and objectivity of observation data
3. Classification	Students complete an infographic or graphic organizer that places the object in a class and lists its parts	General classification and organization of information
4. Description of parts	Students annotate photographs of each part and write descriptions based on the labels	Description of parts, vocabulary, and factual detail
5. Drafting	Students compose the full report individually, using the multimodal model as a reference	Coherence, logical sentences, and standard language
6. Reflection and assessment	Students and the teacher review the report using a checklist and a rubric aligned with the visual guides	Revision and self-assessment

For teachers, the framework suggests selecting and sequencing visual and audiovisual resources according to the component of the report that students find most difficult, instead of using images only as decoration. For developers of teaching materials and curriculum designers, it implies that textbooks and modules should integrate visual observation guides, such as photographs of observable objects, classification diagrams, and observation checklists, with writing tasks in one coherent sequence. Development studies published in the Journal of Education and Learning Research illustrate how contextual teaching materials can be produced systematically with the ADDIE model.

Istiqomah et al. (2025) developed digital teaching materials based on local wisdom and reported that the materials were suitable for use and improved students' learning outcomes, while Simarmata et al. (2026) developed a handout that experts judged very valid in terms of content, language, presentation, and graphics. Although these studies address reading comprehension and biodiversity rather than observation reports, their procedures, especially expert validation before classroom use, can serve as a model for developing multimodal observation report materials. Curriculum designers may also consider aligning the learning outcomes of the observation report with visual and digital literacy so that the two competencies are developed together.

Several directions for future research follow from this review. First, the framework should be tested in quasi-experimental studies that compare multimodal and conventional instruction in observation report writing, and in design-based research that refines the resources through repeated cycles of design, classroom trial, and revision. Second, such studies should measure not only writing quality but also the accuracy of observation and the cognitive load experienced by students, and they should be conducted at junior high, senior high, and vocational high school levels. Third, empirical reports should state the sample size, the validity and reliability of the instruments, and the duration of the intervention so that later reviews can compare the strength of evidence. This review itself has limitations: it relied on a single database, used a limited publication window, did not apply a formal quality score, and analyzed the main findings reported by the authors instead of the raw data. Future reviews can address these limitations by following the full PRISMA protocol and by searching additional databases such as Scopus and DOAJ.

4. Conclusion

This review aimed to describe the potential of multimodal texts in teaching observation report writing based on previous studies. The synthesis shows that multimodal texts have considerable potential for this purpose, although the evidence is indirect: studies on multimodal texts concern other genres, whereas studies on observation report writing have relied on other instructional models and media. The cross-synthesis indicates that classification infographics, annotated photographs, and observation videos can address students' difficulties in formulating the general classification and describing the parts of an object, and these features are organized into a multimodal instructional design framework for teachers. The aim of the review was therefore achieved at the conceptual level, but its claims remain hypotheses because no empirical test of the framework

was found and because the review relied on a single database without a formal quality score. Teachers can use the framework to select and sequence visual and audiovisual resources, while developers of teaching materials and curriculum designers are advised to integrate visual observation guides with writing tasks in textbooks and modules through systematic development and validation. Future research should test the framework through quasi-experimental and design-based studies across junior high, senior high, and vocational high school levels.

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