DEVELOPING MULTIMODAL ENGLISH TEXTS FOR YOUNG LEARNERS TO SUPPORT THE INTEGRATION OF SUSTAINABLE EDUCATION IN ELT

A THESIS

by:

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Magister Program in Language Education

MAGISTER PROGRAM IN LANGUAGE EDUCATION

FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

PALEMBANG

2025

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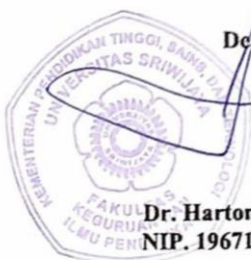Magister Program in Language Education

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I, the undersigned:

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Certify that data thesis entitled "Developing Multimodal English Text for Young Learners to Support the Integration of Sustainable Education in ELT" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Palembang, April 2025

The Undersigned,

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v

DEDICATION

I dedicated this thesis to the most wonderful woman in my life, to the woman who always pray for me so I could complete this thesis successfully. This is for you, Mama Antik Susianti.

I dedicate this thesis to my first love, to the man who always pray for me and gives me life lessons. This is for you, Papa Faisal Hasan, S.H.

Lastly, I also dedicate this thesis to the woman who always helps and supports me while I am writing this thesis, my one and only sibling, Ratu Bunga Anggraeni, S.E.

MOTTOS

"For indeed, with hardship [will be] ease. Indeed, with hardship [will be] ease."

– (Q.S Al-Insyirah : 5-6).

"Believe in yourself and all that you are. Know that there is something inside you that is greater than any obstacle." -Christian D. Larson.

"Everything will be okay in the end, if it's not okay, it's not the end." –Unknown

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DEVELOPING MULTIMODAL ENGLISH TEXTS FOR YOUNG LEARNERS TO SUPPORT THE INTEGRATION OF SUSTAINABLE EDUCATION IN ELT

ABSTRACT

This study aims to develop multimodal text to integrate sustainable education in English language teaching (ELT) for fifth-grade students at SDN 115 Palembang. The multimodal text created is intended to serve as an additional resource for English teachers and students to fulfill students' needs. This study used the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model for development research design. The data collected through questionnaires were analyzed quantitatively, while the data from semi-structured interviews were analyzed qualitatively. The validation process included reviews from content, instructional design, and media experts in developing multimodal text. The result showed the developed product reached a very high validity category with the average score of all aspects evaluated was 3.9. Practicality was evaluated through one-to-one evaluation and small group evaluation, while potential effects were evaluated through field trials in the classroom. One-to-one evaluation involved three students, small group evaluation involved nine students, and field trials involved 18 students. One-to-one evaluation (score 3.57) and small group evaluation (score 3.45) were classified as very high practicality. After trying out in the field test, the developed product was considered to have a high potential effect since 81.4% of the students achieved the required passing grade of 70. Therefore, it can be concluded that the developed product can be used as an additional material to facilitate the integration of sustainable education in English language teaching.

Keywords: *Multimodal text, climate change, ELT*

A thesis by Magister Program in Language Education, Faculty of Teacher Training and Education, Sriwijaya University

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CHAPTER I

INTRODUCTION

This chapter explains the background of the study, the problems of the study, the objectives of the study, and the significance of the study

1.1 Background of Study

The degree of human activity has increased to the point that it may change the temperature and biological composition of the planet. The driving force is economics. Carbon emissions are produced when fossil fuels are burned to obtain the energy needed for production. There is disagreement among scientists over the extent to which emissions produced since World War II could alter the planet's climate. According to biologists, one of the four or five biggest events that has destroyed life on Earth in the last fifty years is the loss of biodiversity (Chichilnisky, 2005). This avaricious use of resources, which has a mostly industrial background, has been accompanied by a widening disparity in resource consumption and well-being between industrialized and developing nations

One of the most urgent issues for world policy during the 1992 UN Earth Summit in Rio de Janeiro, Brazil, was sustainable development. UN Agenda 21 was supported by 150 participating nations and included a proposal for a sustainable development program centred on addressing the fundamental needs of poor nations. Scholars, business leaders, and legislators are paying more and more attention to sustainable development (SD) (Silvestre, 2018). The underlying idea of sustainable development aims to fulfill human development objectives while maintaining natural systems' capacity to provide for the requirements of both the current and future generations. The early definition of sustainable development by the Brundland Commission (WCED, 1987) placed a strong emphasis on the interconnectedness of the social, economic, and environmental aspects of sustainability. By striking a balance between social well-being, environmental preservation, and economic advancement, sustainable development seeks to meet current needs without endangering the capacity of future generations to meet their own. The Brundtland Commission's definition, which places a strong emphasis on

addressing the needs of future generations, is consistent with the ideas of global citizenship education. Education encourages people to make contributions to a more sustainable and just world by fostering a feeling of global responsibility.

In recent years, education policy and practice have gained fresh attention due to the global context of education. The 'global nature' of modern education is now reflected in education discourse and policy, as well as in instructional development and education for sustainable development. Education for Sustainable Development (ESD) is defined by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) as empowering students to make responsible decisions and take action for economic sustainability, environmental integrity, and a just society for current and future generations while respecting cultural diversity (UNESCO, 2009). By offering a comprehensive and forward-looking viewpoint, Education for Sustainable Development's integration into the larger educational landscape will enhance the educational process. Education becomes a potent instrument for creating socially conscious, culturally aware, and ecologically conscious people who can contribute to a more just and sustainable global society when sustainability ideas are integrated with academic disciplines.

The importance of education in promoting sustainable development is emphasized by Education for Sustainable Development (ESD). A dynamic concept, education for sustainable development (ESD) addresses key issues for sustainable development, including biodiversity, climate change, sustainable production and consumption, and poverty alleviation. It uses education stakeholders as a tool to accomplish sustainable development and incorporate the principles into the educational system. Sustainability education complements a number of educational disciplines, including environmental education, global education, economic education, development education, multicultural education, conservation education, outdoor education, global change education, and others (Filho et al., 2009).

Teachers of young children must begin incorporating sustainability ideas into the current curriculum as the field of environmental education shifts toward environmental education for sustainability (González-Gaudiano, 2006). Primary

school teachers may find this difficult since they may not know how or when to present these ideas, possibly as a result of their own lack of environmental knowledge (Powers, 2004). The conventional paradigm of environmental education, which has been taught to secondary school students and has close ties to traditional disciplines, has changed with the incorporation of social and economic themes. Young students looking into sustainability education could focus on neighbourhood projects or examine similar tiny systems in other localities. Students may, for instance, tend to a school garden and relate this endeavour to the long-term advantages of consuming food that is grown nearby. While sustainability education at both levels is crucial, some engage kids at the level best suited to their developmental stage and worldview. Children's books with a sustainability theme are a great approach to support your child's learning.

Every person, including students in elementary and secondary school, has to be literate as a general and essential ability. Activities that promote the learning process and aim to enhance the positive character of literate learners are known as literacy activities in the educational setting. Through literacy, students can improve their comprehension, application, assessment, and reflection skills in a variety of text forms. Students gain the ability to identify and comprehend the text's explicit and implicit meanings, as well as to assess the information's veracity, advantages, and purpose. They may then use and consider the text's content to solve issues they encounter in daily life. For text-based learning to improve literacy, the right teaching methods and media are required. Child-friendly reading materials are among the media and learning tactics that can be employed. Additionally, in order to encourage students' interest in reading and comprehending the text's content, literacy-based learning necessitates a variety of engaging reading materials. Multimodal texts are reading materials that can pique students' interest.

Developing 21st-century learning skills requires an understanding of multimodality. One of the linguistic theories that is often used as a tool or assistance in language instruction these days is multimodal (Setiawati et al., 2024). Combining spoken or written words with pictures or animations is known as multimodal text. In addition to spoken and written text, multimodal text can also include images,

audio, or video. Language and additional communication methods, such as visual, auditory, or oral, are combined in multimodal texts to create a single, comprehensive text that is delivered concurrently. As a result, learners will find it simpler to comprehend the text's explicit and implicit material, analyze it, assess its value and significance, and think critically about it. Children's picture books and posters that blend text and images are two of the most prevalent types of multimodal texts in the classroom (Murcia, 2014). Teachers in every learning process should use multimodal texts. Teachers should employ multimodal texts in all learning processes. Teachers use multimodal texts as instructional tools that give them the freedom to be creative and innovative. It is anticipated that the creation of multimodal text-based literacy exercises will aid students in becoming proficient in multiliteracy.

To enhance the integration of sustainable education for young learners in ELT, the researcher in this work aims to create multimodal texts with a climate change topic, as explained above. This study was carried out because many schools have not included sustainable teaching about climate change in their curricula, and Indonesian students' reading literacy skills while using multimodal texts are still very low. Furthermore, climate change is not adequately explained in the English textbooks that are offered in schools. As a result, having relevant source materials is essential for teachers and students to debate this matter.

Teachers should be well-versed on the effects of climate change on education since it would be difficult to integrate climate change-focused sustainable education for primary school pupils in ELT if there are no suitable resources to help them deal with the issue. As a result, educators' understanding of sustainable development needs to be updated. Examining ELT instructors' understanding of climate change literacy and having relevant resources, including multimodal texts, is crucial. In order to facilitate the integration of sustainable education for primary school pupils in ELT, the researcher will create both fiction and nonfiction media. "Developing Multimodal Text for Young Learners of English to Support the Integration of Sustainable Education in ELT" is the title of this study.

The idea of Education for Sustainable Development (ESD) has drawn more and more attention in the field of education, particularly English language instruction, in recent years. Nevertheless, the majority of current research tends to concentrate on secondary or higher education, and there is still little integration of Education for Sustainable Development (ESD) into English classes in primary schools, especially at the fifth-grade level. Early exposure to sustainability-related ideals is crucial because it fosters a sense of social and environmental consciousness in young students. Simultaneously, the swift advancement of digital technology offers fresh chances to create captivating and interactive educational resources. Digital multimodal texts, which incorporate interactive, visual, and aural components to facilitate meaning-making, are one such method. Research on how digital multimodal texts can incorporate Education for Sustainable Development (ESD) into primary school kids' English language learning is still lacking, despite this potential. By creating digital multimodal texts that facilitate the incorporation of sustainable education into fifth-grade students' English language learning, this study aims to close this gap. Additionally, this study looks into how students react when these resources are used in the classroom.

1.2 Problem of Study

Based on the background of the study, the following questions were developed to represent the problems of the study:

1. Is multimodal text designed to facilitate the integration of sustainable education in English language teaching (ELT) at SDN 115 Palembang valid?

2. Is the multimodal text designed to facilitate the integration of sustainable education in English language teaching (ELT) at SDN 115 Palembang practical?

3. Does the multimodal text designed to facilitate the integration of sustainable education in English language teaching (ELT) at SDN 115 Palembang have potential effects?

1.3 Objective of the Study

The goals of this study are as follows in relation to the above research problems:

1. To find out the validity of designing multimodal text to facilitate the integration of sustainable education in ELT at SDN 115 Palembang.

2. To find out the practicality of designing multimodal text to facilitate the integration of sustainable education in ELT at SDN 115 Palembang.

3. To find out the potential effect of designing multimodal text to facilitate the integration of sustainable education in ELT at SDN 115 Palembang.

1.4 Significances of the Study

The results of the studies are intended to provide a contribution to education, particularly to the following parties:

1. For English Teachers, multimodal texts with the theme of sustainable development in EFL teaching can be used as an additional resource in the English classroom to motivate students to read and understand about climate change. The findings of this study can also serve as a guide for English teachers when creating their learning materials.

2. For Students, the findings of this study are expected to increase students' awareness about climate literacy using multimodal texts in the EFL classroom. It is also expected that the reading materials produced in this study will increase students' motivation and competence in English reading and learning.

3. For Schools, the findings of this study are expected to be evaluation material for schools to provide media that are appropriate for sustainable education using multimodal texts in English language learning.

4. For Further Researchers, this study is expected to be useful for further researchers. Researchers can use the findings of this study as data to support other research, especially researchers in the field of sustainable education.

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