# MULTIMODAL ONLINE LEARNING IN EFL READING CLASSES: A SURVEY AT ENGLISH EDUCATION STUDY PROGRAM OF SRIWIJAYA UNIVERSITY

## A THESIS

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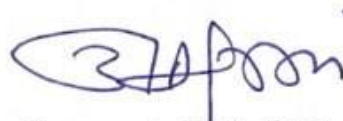SRIWIJAYA UNIVERSITY

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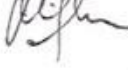
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# DECLARATION OF PLAGIARISM

I, the undersigned,

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Certify that thesis entitled "Multimodal Online Learning in EFL Reading Classes: A Survey at English Education Study Program of Sriwijaya University" is my own work and I did not do any plagiarism or inappropriate quotation against the ethics and rules commended by the Ministry of Education of 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, March    2023

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# DEDICATION AND MOTTO

**This thesis is dedicated to:**

**My mother, my family, my friends and myself**

# MOTTO

**"Why wait 'till later if you can do it now. Always do your best. "**

# ACKNOWLEDGMENT

Palembang,    March 2023

The Writer,

Gunawan Hariska

# TABLE OF CONTENTS

# LIST OF TABLES

# LIST OF APPENDICES

# MULTIMODAL ONLINE LEARNING IN EFL READING CLASSES: A SURVEY AT ENGLISH EDUCATION STUDY PROGRAM OF SRIWIJAYA UNIVERSITY

## ABSTRACT

This research aims to look at students' perceptions, applications, and challenges in online English reading classes that use the multimodal method. The study employed a descriptive qualitative method and the data were collected through questionnaire, and semi-structured interview with 147 participants for the questionnaire section, and 6 selected students from the 147 participants for the interview section. The participants were students of English language education from Palembang and Indralaya classes at Sriwijaya University who had attended online Literal Reading, Interpretive Reading, Critical Reading and Extensive Reading courses during the 2021/2022 academic year. The questionnaire data collection was analyzed using the percentage analysis method and the interview data collection was analyzed using the thematic analysis method. From the findings it can be concluded that; 1) Students' perceptions of the application of the multimodal method in learning English reading online are generally positive, as evidenced by their interest in studying with multimodal method, 2) Most students have an improvement in their English reading skills, as well as improvements in other English skills such as listening and writing after learning with multimodal methods in online English reading classes, 3) The challenges that students have experienced mostly are about the internet signal network, as well as the difficulty of vocabulary in reading material and the difficulty of discovering more references to learning material, however they could deal with those challenges by going to a location with a better internet signal, learning the meaning of a difficult vocabulary, and by being more thorough in discovering other learning sources. Overall, the implementation of multimodal in Online English reading classes for students with higher education is an excellent choice of learning approach.

**Keywords:** *multimodal, reading classes, online learning*

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# CHAPTER I

# INTRODUCTION

## 1.1 Background

English is one of the subjects given in the Indonesian school curriculum. Teaching English subjects to students clearly aims to prepare students to comprehend English itself as well as to prepare them to adapt to the worldwide growth of current times. Therefore, Indonesian students are taught to learn English starting when they are in Junior High School. In connection to this, the offering of English courses for undergraduate students is determined by the campus itself. This is due to the fact that higher education already has its own curriculum. As a kind of KBK development, the 2014 Higher Education Curriculum (K-Dikti) uses the KKNI qualification level as a regulator of Learning Outcomes as the basis and material for the production of the Study Program Curriculum. According to Article 10 paragraph 4 of the Regulation of the Minister of Education and Culture No. 73 of 2013, concerning the Application of the Indonesian National Qualifications Framework for Higher Education, each Study Program is required to compile a Description of Learning Outcomes referring to the KKNI.

The regulation of higher education is also based on Law Number 12 of 2012, Article 35 paragraph 2, which requires that each Tertiary Education Institution develop the Higher Education Curriculum in accordance with the National Higher Education Standards for each Study Program, which includes the development of intellectual intelligence, noble character, and skills. In other words, the higher education curriculum for English courses especially, is determined by the campus's rules and guidelines itself. Aside from that, giving English subject to students is not just about teaching them 'how to speak properly and correctly', but also about teaching them other skills such as structure, reading, writing, and listening.

Reading is one of the English skills that quite important for students to learn. Reading is an important skill for learning the language and acquiring knowledge (Yoosabai, 2009, cited in Phengsuai, 2020, p. 124). Students will learn more if they read. Anggrainy (2016) mentioned that reading is crucial and essential for students because the majority of their academic performance is dependent on their reading abilities. The availability of reading subjects in English can increase students' interest in reading, thereby improving students' literacy quality. According to a survey conducted by the Organization for Economic Cooperation and Development (OECD) and released in 2019, Indonesia ranks 62 out of 70 countries, or is among the bottom ten countries with low literacy rates. This demonstrates that reading interest in Indonesia remains very low; therefore, literacy must be increased as early as possible, beginning with students. Students who are uninterested in reading may become bored with the available reading material because they see everything in written form. They believe they are too tired to read a text that is so long that there is no interesting stuff; this is what causes reading interest to produce lower.

Teachers in English reading classes can use a variety of media (multimodal) to attract students' reading interests during the teaching and learning process, including picture books, text books, graphic novels, comic books, and posters. Lirola (2016) postulated that using a multimodal approach could help students not only to understand multimodal texts and other instruction materials, such as videos and images, but also to make the most of their learning process. Teachers can use it to check whether there is an improvement in students who are more interesting and motivated to engage in reading activities in English classes. Kusuma et al., (2021) mentioned on their research that multimodal learning can help student to improve their communicative skills, cultural awareness, and attitudes toward. Helping students read multimodal text seems to not only support their understanding of existing text but can also improve student literacy outcomes (Abrami, Larysa & Lysenki, 2014; Chauhan, 2017, as cited in Kusuma et al. 2021, p. 5). In technical terms, multimodal refers to the use of several

semiotics of humans throughout the meaning-making process (Saputra et al., 2022).

In a situation like this, the usage of technology will have an impact on the use of multimodality in learning. Especially now, when the world is still in the grip of a pandemic of Covid-19 and all interactions start from work, study, and worship are being done from home/online (Jamaluddin et al., 2020, p. 2, cited in Hamid et al., 2020). Online activities are definitely referred to the usage of technology, such as mobile devices, laptop computers, and other supporting software programs. Online learning is now having an impact on the world of education. Every learning process to be done online, teachers must implement multimodal learning so that students do not get bored quickly, especially since this is an English reading class that involves more text material reading than other visuals. Students will become more motivated and passionate in learning activities in English reading lessons if multimodal learning is used, such as put some audio, video, and pictures to the reading material since this process can be done via online. Furthermore, students can select their own learning objects or representations based on their preferred learning approach.

Nowadays, everything has connected to the modern technology. Kriauciuniene and Mazuoliene (2017) stated on their research that, currently, the majority of people working use modern information technology. Along with that, the application of media for online learning obviously makes use of current technology as well as the advancement of an increasingly modern period. Students must also learn to adapt to the usage of technology. Students can become 'modern students' or 'modern readers' as a result of the relationship in the English reading class and the usage of technological media in its learning applications which affect their way of thinking. As highlighted by Carr (2013, cited in Kriauciuniene & Mazuoliene, 2017), current readers are so influenced by acquiring information primarily from digital sources that, in addition to changing their reading habits, they are also changing their thinking. Students with a higher level of education (college students) will have a better developed style of thinking as modern readers

in English reading classes than students with a lower level of education / at school. College students may benefit from multimodal course application through online by increasing their interest and efficiency in English reading classes. The use of multimodal in English reading classrooms is also a method for students to communicate and express themselves from the various forms of learning (Al-faddaa & Liu, 2020).

Several previous researches looked into the application of the multimodal method to EFL reading classes. Pan and Zhang (2020) did a comparable research on the application of multimodal in EFL Reading classes. They analyzed a sample of participants from Dangshan No. 2 Senior High School in Anhui Province, China, for their study. Students from Class 2 and Class 3 of Grade 2 of Dangshan No. 2 Senior High School were used as research subjects in their study. They investigated whether students' abilities would increase and encourage them in English reading courses, as well as their attitude regarding the usage of multimodal. Their research discovered that applying a multimodal teaching approach to English teaching reading could improve students' English reading proficiency, could stimulate students' participation in English reading by applying a multimodal teaching approach, and students had a positive attitude toward multimodal teaching approach.

Al-fadda and Liu (2020) previously also did comparable research in Saudi Arabia on the promise and limitations of multimodal online learning. The purpose of this study is to look into the effectiveness, problems, and promises of multimodal online learning in the kingdom of Saudi Arabia as an alternative learning method in the face of the covid-19 pandemic. This study's participants are a random sample of 168 male/female high school students and 182 English language teachers from Saudi Arabia. According to the research, students have seen an improvement in several language qualities, including their reading ability and grammatical comprehension, as well as an increase in teachers' creativity in various ways. Regarding group-work difficulty, it emphasizes that the use multimodal online learning lacks possibilities that offer students space to work

together. Teachers struggle in developing multimodal content for English curriculum, as well as teachers' need for more time to learn more about it.

Others, Kusuma et al. (2021) did a similar study on the use of multimodal as a learning medium, with the objective of evaluating teachers' perceptions about teaching reading using multimodal text. In 2020, they conducted research in a senior high school in Surakarta, Central Java, Indonesia. The participant was a qualified high school teacher. According to their findings, the teacher employs multimodal texts because they believe that multimodality should be introduced to students in this digital era. Teachers believe that multimodal texts can motivate students to participate in the learning process and that they are really useful in this situation. The use of multimodal texts, primarily when teaching reading, can help students comprehend text messages and could also contain reading indicators that must be fulfilled. Aside from that, they also discovered several challenges in employing multimodal texts in teaching reading, which are related to material preparation.

The application of multimodal and its relationship to the EFL reading class in high school students already highlited in some previous studies, therefore, in this research, the author is looking at and focusing on the usage of multimodal online learning in higher education level (college students) especially in English education study program of Sriwijaya University. This is aims to see the students' perceive of the application of multimodal online learning in English reading classes and also the challenges they have faced.

This study attempts to look at students' perceptions of multimodal use in online English reading classes, as well as the applications and challenges they experience. In relation to multimodal online learning for English reading classes, there will have a survey for students on their experiences learning in English reading courses that integrate the main reading text with additional forms of teaching resources, such as images, power point presentations, and so on.

As the information provided above, the author intends to do deeper studies on multimodal online learning in EFL reading classes.

## 1.2 Research Questions

The research questions of this research are:

1) How do students' perceive multimodal online learning applied in EFL reading classes?
2) How is multimodal online learning applied in EFL reading classes?
3) What are the challenges using multimodal online learning in EFL reading classes?

## 1.3 Research Objectives

The research objectives of this research are to find out:

1) Students' perception on multimodal online learning applied in EFL reading classes.
2) The application of multimodal online learning in EFL reading classes.
3) The challenges while using multimodal online learning in EFL reading classes.

## 1.4 Significance of the Study

The significant of the study is to provide learning benchmark/reference that the implementation of multimodal in online learning of the EFL reading course may improve student skill and interest. It is expected that this study will serves as a reference for teachers/lecturers and other researchers who are interested in implementing of multimodal method in EFL reading classes. For students, it is expected that this research would help students understand how effective the usage of multimodal method in EFL Reading classes is. Students are supposed to get a better understanding of the notion of employing multimodal in online English reading classes. This study is also hoped to be the supporting function of multimodal application in online English reading classes, as well as a

resource to examine what difficulties are encountered in English reading course while employing multimodal method through online learning.

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