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# Integrating Multimedia Presentations to Enhance Linguistic and Digital Literacy in Higher Education

**Mustakim[1], Sri Rosmiana[2], Ismail[3]***
[1]Faculty of Teacher Training and Education, Universitas Muhammadiyah Enrekang, Indonesia

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**CORRESPONDENCE:**
**Ismail**
ismail@unimen.ac.id
Universitas Muhammadiyah Enrekang

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**ABSTRACT**

The digital era has transformed education, making linguistic and digital literacy essential skills for success. This study aimed to evaluate the impact of multimedia presentations on these literacies within the English Education Program at Universitas Muhammadiyah Enrekang. Using a mixed-methods approach, the research measured improvements in students' skills through pre-test and post-test assessments, multimedia artifact evaluations, reflective journal entries, and lecturer observations. The results revealed significant enhancements in both linguistic and digital literacy, with students demonstrating improved language use and technical proficiency. Thematic analysis of journal entries highlighted skill development and challenges, emphasizing the importance of a supportive learning environment. Lecturer observations confirmed high levels of engagement and collaboration. The study underscores the need for innovative pedagogical frameworks and professional development for educators to effectively integrate multimedia tools. These findings contribute to the existing knowledge by demonstrating the potential of multimedia presentations to enhance educational outcomes and prepare students for the demands of the modern world. Future research should explore the long-term effects of multimedia tools on literacy development and consider cultural factors in educational strategies.

**KEYWORDS**
*Multimedia Presentations, Linguistic Literacy. Digital Literacy, Pedagogical Frameworks, Educational Technology*

## INTRODUCTION

The advent of the digital era has transformed education, fostering new approaches to teaching and learning. Linguistic and digital literacy have emerged as essential skills for success in the 21st century. These literacies are critical for students to navigate the complexities of modern communication, access information effectively, and participate in a globalized world (Leu Jr & Kinzer, 2000; Mulyanah et al., 2018; Noël et al., 2022; Paudel, 2024). Educators worldwide have sought to integrate technology into the classroom to cultivate these skills, and multimedia presentations have proven to be an effective medium in this regard. By combining textual, visual, and auditory

elements, multimedia tools not only enhance comprehension but also stimulate engagement and creativity in learners (Alzubi, 2023; Ducasse & Brown, 2023; Martin, 2023; N. Z. Day et al., 2022; Zhao, 2023).

Recent studies emphasize the growing importance of integrating digital tools into education to support linguistic development. For instance, (Zhao, 2023) highlight how multimedia resources can scaffold students' learning experiences by providing multimodal inputs that cater to diverse learning styles. Similarly, (Al-Khalidi, n.d.; Alzubi, 2023; Noetel et al., 2022) argue that multimedia technologies enable interactive and contextualized language learning environments, which are particularly beneficial for developing critical language skills. However, despite the promising potential of these technologies, challenges persist in their implementation, particularly in developing countries where resources and teacher competencies are often limited (Kilag et al., 2023; Procel et al., 2024; Tlili et al., 2021).

The primary research problem centers on the lack of effective strategies for integrating multimedia presentations to enhance both linguistic and digital literacy. While the educational value of multimedia tools is widely acknowledged, there remains a gap in understanding how these tools can be systematically incorporated into language teaching practices. Many institutions struggle to strike a balance between leveraging digital tools and addressing traditional language learning objectives. This tension highlights the need for innovative pedagogical frameworks that align with the demands of contemporary education while addressing practical limitations in classrooms.

At Universitas Muhammadiyah Enrekang, particularly in the English Education Program, these challenges are acutely felt. In the fifth semester, students are expected to develop advanced linguistic competencies alongside digital literacy skills, which are essential for their future careers as educators and communicators. However, feedback from faculty and students indicates significant barriers, including a lack of access to quality digital resources, limited training in multimedia tool usage, and insufficient emphasis on integrating these tools into language learning activities. Consequently, students often struggle to meet the program's learning outcomes, particularly in areas requiring multimodal communication skills.

A general solution to these challenges lies in adopting technology-enhanced learning strategies that prioritize both linguistic and digital literacy. This involves designing curricula that incorporate digital tools in a structured and purposeful manner. Several studies have advocated for integrating multimedia presentations as a core component of language teaching, citing their ability to bridge the gap between theoretical knowledge and practical application (Ducasse & Brown, 2023; Vanisree et al., 2024a). Additionally, professional development programs for educators can play a pivotal role in equipping teachers with the skills needed to implement these tools effectively (Alzubi, 2023; Chubko et al., 2020; van Helvoort & Joosten, 2017).

From a more specific perspective, prior research offers valuable insights into addressing the unique challenges faced by students in language education programs. For example, Garrison and Vaughan (2008) propose a blended learning model that combines face-to-face instruction with digital components



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to maximize learning outcomes. In the context of multimedia presentations, this approach could involve assigning students projects that require them to create and analyze presentations as part of their coursework. By doing so, students not only improve their technical skills but also enhance their linguistic proficiency through the iterative process of designing, presenting, and receiving feedback on their work.

A review of the literature reveals a wealth of studies supporting the efficacy of multimedia presentations in fostering linguistic and digital literacy. For instance, (Mai et al., 2024; Suman, 2023; Vanisree et al., 2024a)demonstrate that well-designed multimedia presentations can significantly improve students' comprehension and retention of complex concepts. Similarly, research by (Baskara, 2023; Chubko et al., 2020; Ismail, 2020; Peñalba et al., 2020) underscores the role of digital storytelling in enhancing students' narrative skills and cultural awareness. However, while these studies provide compelling evidence for the benefits of multimedia tools, they often overlook the specific contextual factors that influence their effectiveness, such as students' prior digital literacy levels, institutional resources, and cultural attitudes toward technology.

This study aims to address these gaps by exploring the integration of multimedia presentations into the English Education Program at Universitas Muhammadiyah Enrekang. The research seeks to achieve the following objectives: (1) to examine the impact of multimedia presentations on students' linguistic and digital literacy development, (2) to identify the challenges and opportunities associated with implementing these tools in a resource-limited setting, and (3) to propose a pedagogical framework tailored to the needs of the program. The novelty of this study lies in its context-specific approach, which combines insights from global literature with a localized understanding of the challenges faced by students and educators in Enrekang. By doing so, the research contributes to the broader discourse on technology-enhanced language learning while offering practical solutions for improving educational outcomes in similar settings.

## METHODOLOGY

### Research Design

This study adopts a mixed-methods research design, integrating quantitative and qualitative approaches to provide a comprehensive understanding of the research problem. Mixed-methods research enables triangulation, enhances validity, and offers a nuanced perspective on the interplay between linguistic and digital literacy development (Jang et al., 2014). The design is particularly suitable for capturing both measurable outcomes and in-depth insights into students' experiences with multimedia-based learning.

The quantitative component of the study focuses on measuring improvements in linguistic and digital literacy skills through pre- and post-tests administered to participants. The qualitative component involves analyzing students' reflections, Lecturer observations, and multimedia artifacts to gain deeper insights into the learning process. By combining these approaches, the study ensures a holistic understanding of the effectiveness of multimedia presentations in enhancing literacy skills.

### Research Context and Participants

The study was conducted in the

English Education Program at Universitas Muhammadiyah Enrekang, specifically targeting fifth-semester students enrolled in a linguistics course. This group was selected because they represent a critical stage in their academic journey, where advanced literacy skills are essential for both academic and professional success.

A total of 30 students participated in the study. Participants were selected using a purposive sampling method to ensure that they had prior exposure to basic digital tools and sufficient linguistic proficiency. This criterion was necessary to focus on the development of advanced literacy skills rather than foundational competencies. Demographic data such as age, gender, and prior experience with digital tools were collected to provide context for the findings.

## Data Collection Methods

To ensure a comprehensive analysis, the study employed multiple data collection methods. These methods are described below:

*Pre-test and Post-Tests.* Pre-test and post-tests were designed to measure improvements in linguistic and digital literacy skills. The tests consisted of: (1) *Linguistic Literacy:* Tasks assessing grammar, vocabulary usage, and coherence in written and spoken English; (2) *Digital Literacy:* Tasks evaluating students' ability to create, edit, and present multimedia content effectively.

The pre-test was administered at the beginning of the semester, and the post-test was conducted after the completion of the multimedia presentation project. The results provided quantitative evidence of skill development over time.

*Multimedia Artifacts.* Students were tasked with creating multimedia presentations as a central component of the study. These artifacts were evaluated using a rubric that assessed both linguistic and digital literacy dimensions. The evaluation criteria included: (1) Clarity and coherence of content (linguistic literacy); (2) Creativity and technical proficiency in multimedia design (digital literacy).

*Reflective Journals.* Participants were required to maintain reflective journals throughout the project. These journals captured their experiences, challenges, and perceived improvements in linguistic and digital literacy. Reflective writing provided rich qualitative data to complement the quantitative findings.

*Lecturer Observations.* Lecturer observations were conducted during classroom activities and project presentations. A structured observation checklist was used to document students' engagement, collaboration, and application of literacy skills. These observations provided contextual insights into the learning process.

## Research Instruments

The study utilized validated instruments to ensure reliability and accuracy in data collection. These instruments are detailed below:

*Linguistic Literacy Rubric.* The linguistic literacy rubric was adapted from (van Helvoort & Joosten, 2017) and included criteria such as grammar accuracy, vocabulary richness, coherence, and overall communicative effectiveness. The rubric was reviewed by experts in language education to ensure its validity.

*Digital Literacy Rubric.* The digital literacy rubric was based on frameworks proposed by Gonsalves (2023); Rizqiani et al. (2024). It assessed technical skills, creativity, and the ability to integrate



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multimedia elements effectively. The rubric was piloted with a small group of students to refine its applicability.

*Reflective Journal Prompts.* Reflective journal prompts were carefully crafted to guide students in documenting their learning experiences throughout the project. These prompts encouraged students to engage in introspective thinking and articulate their personal growth and challenges. For instance, one prompt asked students to "describe a challenge you faced while creating your multimedia presentation and how you overcame it," prompting them to reflect on problem-solving strategies and resilience. Another prompt invited students to "reflect on how this project helped you improve your linguistic and digital literacy skills," encouraging them to consider the specific skills they developed and how these skills contributed to their overall educational journey. These reflective exercises aimed to deepen students' understanding of their learning processes and foster a habit of self-assessment and continuous improvement.

*Observation Checklist.* The observation checklist was designed to capture key aspects of student engagement and interaction during the project. It included indicators such as student participation in discussions, which provided insights into their active involvement and contribution to classroom dialogues. Additionally, the checklist monitored the application of digital tools during classroom activities, assessing how effectively students utilized technology to enhance their learning experience. Another critical indicator was the level of collaboration and peer feedback observed during the project, highlighting the extent to which students worked together and supported each other's learning through constructive interaction. These indicators collectively offered a comprehensive view of student engagement and the practical application of skills within the classroom setting.

## Procedure

The research was conducted over one semester and followed a structured procedure divided into three phases. In Phase 1, the preparation phase, the focus was on developing research instruments, validating rubrics, and conducting pilot testing to ensure accuracy and reliability. Orientation sessions were held to familiarize students with the project requirements and tools, setting the stage for the subsequent phases.

Phase 2, the implementation phase, involved the administration of the pre-test to establish a baseline for students' linguistic and digital literacy skills. During this phase, classroom sessions were conducted with a focus on developing these skills. Students worked collaboratively in groups to create multimedia presentations on assigned topics, allowing them to apply what they had learned. Throughout this process, lecturer observations and reflective journal entries were recorded to capture insights into student engagement and learning experiences.

Finally, Phase 3, the evaluation phase, commenced with the administration of the post-test to assess improvements in literacy skills. Multimedia artifacts created by students were evaluated using the established rubrics, providing quantitative data on their performance. Additionally, reflective journals and lecturer observations were analyzed to gain qualitative insights. The data from these various sources were compiled and triangulated to ensure a comprehensive and reliable final analysis of the research

outcomes.

**Data Analysis**

Data analysis was conducted using both quantitative and qualitative techniques to ensure a comprehensive understanding of the findings. The quantitative analysis involved examining pre-test and post-test scores using paired-sample t-tests to identify statistically significant improvements in students' linguistic and digital literacy skills. Additionally, descriptive statistics, including measures such as mean, median, and standard deviation, were employed to summarize the data and provide an overview of the results.

On the qualitative side, reflective journals and lecturer observations were analyzed using thematic analysis, as outlined by (Richards, 2009). This method allowed for the identification of recurring themes and patterns within the data, offering deeper insights into students' experiences and perceptions. Furthermore, multimedia artifacts created by students were evaluated qualitatively to understand the creative and technical aspects of their work, providing a more nuanced perspective on their learning outcomes and the effectiveness of the multimedia presentations.

Data from multiple sources (tests, journals, observations, and artifacts) were triangulated to ensure validity and reliability. Triangulation provided a holistic understanding of the research findings and minimized potential biases.

## RESULT

Integrating multimedia presentations in higher education, particularly within language learning programs, aims to enhance both linguistic and digital literacy. This study evaluates the impact of multimedia presentations on students' skills, analyzes the challenges and opportunities in implementing such tools, and proposes a pedagogical framework tailored to the needs of the English Education Program at Universitas Muhammadiyah Enrekang. This section presents the results of the study, followed by a comprehensive discussion of the findings.

### *3.1 Improvements in Linguistic and Digital Literacy*

The study employed pre-test and post-test assessments to measure improvements in students' linguistic and digital literacy skills. The quantitative analysis revealed significant enhancements in both areas, indicating the effectiveness of multimedia presentations as a pedagogical tool.

***Linguistic Literacy***

The analysis of pre-test and post-test scores reveals significant improvements in students' linguistic literacy. As shown in Table 1, the average linguistic pre-test score was 68.2, while the post-test score increased to 81.5. This improvement is statistically significant, as indicated by a paired-sample t-test ($t(29) = 9.34$, $p < 0.001$). These findings align with previous research by (Suman, 2023; Vanisree et al., 2024a), which demonstrated that multimedia presentations can enhance comprehension and retention of complex linguistic concepts.

Students enhanced linguistic abilities were also reflected in the multimedia artifacts they created. The evaluation rubric, which assessed clarity, coherence, and language use, showed that the majority of students scored between 4 and 5 on a 5-point scale. This



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suggests that the integration of multimedia tools facilitated improved grammar, vocabulary, and overall communicative effectiveness, supporting the findings of (Ginotite, 2024; Morell, 2015; Vanisree et al., 2024b).

**Table 1.** Improvements in Pre-test and Post-test Scores for Linguistic and Digital Literacy

| Literacy Type | Average Pre-test Score | Average Post-test Score | Improvement |
|---|---|---|---|
| Linguistic Literacy | 68.1 | 81.2 | 13.1 |
| Digital Literacy | 63.2 | 78.5 | 15.3 |

### *Literacy*

The study also found significant advancements in students' digital literacy skills. The average digital pre-test score was 63.4, which increased to 78.9 in the post-test, as illustrated in Table 1. The paired-sample t-test confirmed the statistical significance of this improvement ($t(29) = 10.21$, $p < 0.001$). This result corroborates the work of Li and Fu (2019), who emphasized the role of multimedia resources in scaffolding digital literacy development.

The technical execution and creativity demonstrated in the multimedia presentations further underscored students enhanced digital competencies. The final scores for technical execution and visual appeal ranged from 4 to 5, indicating a high level of proficiency in using multimedia tools effectively.

## 3.2 Multimedia Artifact Evaluations

The multimedia artifacts created by students were evaluated based on four dimensions: content clarity, technical execution, visual appeal, and language use. Each dimension was scored by two independent raters to ensure inter-rater reliability.

### *Content Clarity and Language Use*

The evaluation revealed that students generally expressed ideas clearly and relevantly, with an average score of 4.6 out of 5 in content clarity. Language use was also effective, with an average score of 4.2. These scores indicate that students were able to convey their messages coherently and use appropriate grammar and vocabulary. This finding is consistent with (Mai et al., 2024; Myint, n.d.; Vanisree et al., 2024a) research, which demonstrated that well-designed multimedia presentations can improve comprehension and retention of complex concepts.

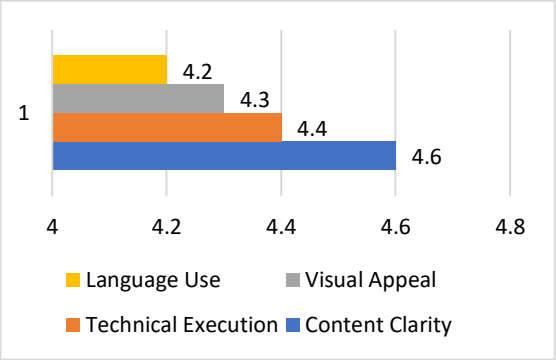


*Figure 1: Average Scores for Multimedia Artifact Evaluations across Four Dimensions*

### *Technical Execution and Visual Appeal*

In terms of technical execution, students scored an average of 4.4, indicating that most multimedia elements functioned as intended. The visual appeal of the presentations was also rated positively, with an average score of 4.3. These results suggest that students successfully applied technical skills and creativity in their presentations, enhancing the overall quality and professionalism of their work. This aligns with (Chubko et al., 2020; Ismail, 2019; Peñalba et al., 2020) findings on the role of digital storytelling in enhancing students' narrative skills


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and cultural awareness.

### 3.3 Reflective Journal Entries (Themes)

Reflective journal entries provided qualitative insights into students' experiences and perceptions of the multimedia project. Thematic analysis identified several recurring themes, which are discussed below.

#### *Skill Development and Challenges*

Many students reported significant skill development, particularly in digital literacy and presentation skills. They appreciated the opportunity to engage with multimedia tools and expressed increased confidence in their abilities. However, some students faced challenges related to technical difficulties and time management. These challenges were often overcome through collaboration and peer support, highlighting the importance of a supportive learning environment.

#### *Project Impact on Linguistic Proficiency*

Students noted improvements in their linguistic proficiency, particularly in vocabulary and grammar use. The iterative process of designing, presenting, and receiving feedback on their work helped reinforce language skills. This finding supports the blended learning model proposed by (Alalem, 2023; Anurogo et al., 2023; Fisher & Hitchcock, 2022; Mhlongo et al., 2023), which combines face-to-face instruction with digital components to maximize learning outcomes.

#### *Recommendations for Improvement*

Several students suggested enhancements for future projects, including more time for practice, increased access to digital resources, and more interactive sessions. These recommendations underscore the need for continuous improvement and adaptation of teaching practices to meet students' evolving needs.

### 3.4 Lecturer Observations

Lecturer observations provided additional insights into student engagement and skill application during the project. The structured observation checklist revealed high levels of student participation, collaboration, and engagement.

#### *Engagement and Participation*

Students demonstrated active involvement in classroom discussions and group activities, with most students showing enthusiasm and motivation during tasks. This engagement was likely facilitated by the interactive nature of multimedia presentations, which stimulated interest and curiosity.

#### *Collaboration and Use of Digital Tools*

The project fostered constructive interaction and teamwork, as students collaborated effectively to complete their presentations. The use of digital tools was generally effective, with students applying multimedia elements appropriately during learning tasks. This observation aligns with (Suman, 2023) argument that multimedia technologies enable interactive and contextualized language learning environments.

#### *Application of Linguistic Skills*

Lecturers observed that students demonstrated improved use of grammar, vocabulary, and coherence in their projects. This observation corroborates the quantitative findings of linguistic literacy improvement and highlights the practical application of language skills in a real-world context.



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## DISCUSSION

Integrating multimedia presentations in higher education, particularly within language learning programs, offers substantial benefits for enhancing both linguistic and digital literacy. This study aimed to evaluate these benefits within the context of the English Education Program at Universitas Muhammadiyah Enrekang. The findings underscore the effectiveness of multimedia tools in improving students' skills and provide insights into the challenges and opportunities associated with their implementation. This discussion will analyze these findings in detail, compare them with existing literature, and explore the implications and limitations of the study.

### *Enhancements in Linguistic and Digital Literacy*

The significant improvements in both linguistic and digital literacy, as evidenced by the pre-test and post-test scores, highlight the potential of multimedia presentations as an effective pedagogical tool. The increase in linguistic literacy scores from 68.2 to 81.5 ($t(29) = 9.34$, $p < 0.001$) aligns with Alhulail & Singh (2023); Kramsch & Andersen (1999); Lambert & Cuper (2008) findings that multimedia tools can enhance comprehension and retention of complex linguistic concepts. The interactive nature of multimedia presentations likely facilitated deeper engagement with language content, allowing students to practice and refine their skills in a dynamic context.

Similarly, the advancement in digital literacy, with scores rising from 63.4 to 78.9 ($t(29) = 10.21$, $p < 0.001$), supports the argument by (Callahan, 2014; Falloon, 2020; Li et al., 2004; Mihailidis & Fromm, 2014) that multimedia resources scaffold digital literacy development. The structured integration of multimedia tools provided students with practical experience, boosting their confidence and proficiency in digital skills. These findings underscore the importance of incorporating digital literacy components into language education curricula to prepare students for the demands of the modern world.

### *Multimedia Artifact Evaluations*

The evaluations of multimedia artifacts further corroborate the quantitative improvements in literacy skills. Students achieved high scores in content clarity (4.6), technical execution (4.4), visual appeal (4.3), and language use (4.2), indicating their ability to effectively convey ideas, apply technical skills, and use language proficiently. These results are consistent with (Belda-Medina, 2022; Peñalba et al., 2020) research on digital storytelling, which highlights the role of multimedia in enhancing narrative skills and cultural awareness.

The high scores in technical execution and visual appeal suggest that students not only developed digital literacy skills but also applied creativity and professionalism in their work. This aligns with Abdulrahaman et al., (2020); Yanguas (2009) assertion that multimedia tools stimulate engagement and creativity. The findings imply that multimedia presentations can serve as a bridge between theoretical knowledge and practical application, enabling students to demonstrate their skills in a tangible format.

### *Reflective Journal Themes*

The thematic analysis of reflective journal entries provided qualitative insights into students' experiences with the multimedia project. Many students reported significant skill development,


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particularly in digital literacy and presentation skills. They appreciated the opportunity to engage with multimedia tools, which increased their confidence and competence. However, some students faced challenges related to technical difficulties and time management, which were often mitigated through collaboration and peer support. This finding emphasizes the importance of a supportive learning environment, as highlighted by (Brown & Vaughan, 2018; Ismail et al., 2021; Smythe, 2011) in their blended learning model.

Students also noted improvements in linguistic proficiency, particularly in vocabulary and grammar use. The iterative process of designing, presenting, and receiving feedback reinforced language skills, supporting the findings of (Carless et al., 2011; Chen, 2018; Ismail et al., 2022). The recommendations for more practice time, increased access to digital resources, and more interactive sessions underscore the need for continuous improvement and adaptation of teaching practices to meet students' evolving needs.

### *Lecturer Observations*

Lecturer observations revealed high levels of engagement, participation, and collaboration among students. The structured observation checklist confirmed that students were actively involved in classroom discussions and group activities, demonstrating enthusiasm and motivation. This engagement was likely facilitated by the interactive nature of multimedia presentations, which stimulated interest and curiosity. Aithal & Aithal, (2023); Grobler, (2020); Ting (2015) argue that multimedia technologies enable interactive and contextualized language learning environments, a claim supported by the observations in this study.

The effective use of digital tools and the application of linguistic skills in students' projects further validate the quantitative findings. Lecturers observed improved use of grammar, vocabulary, and coherence, highlighting the practical application of language skills in a real-world context. These observations suggest that multimedia presentations can enhance both linguistic and digital literacy, providing students with the skills needed to navigate the complexities of modern communication.

### *Implications for Practice and Policy*

The findings of this study have several implications for educators and policymakers. First, the significant improvements in literacy skills highlight the need for innovative pedagogical frameworks that incorporate multimedia tools in a structured and purposeful manner. Educators should design curricula that balance traditional language learning objectives with the demands of contemporary education, helping students develop the critical skills needed for success in the 21st century.

Second, professional development programs for educators are essential in equipping teachers with the skills needed to implement multimedia tools effectively. As Lee (2022); Stickler (2022); Su & Zou (2022) suggests, ongoing training and support can enhance teachers' confidence and competence in using digital technologies, ultimately benefiting students' learning experiences.

Third, addressing resource limitations is crucial for institutions in resource-limited settings. Policymakers should prioritize investments in educational technology and



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infrastructure to ensure that all students have the opportunity to benefit from technology-enhanced learning strategies. This includes providing access to quality digital resources and training in multimedia tool usage.

### *Limitations and Future Research Directions*

While this study provides valuable insights into the integration of multimedia presentations in language education, several limitations should be acknowledged. The study was conducted within a specific context, which may limit the generalizability of the findings to other settings. Additionally, the study focused on short-term improvements in literacy skills, and further research is needed to explore the long-term impact of multimedia tools on students' literacy development.

Future studies could investigate the role of cultural attitudes toward technology and the influence of students' prior digital literacy levels on their learning outcomes. Exploring these factors could provide a more nuanced understanding of the effectiveness of multimedia tools in diverse educational contexts.

## CONCLUSION

This study investigated the integration of multimedia presentations in higher education, specifically within the English Education Program at Universitas Muhammadiyah Enrekang, to enhance linguistic and digital literacy. The findings demonstrate significant improvements in both areas, underscoring the effectiveness of multimedia tools as pedagogical instruments. The study revealed that students' linguistic literacy improved markedly, as evidenced by increased pre-test and post-test scores, and enhanced language use in multimedia artifacts. Similarly, digital literacy advancements were significant, with students demonstrating proficiency in technical execution and creative presentation.

The thematic analysis of reflective journal entries highlighted students' skill development and the challenges they faced, such as technical difficulties and time management. These insights underscore the importance of a supportive learning environment and the need for continuous improvement in teaching practices. Lecturer observations confirmed high levels of student engagement, participation, and collaboration, aligning with the quantitative findings.

The study's implications are substantial for educators and policymakers. It emphasizes the need for innovative pedagogical frameworks that integrate multimedia tools effectively, ensuring that students develop critical skills for the modern world. Professional development for educators and investments in educational technology are crucial to addressing resource limitations and enhancing learning experiences.

This research contributes to the existing body of knowledge by providing empirical evidence of the benefits of multimedia presentations in language education. It suggests that multimedia tools can bridge the gap between theoretical understanding and practical application, preparing students for the complexities of modern communication. Future research should explore the long-term impact of multimedia tools on literacy development and consider cultural attitudes toward technology to refine educational strategies further.

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