

**THE USE OF MULTIMODAL TEXT IN TEACHING  
ENGLISH: A CASE STUDY AT SMA SRIJAYA NEGARA**

**A Thesis**

**by**

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**English Education Study Program**

**Language and Arts Education Department**



**FACULTY OF TEACHER TRAINING AND EDUCATION**

**SRIWIJAYA UNIVERSITY**

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## DECLARATION

I, the undersigned,

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Certify that the thesis entitled "*The Use of Multimodal Text in Teaching English : a Case Study at SMA Srijaya Negara*" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, if I am found to have plagiarized this work, I deserve to go to court.

Indralaya, December 10<sup>th</sup> 2022

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## DEDICATION

*This thesis is dedicated to: My beloved and lovely parents, my mother and my father, and my siblings who always love and offer me the encouragement and supports in all my journeys. Thank you for being such a supportive, caring, and loving family.*

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Indralaya, 10<sup>th</sup> December

The writer,



Wardah Sri Erza

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**ABSTRACT**

Multimodal text is a teaching media that relies on the use of various types of media and teaching tools to instruct and educate learners, usually through the use of a Learning Management System (LMS). Thus, the present study is aimed to investigate how teacher apply a multimodal approach in learning English at SMA Srijaya Negara, and what inhibiting and supporting factors that appear when the multimodal is applied in teaching English. The subjects of this study were one English teacher and students at SMA Srijaya Negara. The data for this study were collected through observation and interviews. Qualitative method was used in conducting this study. The observation result showed that the implementation of multimodal text in teaching English at SMA Srijaya Negara is adjusted to students' ability levels. The teacher uses the tools and materials for the learning activity owned by all students. Even though there are still some inhibiting factors that appear, they can cope with some strategies to conduct the multimodal text in their teaching and learning activity.

**Keywords:** *Multimodal text, English language teaching, English learning media*

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# **CHAPTER I**

## **INTRODUCTION**

This chapter presents: (1) Background of the study, (2) Problems of study,(3) Objectives of study, and (4) Significance of the study.

### **1.1 Background of Study**

English is the language used for international communication for every human being to socialize. The students from primary school to higher school must be taught English so that the students can easily comprehend and communicate with different facets of life using English, as stated by (Mustafa et al., 2017), English, from high school to university, is taught in Indonesia as a foreign language. They state that most secondary schools have two English language classes every week in the two tiers of secondary schools, i.e. junior and high schools.

The English learning method is, of course, the most important thing so that the learning and teaching process can run optimally. Therefore, selecting the best learning approach is essential. A suitable learning method can handle all students' difficulties in understanding each English material. In addition, the process of understanding students will also be faster, so it takes little time for them to become proficient in English. Determining the most appropriate method for learning English takes work. Therefore, the method must also be adapted to the ability of students.

Since the change in learning modes from offline (outside the network) to online (within the network) has been widely carried out in a number of education providers as a result of Covid 19, not a few teachers, have experienced difficulties in carrying out their learning. Several factors include less interaction in learning activities between teachers and students. Some e-learning methods are one-way. This causes the interaction between teachers and students to be reduced so that it will be easier for students to get further explanations about material that is

difficult to understand. Even so, effectiveness may be obtained if teachers have good creativity in managing online learning systems and can adapt to students by creating learning methods adapted to existing conditions.

More effective methods are needed to maximize online learning strategies. Multimodal learning is an option because it is considered to follow the current trends and conditions. Multimodal is defined as an approach using various media or called semiotic modes such as audio, visual, and kinesthetic (Kress & Van Leeuwen, 2020). Through this approach can strengthen and complement each media. In the realm of education, multimodal learning is also often applied to various technologies such as the use of power points, learning applications installed on mobile phones, TV media, YouTube, Zoom, and various other products. With the availability of various modes (media), we can innovate and find solutions when facing problems when doing online learning.

Multimodal teaching has been widely researched in the context of ELT. For instance, a study shown by Sakulprasertsri & Network (2020) found that multimodal teaching enhanced students' language skills and helped them apply their knowledge and skill in an authentic context. Multimodal is the combination of verbal and visual semiotics that can be used to determine the type and level of dialogical involvement in a text of multimodal approach that is crucial in learning. The multimodal method strives to develop students as readers and creators of multimodal text by highlighting the importance of many sources in producing meaning in the text and the ways in which a particular decision contributes to the desired communicative goals.

Furthermore, multimodal techniques aid in meeting diversity by assuring inclusiveness, which promotes intellectual quality and allows students to have a diverse learning experience. Students can choose the object of learning, or representation, that best meets their personal preferences based on their dominant way of learning with a multimodal approach. As a result, teachers will be able to fulfill the needs of various learners in a teaching context. McConnell (2014) suggests that multimodal texts provide authentic and engaging materials to explore how meaning is created and help students communicate more effectively

in different contexts at any level. It can be concluded that multimodal texts provide authentic materials related to the student's real life.

Using multimodal text in learning activities can increase students' and teachers' creativity. Teaching with a multimodality approach will assist the teacher in visual or non-visual, digital or non-digital activities, and in learning in general. In the digital learning environment, students' potential for invention, leadership discipline in any aspect, intelligence, critical skills, and group problem-solving can all be enhanced by employing technology (Beetham, 2013). The added value of multimodal learning is that it encourages students to learn to read a message, then deliver it. When learning English using a multimodal approach, that can be said that they learn to understand the communication process. In addition, they are also directed to think critically in understanding a message they get. For example, when students are asked to understand a picture message, they must be able to read the detailed meaning of the picture display or a combination of specific movements and expressions of a student when making an online presentation with the aim of other students paying attention to better understanding the intent or information conveyed.

In this research, the researcher wants to discover how the learning process of the use of multimodal text in teaching English. The multimodal text has several modes, such as print and picture or print, image, sound, and movement. A multimodal text is frequently a digital text, but it can also be a book, such as a storybook, informative text, or graphic text. Multimodal texts necessitate the processing of more than one mode as well as the recognition of mode relationships. This method differs from the linear reading of print-based materials. Boshraadi et al (2014) who claimed that using multimodal texts had a positive effect on students' reading comprehension skills. They add that multimodal texts reading processes not only helped the participants to gain a considerable amount of helpful information on reading skills but also served as a decisive motivating factor and made the reading class more enjoyable than regular reading class.

In implementing learning, it cannot be separated from the factors that can be supported and hinder the implementation of the learning. There are several

obstacles which result in the stagnation of teaching, that can appear in the teaching and learning activity, such as the lack of student facilities, mismatched application of methods, lack of understanding of the material, and alienation of learners in teaching, efforts are needed to overcome this.

Multimodality is the subject of many research. Several researchers have studied multimodality in teaching. The first research was conducted by Muzammil & Salwa (2016) with the title "Multimodalitas Dalam Pembelajaran Speaking Bagi Mahasiswa Jurusan Pendidikan Bahasa Inggris" they concluded that students who use L2 subtitles combined with L2 sound and motion pictures produce fluent and more accurate spoken English than L1 and L0 subtitles. However, they are simple enough, so the use of multimodality is recommended to improve speaking skills.

Another Further research is about "Developing Students' Reading Skill Through Making Multimodal Inferences" by (Nurviyani et al., 2020). The research shows that almost all students improved their reading skills by making multimodal inferences. They were able to make inferences visually and verbally by using text clues and integrating them with their background knowledge, creating mental images in their heads, distinguishing between literal and implied meanings, implementing some reading strategies before, during, and after reading the text, and manifesting their inferences.

The subsequent research was conducted by Astarilla & Warman (2018) with the title "The Effect of Multimodal Texts on Students' Reading Comprehension." This research found that multimodal texts significantly affect students' reading comprehension. It showed that there was a statistically significant difference between the mean scores of experimental and control groups on the post-test of reading comprehension. It can be seen in the student's achievement in the experimental group from the pre-test to the post-test. The experimental group had better ability in the post-test of reading comprehension than the control group. As the control group also got instruction during treatment, at the end of the session, this group made little progress compared to the experimental group, which proves the effectiveness of the treatment. It is

confirmed that students who were taught using multimodal texts had better reading comprehension ability than those who were only taught using monomodal texts.

The last research is about Energizing Students' Reading Comprehension Through Multimodal Texts by Januarty & Nima (2018) this study describe The use of multimodal text in reading instruction was discussed in this study's interviews with 10 junior high school students and one English teacher. The study was a qualitative descriptive study that compared Indonesia to other nations in its investigation of the utilization of multimodal texts in teaching and learning. Additionally, this study discovered that multimodal text might encourage junior high school students to read and comprehend the material more easily than text that doesn't include visual visuals.

The difference between this research and the previous one is that this research will describe the actual description of the implementation of the use of multimodal text in teaching English to senior high school students. Moreover, this study will analyze and investigate the inhibiting and supporting factors when multimodal text is implemented in teaching English. Based on the description above, it seems necessary to conduct further research on the problems listed above with the title "The Use of Multimodal Text in Teaching English: a Case Study at SMA SRIJAYA NEGARA."

## **1.2 Problems of Study**

Based on the background of the study above, the researcher formulates the research problems as follows:

1. How does the teacher use the multimodal text in teaching English?
2. Is there any inhibiting and supporting factor when teacher use multimodal text in teaching English to senior high school students?



### **1.3 Objectives of Study**

Based on the problems of the study above, the objectives of the research are as follows :

1. To find out how the learning process on the use of multimodal text in teaching English.
2. To find out whether there are inhibiting and supporting factors when teacher use multimodal text in teaching English to senior high school students.

### **1.4 Significance of the Study**

This study is expected to be beneficial to the English teachers, EFL students, and future researchers. The first is for the English teachers. This research is expected to contribute to the English teachers that multimodal text can be used as an alternative in teaching English to Senior High School Students. Secondly, for EFL students, it is expected that they will be able to use this method to create learning activities that can encourage their eagerness to learn English. Lastly, for future researchers, this research is expected to give information, a model, or a reference to be developed for further studies. The researcher hopes other researchers evaluate, revise, reconstruct, or modify this study and write further studies for other levels and objectives.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Multimodal Text**

Multimodal text is a teaching media that relies on the use of various types of media and teaching tools to instruct and educate learners, usually through the use of a Learning Management System (LMS). When using a multimodal learning media, not only words used on the page or the voice of the teacher delivering the lecture but also the combination of these elements with videos, images, audio files, and hands-on exercises to give learners the best opportunity to learn. Multimodal texts, according to Walsh & Literacy (2006) are texts that contain more than one "mode" (a type of meaningful sign or symbol), allowing for a "synchronization of modes" to express the text's meaning. Multimodal is all verbal and visual semiotic sources that can be used to realize the types and levels of dialogical involvement in a text. It is important to use a multimodal approach to learning.

The multimodal text aims to develop students into knowledgeable readers and producers of multimodal texts by drawing attention to the various sources for making meaning in the text, as well as the ways in which a specific choice works to achieve the desired communicative goal (Kummin et al., 2020). According to the skills, interests, and preparation of the students, teachers must vary their teaching strategies and lesson plans. To accommodate students' various learning preferences, teachers must be able to enhance the processes of teaching and learning English language abilities. Applying the usage of multimodal texts in classroom teaching and learning is one way to achieve this. Texts that use many meaningful signs or symbols to express meaning through a "synchronization of modes" are referred to as multimodal texts. This means that by combining all of the different modes that were used in the text, the core of multimodal texts may be understood.

Moreover, the use of multimodal texts allows students to take advantage of literacy outside of school and help them become more proficient in literacy (Sewell & Denton, 2011). The multimodal text does not always mean use of technology, and multimodal texts can be paper-based, live, or digital. Paper-based multimodal texts include picture books, textbooks, graphic novels, comics, and posters. Live multimodal texts, for example, dance, performance, and oral fairy tales convey meaning through a combination of various models such as body language, spatial, audio, and spoken. Digital multimodal text including film, animation, slide shows, e-posters, digital stories, and podcasts. Contemporary communication Effective learning requires students to be able to understand, respond, and organize meaning through multimodal texts in various forms.

Compared to traditional teaching methods, the use of multimodal texts enhances the effectiveness of teaching and learning strategies. Multimodal texts use a number of media, including ICT, to create dynamic course materials that appeal to a range of learning styles and sensory modalities (Sankey et al., 2010). The multimodal texts employed contain audio and video components, recorded lecture presentations, interactive diagrams and simulations with audio enhancement, interactive quizzes, and interactive graphics. The "multimedia effect" refers to how words and images together help students understand more profoundly than just learning by words (Mayer, 2001). Instructional components may be presented in multimodal learning environments. Provided in many sensory modes (written, audible, and visual). Modern technologies encourage the blending of many communication modalities like image, voice, written language, and animation, according to research in language studies.

The adaptability of multimodal texts is one of its strong points. Although most professors employ a variety of teaching techniques, each student has a unique learning style and set of preferences. Students are able to comprehend the lessons presented when multimodal texts are used in teaching and learning because teachers can choose the optimal strategy to maximize students' learning using a variety of tools and methods. These multimodal texts are accessible,

allowing educators to vary their pedagogical approaches. Gen Y learners, who are known to be more choosy and already have their own established habits and preferred learning styles, will be drawn to these broad and diverse approaches. Students will be more focused and invested in their own learning processes by employing multimodal texts. In fact, it was discovered that learners also exhibited proactive leadership behaviors that honed their leadership abilities (Kummin et al., 2020).

In addition, the multimodal text helps to cater to diversity, ensures inclusiveness that fosters intellectual qualities, and allows students to experience a broad learning experience. With a multimodal approach, students can choose their own learning objects or representations that best suit their modal preferences based on their dominant learning style. Thus, enabling educators/teachers to meet the needs of different learners in a language learning environment. Multimodal is a term that is used to refer to the way people communicate using different modes at the same time Kress et al. (2001), defined as the use of some semiotic fashion in design product or semiotic event together, and in a certain way, these modes are combined for strengthen, complement, or exist in a certain order.

The first implication relates to the necessity of selecting reading materials that match the interests of students. In this situation, teachers should discover stimulating and motivating instructional resources. Therefore, teachers should be able to select engaging materials to foster creativity and provide learners with fresh ideas and facts. Obviously, these resources should be based on the student's prior knowledge and experience. By selecting engaging resources, it is believed that pupils might overcome their inactivity or unfavorable attitude toward reading. The second issue relates to the necessity of selecting reading materials appropriate for the level of the children. Teachers should ensure that non-printed multimodal content is easily comprehensible, as this study employs a comprehensive reading program. The third aspect relates to pedagogical practices that influence student engagement during the learning process. In this instance, teachers should give pupils more varied assignments during the lengthy reading program. There are

examples of extensive reading practices that have been conducted by other researchers employing various types of reading text (linear text), such as the reading of short tales, novels, or any other intriguing literature.

However, when assigning reading tasks, teachers should take students' needs into consideration. Before introducing non-printed multimodal material into an extensive reading curriculum, all teachers should therefore prepare pupils to comprehend online reading practices. In this instance, teachers should always conduct classroom experiments to determine the most effective method to utilize with a certain group and then modify the learning activities accordingly. (Cahyaningati & Lestari, 2018).

## **2.2 English Language Teaching**

English language teaching is developing the ability to speak, read, listen and write English in a contextual and acceptable manner according to the context and conditions and daily situations of students. This is to produce a form of learning English that is closer to the language needs of students. English language teaching is very much needed for all people, both early age and adult, because English is an international language that everyone should know. Not only understand English, but also must be mastered the skill. According to Patel & Jain (2008) general objectives of English language teaching are:

1. To enable the student to speak English correctly.
2. To enable student to understand topic correctly.
3. To enable student to read English with ease.
4. To enable student to listen English with ease.
5. To enable student to write English correctly.

In learning English, there are four basic language skills that are to be learned in order to be fluent in English. There are writing, listening, reading, and speaking. These four language skills provide an opportunity for anyone to be able

to create the right context in an exchange of information. Mastering the four language skills will also increase students' self-confidence. Listening and reading are receptive abilities (receiving understanding) because one does not need to produce language. These two language skills put a person to be able to accept and understand language. This skill is called passive skill.

On the other hand, language skills that are both non-receptive are productive language skills, namely speaking and writing, because someone produces language. These two skills are active skills. So, it can be concluded that the four aspects or skills in English support each other. The four must be studied in tandem so that everything can be mastered evenly. Therefore, exposure to effective and correct English must be accompanied by appropriate learning methods from the teacher in learning activities so as to ensure students have a strong foundation of the four language skills that can be used in the future.

Language learning must involve four factors, namely teachers, language teaching, language teaching methods, and subject matter. These four facts become the most important part of the effort to help and facilitate the process of teaching and learning languages. The teacher is the most important factor in the process of facilitating the learning process. Because the teacher is a facilitator in the learning process that requires ways or methods of learning. So, good teachers, in general, always try to use effective teaching methods and use the best media tools in carrying out language learning. Teachers are still another crucial element of ELT. According to Met (1999), Second language teachers need to be adept at bargaining, observing student performance and making instructional decisions. They must also serve as role models for learning techniques and the use of second languages. To make language acquisition easier, the environment needs to be designed. Teachers should be adaptable with regard to following the curriculum or studying the units in the course book based on the student's abilities. They should select and/or prepare more suitable materials in order to replace, as necessary, some components of a unit. Hutchinson & Waters (1987) proposes certain considerations when establishing the objective of course materials. According to

him, first and foremost, good materials do not instruct but rather stimulate the learner.

In order to accomplish this, they include engaging texts, fun exercises, and opportunities for students to use their potential knowledge and abilities. Second, quality resources assist the teacher and student in organizing the teaching/learning process by providing a variety of activities that maximize the likelihood of learning. The third point outlined by Hutchinson is that "materials embody a view of the nature of language and learning." That is, they should align with the instructor's perspectives and emotions regarding the learning process. For example, if the instructor believes that frequent reinforcement facilitates learning, then the material to be learned should be practiced multiple times. Additionally, quality materials should introduce instructors to new practices. Finally, quality resources include examples of correct and suitable language usage.

Without teaching strategies, each learning activity is useless. According to Syahputra (2014) a strategy is a pattern of activity learning that is chosen and used by a teacher contextually, in accordance with student characteristics, school conditions, the environment, and specific learning purposes. It is essential that learning strategies and learning objectives be related in order to achieve effective and efficient learning activity steps. Learning strategies are procedures and methods (procedures) that ensure students will really meet their learning goals. There are a lot of intelligent, knowledgeable teachers, yet the results of their teaching are often unsatisfactory. They fail because they lack effective teaching techniques or because they are unable to effectively combine content and delivery methods. This indicates that the first secret to effective teaching is good teaching methods. Therefore, the teacher must be able to vary the activities according to the subject matter, environment, and students. Teachers must therefore receive training to ensure that their teaching methods produce the desired results.

A method used in English language teaching is a very close relationship with the knowledge of Pedagogics, Psychology, and linguistics. Pedagogic knowledge emphasizes the formation and development of the habits and abilities of students. Meanwhile, when viewed from the level of psychology, the sense of

interest in learning foreign languages is very needed, teachers should know if children do not speak English in their environment and they learn English not only as eyes compulsory education but a necessity to be used in society and everyday life. In essence, the creation of awareness in students to love English will be the main key to fostering interest in learning English so that the problems that are very often encountered are feelings of restlessness, nervousness, and the fear of being wrong. English learning teaching is not only with development theory but also the application of the theory that has been obtained by the participants learn in the language learning process.

As a teacher, knowing the purpose of English language teaching is greatly emphasized. As we all know, the main goal of English language teaching is to prepare students to achieve communication and the use of a language that has been learned. Every meeting that is held with the learning process is the acquisition of sentences that have been done by students. However, the practice of English they have acquired is sometimes only limited to acquisition in the form of linguistics without any practice of communicating after leaving the classroom. Any excellent teacher's ultimate goal has always been and will continue to be effective instruction. Teaching is effective, if it has an influence on students, for example, if the students have advanced in their learning activities.

### **2.3 Teaching English Using Multimodal Text**

In recent years, teaching English has entered a new era. This is marked by the development of the function of English learning which so far has only been to improve communication skills to function to improve thinking and communication skills. In line with this, the implementation of English learning must also be carried out using appropriate learning models and appropriate learning media. In order to be able to play an important role in improving thinking and communication competence, the English learning media that should be used is multimodal English learning media. Multimodality in English learning is interpreted as the use of various sources that can be used to improve students'



understanding and, at the same time, improve students' communication skills. The main feature of multimodality is that students are actively involved in using, interpreting, and producing understanding through religious media of understanding and representation.

Rammal (2006) states that students of English as a Foreign Language (EFL) can enrich their cultural knowledge when witnessing authentic conversations among native speakers of the language. In general, video is a useful medium to assist students in exposing the target language they are learning. Thus, aspects of language, including conversation strategies, can be obtained efficiently. Watching and listening simultaneously in the same language, which is equipped with acting in the video, can make it easier for students to understand what they see and hear.

According to Bateman et al. (2017) multimodality characterizes a practical communicative situation by mixing different forms of communication. Multimodal teaching has been viewed as beneficial as it offers creativity and flexibility, such as but not limited to digital storytelling, visual learning material, and media to enhance the teaching and learning process and to construct knowledge (Freyn et al., 2017). As an example, children's movies can be used as entertaining media to introduce new vocabulary, target language culture, as well as building children's good character (Suwastini et al., 2021). It indicates that the meaning of multimodal texts can be comprehended by combining all of the text's distinct modes. In this instance, learners may read the multimodal text on paper (printed) or on an electronic screen (non-printed) such as a computer, which includes sound.

There are many ways to integrate multimodal text to teach four English skills. The first way is in writing skills. The teacher can use printed text or posters that are appropriate to the learning material so that the students can write an essay text regarding what they have read and know about the text or poster. Teacher should seek to stimulate and motivate instructional resources. Various

constructions of reading motivation contain the element of participation, which refers to Wang & Guthrie (2004) the pleasure derived from reading a well-written book or article on an intriguing topic. Therefore, teachers should be able to select engaging materials to foster creativity and provide learners with fresh ideas and facts. Obviously, these resources should be based on the student's prior knowledge and experience. By selecting engaging resources, it is believed that pupils might overcome their inactivity or unfavorable attitude toward reading.

The second is using multimodal text in teaching listening skills. According to Dwinalida et al. (2014) due to the fact that universities place a higher attention on English grammar, reading, and vocabulary, EFL students struggle with English listening comprehension. After learning listening skills, the students were expected to understand and comprehend the audio or video that they listened to. In this chance, teacher can doing picture dictated during learning listening skill since it can increase students' vocabulary even more than just listen to a recording. According to the research that was conducted by Dwinalida, picture dictation could increase the students' interest in learning to listen. In other words, it encouraged students to engage in listening activities. During the listening task, the students were enthusiastic when the treatment was given (Dwinalida et al., 2014).

Next, using multimodal text in teaching speaking skills. The teacher can use media such as PowerPoint to present the learning material and then ask the students to create their own presentation and present it in front of the class. Materials offered in a variety of presentation formats may give learners the impression that learning is simpler and attention is better, which could improve learning performance, especially for students who are less proficient (Chen & Fu, 2003).

Lastly, integrating multimodal text in teaching reading skills. The best way to read is to get an attractive text according to the interest of students so that they want to read the text willingly and without any coercion. Students' reading abilities might be improved through a variety of reading exercises if a

comprehensive reading program were implemented. According to Morgan & Fuchs (2007) many kids who don't spend much time engaging in reading activities typically don't develop into "competent readers." It follows that in order to increase their reading speed, students must practice reading a lot. Thus, students can acquire a lot of "vocabulary, grammar, and other language expertise" that can help them use the target language by reading a lot of English literature.

## **2.4 Previous Related Studies**

Multimodality is the subject of a lot of research. Multimodality in teaching has been studied by several researchers. The first research was conducted by Muzammil & Salwa (2016) with the title "Multimodalitas Dalam Pembelajaran Speaking Bagi Mahasiswa Jurusan Pendidikan Bahasa Inggris" they came to the conclusion that students who use L2 subtitles combined with L2 sound and motion pictures produce fluent and more accurate spoken English than L1 and L0 subtitles although they are not more complex, so the use of multimodality is recommended to improve speaking skills.

Another Further research is about "Developing Students' Reading Skill Through Making Multimodal Inferences" by Nurviyani et al (2020). The research shows that almost all students improved their reading skills by making multimodal inferences. They were able to make inferences visually and verbally by using text clues and integrating them with their background knowledge, creating mental images in their heads, distinguishing between literal and implied meanings, implementing some reading strategies before, during, and after reading the text, and manifesting their inferences.

The next research was conducted by Astarilla & Warman (2018) with the title "The Effect of Multimodal Texts on Students' Reading Comprehension." This research found that multimodal texts have a significant effect on students' reading comprehension. It showed that there was a statistically significant difference between the mean scores of experimental and control groups on the post-test of reading comprehension. It can be seen in the student's achievement in the experimental group from the pre-test to the post-test. The experimental group

had better ability in the post-test of reading comprehension than the control group, as the fact that the control group also got instruction during treatment. At the end of the session, this group made little progress compared to the experimental group, which is certainly proof of the effectiveness of the treatment. It is confirmed that students who were taught by using multimodal texts had better reading comprehension ability than those who were only taught by using monomodal texts.

The last research is about Energizing Students' Reading Comprehension Through Multimodal Texts by January & Nima (2018) this study describe The use of multimodal text in reading instruction was discussed in this study's interviews with 10 junior high school students and one English teacher. The study was a qualitative descriptive study that compared Indonesia to other nations in its investigation of the utilization of multimodal texts in teaching and learning. Additionally, this study discovered that multimodal text might encourage junior high school students to read and comprehend the material more easily than text that doesn't include visual visuals.

The difference between this research and the previous one is that this research will describe the real description of the implementation of using multimodal text in teaching English to senior high school students. Moreover, this study will analyze and investigate what are the inhibiting and supporting factors when multimodal text is implemented in teaching English.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

This study employed the qualitative research method with a case study approach. A qualitative design was chosen because this study aims to gain information about the use of Multimodal text in teaching English at SMA Srijaya Negara Palembang. Creswell (2002) describes a case study as "An in-depth analysis of a bounded system (e.g., an activity, event, process, or individuals) based on substantial data collection ." According to Wallen & Fraenkel (2013) a case study is a qualitative study approach that studies a single, individual, group, or essential example of formulating interpretations of a specific case or providing helpful generalization. Therefore, the case study approach allowed the researcher to study particular students in an attempt to understand the case of multimodal text in teaching English.

#### **3.2 Setting and Participants**

The setting of the study was SMA Srijaya Negara Palembang. It is a private senior high school located in Jalan Ogan, Bukit Lama, Ilir Barat 1, Palembang, South Sumatera. In carrying out its activities, SMA Srijaya Negara Palembang is under the auspices of the Ministry of Education and Culture. SMA Srijaya Negara has accreditation A, based on certificate 1008/BANSM-PROV.SUMSEL/TU/XII/2018. There are three English teachers in SMA Srijaya Negara. As for the number of classes in this school, grades 10 and 11 are divided into seven classes: three for science and four for social studies. While class 12 is divided into five classes consisting of three science classes and two social studies classes. The participants of this study were three students, one female and two male students of class XI IPA 3, and one female English teacher who teach that class.

### **3.3 Operational Definitions**

The title of this study is "The Use of Multimodal Text in Teaching English : a Case Study at SMA Srijaya Negara ." To avoid misinterpretation, it is essential to explain and define the three terms.

The first term, Multimodal Text, is referred to the teaching media to teach the students to learn English. It is a learning strategy that incorporates a variety of modes, such as sound, image, and text, and how the teacher applies the method to transfer knowledge to all students. Moreover, this study analyzed and investigated the inhibiting and supporting factors when multimodal text is implemented in teaching English.

The second term is teaching English, which is a teacher's effort to provide knowledge of English in teaching and learning activities. So that students can improve their English in all skills. In teaching English teacher must have pedagogical knowledge, which means an effective English teacher must have effective teaching techniques, both in terms of preparation before teaching, teaching methods, learning strategies, implementation in teaching, and also how to test students in tests. Teacher preparation can be in the form of a Learning Implementation Plan (RPP) or the required teaching materials. So the teacher must prepare materials and activities so that learning can take place effectively.

The third term is a Case Study, which refers to the method to gain the data at one high school located in Bukit, Palembang. A case study is defined as an in-depth, detailed, and detailed investigation or examination process on a particular event or case that occurred. Feagin et al. (1991) define a case study as a research method that is a multi-perspective analysis. The multi-perspectival analysis is research that requires analysis from various points of view and does not only focus on one thing. For example, not only focusing on the individual himself but must also analyze things other than the individual, such as behavioral reasons, external factors, and so on. In addition, researchers must also pay attention to groups that have links to these individuals.

Thus, the present study is aimed to investigate how teacher apply a multimodal approach in learning English at SMA Srijaya Negara, whether it suits the students' characteristics, and what inhibiting and supporting factors that appear when the multimodal is applied in teaching English.

### **3.4 Method of Collecting Data**

To obtain the data, the researcher used two techniques of data collection. Since the study is a case study, therefore the researcher used classroom observation as the primary technique. Then it was followed by a semi-structured interview for a validity check.

#### **3.4.1 Observation**

The first data collection technique is observation. According to Bungin (2001), observation is a data collection technique used to collect research data through observation and sensing. In this case, the observation was conducted by observing the implementation of multimodal text in teaching English during teaching and learning activities. Moreover, the researcher observed students' enthusiasm for learning English using multimodal text to determine whether all students are interested in using multimodal text. After this observation, three students who have different enthusiasm were chosen to be interviewed to get some points of view from students.

This observation was held for 3 meetings, so the researcher observed the learning activity while sitting in the corner of the classroom. The researcher used an observation sheet that is divided into three sections; the first is pre-activity, the next whilst activity, and lastly, post-activity. It became the notes for the researcher in collecting data during learning activities in the classroom. During the observation activity, the researcher not only took notes but also recorded the teaching and learning activities in class, using a video recorder so that it was easy to process the data optimally without missing anything. In observing classroom

activities, the researcher was a non-participant observer because, in this observation, the researcher was not actively involved and only an independent observer.

Non-participant observation is an observation process that involves observing participants without actively participating. This option is used to understand a phenomenon by entering the community or social system involved while remaining separate from the observed activity. Riyanto (2010) describes non-participant observation is a research activity carried out if the observer does not participate in the observer's activities.

### 3.4.2 Interview

The interview is a question-and-answer process between the interviewer and the interviewee. The purpose of the interview was to obtain information and knowledge from the informants. According to Sugiyono (2011) the interview is a data collection technique that is carried out in a structured or unstructured manner and can be done face-to-face or by using the telephone network.

This study used semi-structured interviews because It is possible to add new questions when the interview session is in progress with the aim of clarifying answers that are felt to be lacking in detail and gaining a deeper understanding of the context under discussion. The semi-structured interview is a type of interview that takes place referring to a series of open-ended questions. This method allows new questions to arise because of the interviewee's answers so that the information can be carried out more deeply during the session.

According to Datko (2015) the semi-structured interview is a data collection method applicable to qualitatively-oriented language pedagogy research. Compared to an unstructured conversation, the researcher has more control over the content; however, the informants are not limited in response. The semi-structured interview is usually used to reconstruct one's subjective theory about a particular topic.



The source interview questions for this study were adopted and adapted from journals Januarty & Nima (2018) entitled *Energizing Students' Reading Comprehension Through Multimodal Texts*. In order to meet the result, the instrument from this journal was modified and validated by experts who are lecturers of English Education at Universitas Sriwijaya. There were fourteen questions for the interview, nine questions for one English teacher, and seven questions for three students with different abilities in learning English to know if the multimodal text approach is suited for all students even though they have different abilities in learning English. During this interview, the researcher used a voice recorder with a handphone and took notes to get valid data from the interviewee.

### **3.5 Validity and Reliability**

Expert judgment validation is used in this study. After the instrument is constructed about the aspects to be measured based on the problem of study, then it is consulted with the competent or through expert judgment. This consultation was carried out with two Universitas Sriwijaya lecturers to see the item's strength.

Instrument validation through expert judgment is defined by Fernández-Gómez et al. (2020) as an informed opinion from individuals with a track record in the field who are regarded by others as qualified experts and who can provide information, evidence, judgments, and assessments. Evaluation through expert judgment consists of asking several individuals to judge an instrument or express their opinion on a particular aspect.

Expert judgment was conducted to check the validity of this study's instrument. The researcher validated the ready-made interview Januarty & Nima (2018) with the help of 2 experts. These two experts (Z and D) are teaching staff of lecturers in the English Education department at Sriwijaya University. Two experts stated that the interview questions are appropriate for the study. The total number of questions for the interview are 16 questions. There were nine questions for the teacher interview and six questions for the student interview.

### **3.6 Data Analysis**

Data analysis is a method for obtaining data that will become information that is easy to understand and useful for finding solutions to a problem. In this case, the researcher used thematic analysis techniques to analyze the data collected from observation and interviews. Thematic analysis is an activity to describe the data that explains information through a sentence so that it is divided according to categories to get precise, clear, and detailed data. According to Braun & Clarke (2012) thematic analysis is a type of data analysis that aims to discover patterns or themes in data that researchers gathered, and a technique for finding, examining, and reporting patterns (themes) in data. Therefore, this method may accurately organize and describe data in detail so that it can be used to interpret different parts of the topic study.

According to Poerwandari (2009), The process of encoding information into a detailed list of linked themes, theme models, or indicators with that theme, or items in between a combination of those that have been discussed, is known as thematic analysis. The theme is capable of both describing phenomena and fully interpreting them.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter provides the findings and discussion of the implementation, challenge, and strategies in teaching English using multimodal text at SMA Srijaya Negara based on observation and interview results.

#### **4.1 Biographical Description of Participant**

In this study, there was one English teacher and one class that was observed, which was XI IPA 3. Observations were carried out for three meetings every Tuesday. There were 32 students and one teacher who studied. The English lessons are held once a week for 90 minutes. For the interview, there were four participants : one English teacher and three students that were interviewed. The first participant is AF, an English teacher at Senior High School Srijaya Negara. She has already taught English subject for 14 years. The students were selected based on their cognitive level, according to the teacher's assessment of their daily performances. They were students of IPA 3 class in Senior High School Srijaya Negara Palembang. There were one female student and two male students. First Participant is AI, a student of IPA 3 class at Senior High School Srijaya Negara Palembang. According to the teacher assessment, AI is a high achiever student in English lessons. The second participant is IN, a student of IPA 3 class at Senior High School Srijaya Negara Palembang. According to the assessment, IN is a mid-achiever student in English lessons. The third participant is MG, a student of IPA 3 class at Senior High School Srijaya Negara Palembang. According to the assessment, MG is a low achiever in the English lesson.

#### **4.2 Findings of the Study**

There are two research questions in this study, they are: “How does the teacher use the multimodal text in teaching English? “ and “Is there any inhibiting and supporting factor when teacher using multimodal text in teaching English to

senior high school students?”. To ensure that the study questions were addressed, the data obtained from the instrument were thoroughly elaborated and examined.

#### **4.2.1 Result of Observation**

This observation activity aims to describe English learning activities at SMA Srijaya Negara and describe the observations' results. It does not stop here. The results of the observations are analyzed by identifying how the multimodal text media are applied by the teacher in the learning they teach. The observation took place three times.


The observation method used by the researcher was non-participant observation, which is an observation activity where the observer stands as an 'outsider' while the observation activities was carried out. The researcher only saw, observed, recorded, and made documentation of observations. During the observation activity, the researcher recorded the learning process and carried out learning documentation activities. Recording aims to capture all aspects of the learning process. Documentation of learning was done by recording the learning process in class using a video camera and by collecting learning documents, such as observation sheet, material hand-outs, and student attendance lists. The followings are the result of observation :

1. The first meeting was held on 6th September 2022. In this meeting, the lesson was about suggestion and offering expression. Before the class started, the teacher had already sent the media on their Whatsapp group so that all students could see the media. After the teacher started the class, she asked the students whether they still remembered the last meeting lesson, and they discussed it. For the whilst activity, the teacher asked the students to read and observe the media, which are two pictures of conversation text. The first conversation is about two students named John and Jane that talked about going to the cinema. In the conversation, it can be seen that it is about suggestion expression. In contrast, the second conversation is about two students called Jane and Siti. According to the

conversation, it can be concluded that it is an example of offering help expression.

**A** Pre-Activity

**Conversation 1**  
With a partner, read the conversation given below.



Hi, John.

Hi, Jane. What are you doing?

Nothing much. Would you like to go to movies?

I would love to, but not right now.

How about in the afternoon?

Great! What movie do you want to watch?

Let's watch "Ring".

I would rather not. I am not much into horror movies. How about Peanuts?

Ok. Let's go. When do you want to go?

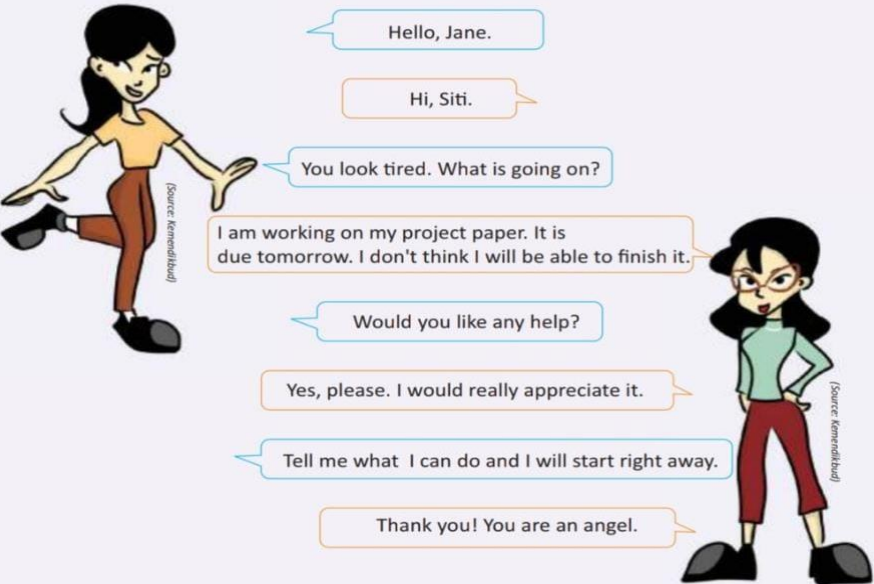
4 o'clock show.

It sounds good. Okay, see you then!

Okay, see you!

**Figure 4. 1 Conversation Text**

**Conversation 2**  
With a partner, read the conversation given below.



Hello, Jane.

Hi, Siti.

You look tired. What is going on?

I am working on my project paper. It is due tomorrow. I don't think I will be able to finish it.

Would you like any help?

Yes, please. I would really appreciate it.

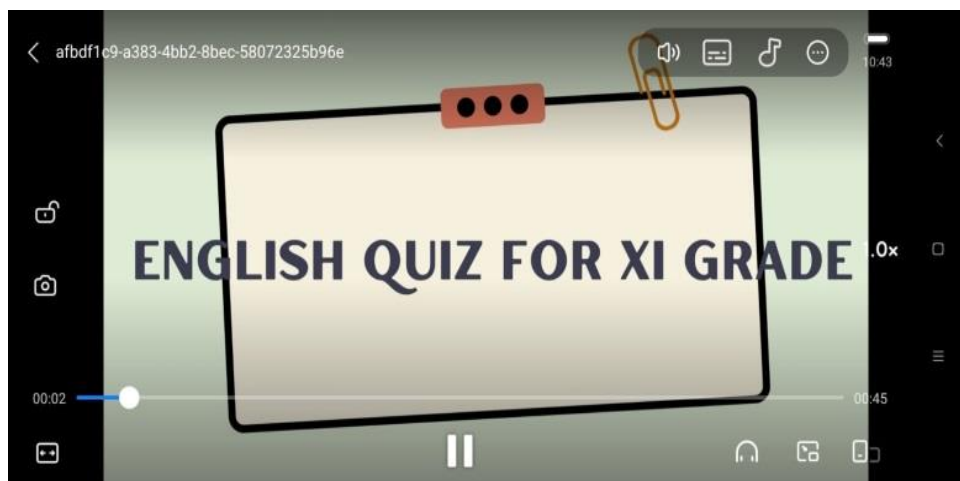
Tell me what I can do and I will start right away.

Thank you! You are an angel.

**Figure 4. 2 Conversation Text**

After students had read and observed the conversation, the teacher asked some students to practice reading the conversation and asked where the expression and responses in the conversation that they had read. Some students read and explained the expression and response that was shown in the conversation, and the other students listened carefully. After that teacher confirmed and explained the lesson. For the post-test, the teacher asked the students to pair up and search for an example of a text conversation about suggestion expression on the internet and send it to their WhatsApp group. After students sent their text conversation, the teacher checked whether students sent the correct conversation or not. For the homework teacher asked the students to write the conversation that they found.

2. The second meeting was held on 20th September 2022. In this meeting, the teacher gave students a quiz about the last meeting lesson, which is the expressions of suggestion and offer. The teacher sent the questions and instructions in the form of a short video text that she sent via WhatsApp group.



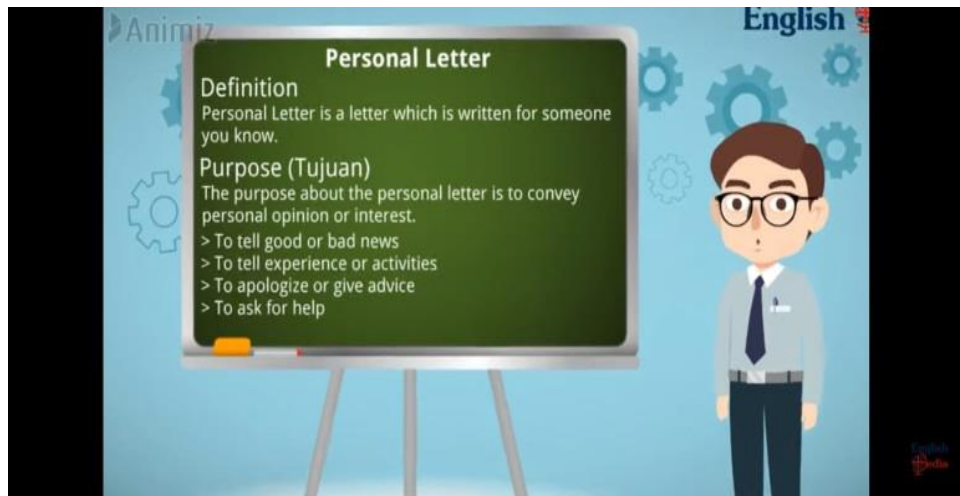
**Figure 4. 3 A Capture of the Quiz Video**



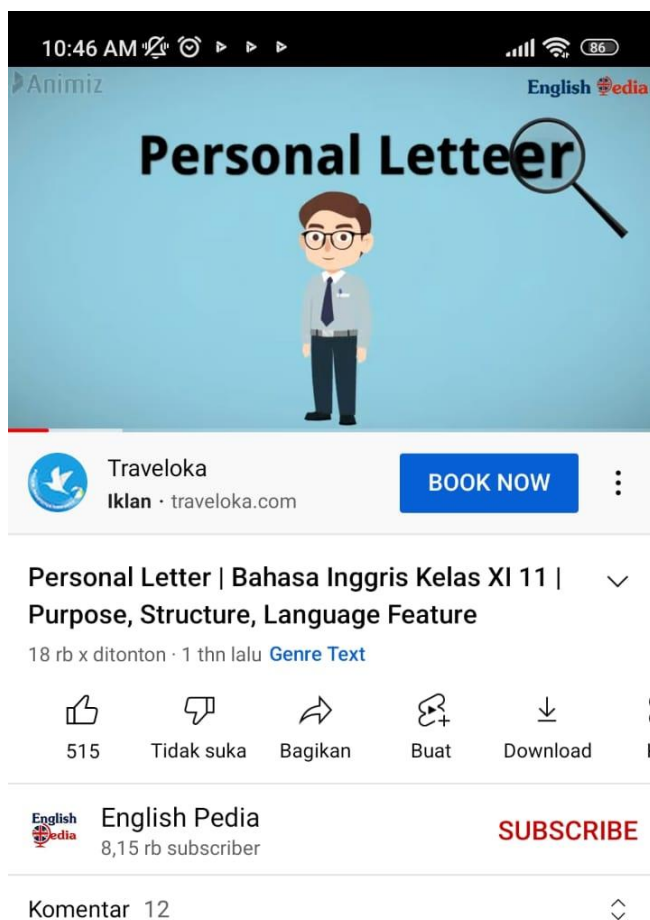
**Figure 4. 4 A Capture of the Quiz Video**

The students were asked to create a short conversation about offering expression based on the chosen situation, which is the situation when their brother or sister washes the dishes. The students had to write on a piece of paper, and the quiz lasted 20 minutes. After students collected their quiz answers, the teacher led the students to review the lesson and quiz that they had done. The teacher asked some students to read the conversation that they created and write the offering expression with the response on the blackboard. Then, the teacher evaluated and confirmed the students' explanation and conversation. For the post-test the teacher asked students about personal letters, but many students did not know the topic yet, so the teacher explained it briefly. The teacher gave students homework to observe about personal letters. After that the teacher asked the students to conclude the lesson, then they closed the lesson.

3. The third meeting was held on 27th September 2022. The teacher asked students to see the video about a personal letter that she had sent on the WhatsApp group.



**Figure 4. 5 A Capture of a Short Video from Youtube**



**Figure 4. 6 A Capture of a Short Video from Youtube**



The teacher and students discussed the video about the social function, generic structure, language features, and examples of a personal letters. Furthermore, the teacher asked the students to create a small group of 5 people. The teacher gave students a text of a personal letter and asked them to observe and discuss the structure of the letter.



**Figure 4. 7 Students Observe the Media**



**Figure 4. 8 Students Observe the Media**

After that, the teacher asked the students to present their discussion results in front of the class. Then the other group gave comments or their opinion about their friends' presentation. Furthermore, the teacher confirmed the student's presentation and explained again about the structure of personal letters using PowerPoint presentation.



**Figure 4. 9 Teacher Displays the PowerPoint**

The teacher asked some students to read the example of a personal letter that is shown in the PowerPoint. After that, they discussed the generic structure and language features of that personal letter. For the post activity teacher asked the students whether they understood the lesson, and they reflected on the lesson. The teacher showed students a picture of a child writing a letter to her mother, and then the teacher asked students to create a personal letter for their homework. Lastly, they closed the lesson.



**Figure 4. 10 Teacher Displays a Picture**

Overall, based on the results of the analysis of the implementation of multimodal text with observations that have been made at SMA Srijaya Negara, the teaching of English in class XI IPA 3 has applied the use of multimodal text. It turns out that in three face-to-face English learners in the classroom, the application of multimodal text does not only include one kind of multimodal text but more than one. For the first meeting teacher only used one kind of multimodal text that contained visual images. Then the next meeting teacher used a short video to create the quiz. Finally, for the third meeting teacher used three kinds of multimodal text. First, she used a short video in the pre-activity to let students observe the topic by themselves. Second, she used PowerPoint in whilst activity to explain more about the lesson, and last, she used the picture to give students a post-activity to create a personal letter for homework.

Five different modes are combined in multimodal texts to convey meaning, according to Anstey et al (2010) these five types of communication include linguistic, visual, gestural signal, audio, and spatial organization. They can be transmitted electronically, on paper, or live. Multimodal texts, whether they take the form of printed texts or non-printed texts, refer to written texts that have various modes suggested by the teacher and the link between them in interpreting a narrative or information. As we can see from the observation result, the teacher has already used the multimodal text to teach English to senior high

school students properly. Although she still uses a few types of multimodal text, it is in accordance with the conditions of the class and the abilities of the students.

Teacher creativity and learning innovation are important parts of the learning process in the classroom so that learning can achieve the expected goals. The learning guided by the teacher is considered to be dynamic and fun. On the other hand, the timing and mastery of the material can be achieved well.

#### **4.2.2 Result of the Interview**

The results of the interview were examined using a method called thematic analysis in accordance with what was previously mentioned in Chapter 3. Based on the results of the interviews, the researcher reports on the outcomes of the interviews, which involved 4 participants. For the result of the teachers' interview, the researcher identified 9 themes that were connected to the research question. The first theme is to know how the implementation of multimodal text when teaching English. The next themes are to know the inhibiting and supporting factors in teaching English to senior high school students. These are the themes of the study from the interview; (1) Teachers' consideration of the source of the text, (2) Teacher's consideration of choosing the multimodal text to teach English, (3) Teachers' opinions on the text that contain some visual images, (4) Teachers' opinion on text with visual image attract students interest, (5) Teachers' opinion on text with visual image help students to learn, (6) Teachers' opinion on the text that contain visual images help students to guess the lesson, (7) Teachers' opinion on the text that contains visual images help the improvement of language learning skill, (8) The inhibiting factors when using multimodal text when teaching English, (9) The supporting factors to use multimodal text in teaching English,

##### **4.2.2.1 Teachers' Consideration of the Source of the Text**

In this theme, the researcher asked about the teacher's consideration when choosing the source of the text that she took for teaching English. The participants respond to the interview questions as follows.

"Yes, okay, for the source of the text. I use this printed book from the Ministry of Education since I think if only using printed books is deficient, so I also use existing sources, there are a lot of them on google. Like yesterday, our learning material was about the suggestion and offering expressions, so after using the guidebook, I also asked the students to look for other sources on google, about that material. Because I think when searching the text on Google it would be faster and more variety."

From the statement above, AF stated that the texts she used to teach were taken from the textbook provided by the school, but when she needed more example to explain or test the students, she would search it on Google, to create various ways in the teaching-learning process. Multimodal-based learning in this digital era is an alternative choice of teaching materials that can be said to be an innovation for English language teachers. In online learning, the choice of multimodal texts can reduce the boredom of students who learn from textbooks only. Internet sources are more varied materials that can be a choice of teaching materials. Varied materials possibly attract more students' attention because students can choose the material they like.

#### **4.2.2.2 Teacher's Consideration on Choosing the Multimodal Text to Teach English**

Choosing the appropriate multimodal text for students is the main point of creating interesting learning. With interesting multimodal text, it could attract students' willingness to read and observe the text.

"so my consideration is on google it is good enough because there are a lot text and varied, and we can get the appropriate text according to students English level, moreover, since English is a foreign language it has to be interpreted first, if we use an application like google translate so the access will be fast and easy."

Based on AF's statement, she stated that using google is the best option for choosing the multimodal text for teaching English. Since Google has varied learning material from a lot of websites, she can choose to match her students'

competence. In addition, using google is also beneficial for students to search the text by themselves, and they can also translate the text on google, so the learning will be done easily.

#### **4.2.2.3 Teachers' Opinion on the Text that Contains Some Visual Images**

Multimodal text is different from regular text because it contains pictures or symbols. Sometimes it could be in the form of a video with a caption. This is the teacher's opinion on the text that contains the visual image and her experience when including multimodal text in her teaching and learning activity.

"Yes, in the previous lessons, especially during the covid period, I always sent learning videos. Yes, even though I actually took it from YouTube. So, there will be animations or real teachers explain the lesson. I usually choose animation, because there are lots of pictures so students are interested and paying attention to learning. Rather than just the video of teacher explaining the lesson, I think it seems a bit monotonous."

Based on the interview result, it can be inferred that AF usually uses multimodal text when teaching English, especially when online learning. She stated that using video with animation and a lot of pictures will be interesting for the students.

#### **4.2.2.4 Teachers' Opinions on Text with Visual Images Attract Students' Interest**

One of the benefits of the use of multimodal text in learning is to attract students to listen to the teacher's explanation and to make them interested in reading the available text that contains the visual image. Using engaging materials can influence students' motivation and interest in studying English. As a result, the teacher should think about relevant and engaging content based on the level of the students and their circumstances.

"Yes, obviously, because the media is colored, students are more interested and more motivated to read the text, and that can also explore students' curiosity."

The teacher definitely agreed that a text which contains some visual images will be more interesting to the students because it is colorful, not only text. It can attract the students to read the text because they are curious of what is the content of the text.

#### **4.2.2.5 Teachers' Opinions on Text with Visual Images Help Students to Learn Easily**

In this theme, the teacher is asked about her opinion on teaching English using text with visual images to help the students to understand the lesson easily. Boshrabadi et al (2014) who claimed that using multimodal texts had a positive effect on students' reading comprehension skills. They add that multimodal texts reading processes not only helped the participants to gain a considerable amount of useful information on reading skills but also served as a strong motivating factor and made the reading class more enjoyable than regular reading class.

"If you say it's easier, it is not correct because the student must observe the media firsts what is displayed, but what I tried to say, I make it colorful, so students are motivated to read it."

She argued that text with a visual image could not instantly help students to learn since students have to observe the text first. In her opinion, the text with the visual image is the media to motivate students to read the text.

#### **4.2.2.6 Teachers' Opinions on the Text that Contains Visual Images Help Students to Guess the Lesson**

The text that contains suitable visual images will help students to guess or predict what they will learn for that meeting. If the teacher creates or provides a multimodal text that has a correlation with the topic that they learn, students can easily guess the lesson by looking at the pictures, symbols, or videos available. The following is the result of the interview on this theme.

"Yes, it can be because as I explained earlier, students are motivated by using the visual images, and also, the student's curiosity about the material increases, so I let them predict what learning will be, and then I will accompany them."

She said yes. The students can guess or predict the lesson because pictures provided in the text usually represent the content of the text. In addition, according to AF, text that contains visual images can increase students' curiosity to read and observe the text, so it helps students to guess the lesson.

#### **4.2.2.7 Teachers' Opinions on the Text that Contains Visual Images Help the Improvement of Language Learning Skill**

One of the goals of using appropriate media in learning is to improve students' English learning skills. The use of multimodal text is expected to help students improve their English skills.

"Yes, it's very helpful because, like yesterday, we learned the expressions of suggestion and offer. In the text, there is an animated picture in the form of a cartoon of two speakers, two people having a dialogue using the expressions of suggestion and offer, so the students are interested. They say "well, mam here is a picture ".. yes it turns out that the picture is John, yes, and this is Jane, and I asked students to observe and understand the meaning of the dialogue"

The teacher agreed that giving a text which contains visual images can help the students in developing their language learning skills. Especially in reading skills, It is one of the strategies to attract the students to find the main idea and specific information from the text by looking at the visual images provided.

#### **4.2.2.8 The Inhibiting Factors When Using Multimodal Text When Teaching English**

It is undeniable that every learning media have inhibit to implement. Even monomodal text media sometimes has certain obstacles, such as inadequate textbooks for all students. As well as the use of multimodal text, in this theme, the



teacher explained clearly what are the challenges that she has experienced while implementing multimodal text when teaching English at SMA Srijaya Negara.

"Okay, the inhibiting factor, according to me may be external, like we use handphone, it must be connected to the internet, but in our class there is no wifi provided from the school. Our children are actually middle to lower economic status, so there are some of our students who do not have a quota. As we know, if there is no quota, we cannot access the internet. Well, thank God, all of those in class yesterday had cell phones, but there were only a few students who didn't have a quota. But it was handled yesterday when I told them to share their internet..."

According to the teachers' statement, the inhibiting factor is the internet because in SMA Srijaya Negara, the wifi connection is only in the teachers' room, and if too many users connect to the wifi, the signal will be slow. She usually shares the text on WhatsApp group, so all the students have to be connected to the internet in order to see and read the text or video. Sometimes there are some students who do not have a quota. The strategy for that situation is they share the internet, so all students can accept the text or video that she sent on the WhatsApp group.

#### **4.2.2.9 The Supporting Factors to Use of Multimodal Text in Teaching English**

According to Verhoeven et al. (2008) information and communication technology (ICT) has given EFL learners several options to learn English with a fair amount of ease by exposing them to multimodal texts. They contend that the components integrated with multimodal texts can prompt students to draw conclusions about the content of the text based on their existing knowledge. Additionally, they claim that students read more thoroughly than those who only read printed materials when they use additional sources of information.

"Yes, I used the handphone. Because the access is very easy, everyone now uses a handphone, and also if you already have a quota and are connected to

the internet, there are a lot of sources, so it's very helpful. So the teacher doesn't have to lecture anymore, first we stimulate the students and let them explore from what we send, such as examples of images like suggestion expressions, we just take it and share it in the whatsapp group can be conveyed easily to all students in the class."

AF stated that the use of handphone is the supporting factor to hold the multimodal text in teaching English in the classroom. Because handphone help disseminates media to students more efficiently, not only for dissemination, with handphones, students also can explore the lesson by themselves so that the teacher does not have to lecture the lesson all the time. It would increase students' willingness to learn since they also contribute to the learning activity.

The answers from the teacher revealed some findings related to the teaching and learning process in the classroom through multimodal texts. In conclusion, the teacher stated that the use of multimodal text helps students to guess the lesson and improve their English language skills. Because multimodal text increase students interest in reading and observing the learning media that teacher display in teaching and learning activity. However, to help students learn the lesson easily is less precise since the students have to observe the media, and then the teacher has to explain again to the students about the lesson to help students understand what they have learned. In the teacher's opinion, the multimodal text makes students attract and willing to read the text and listen to her explanation.

Furthermore, in this research, three students were also involved in the interview regarding their experiences in the learning process using multimodal text. For the result of the student's interview, the researcher identified 7 themes that were connected to the research question. The first theme is to know how the implementation of multimodal text when teaching English. The next themes are to know the inhibiting and supporting factors in teaching English to senior high school students. These are the themes of the study from the interview; (1) Students' opinion on teachers' selected text, (2) Students' opinion of using

multimodal text, (3) Students' opinion on text with visual image help students to learn, (4) Students' opinion on the text that contain visual images help them to guess the lesson, (5) Students' opinion on the text that contain visual images help the improvement of language learning skill, (6) The inhibiting factors when using multimodal text when teaching English, (7) The supporting factors when using multimodal text in teaching English,

#### **4.2.2.10 Students' Opinion on Teachers' Selected Text**

This theme is to get information from students on whether they have already experienced using multimodal text when learning English, and what kind of multimodal text they usually use. Multimodal texts, according to Jewitt & Kress (2003), convey information through a range of media, such as written language, written imagery, graphic design elements, and other semiotic resources.

“Surely, the teacher has used interesting media so that all students in the class can be interested in the learning provided by the teacher.” [AI]

“Yes, for example like yesterday the teacher provided media in the form of pictures of people studying and pictures of people doing something.” [IN]

“Yes, usually maam uses image media, such as the image of the text of yesterday's conversation.” [MG]

In this question, all students answered that the teacher usually provided texts which consisted of pictures, animation, etc., and sometimes the teacher gave reading texts from google, some of them consisting of interesting pictures. From the students' answers, we can come to the statement that the teachers already use multimodal text.

#### **4.2.2.11 Students' Opinion of Using Multimodal Text**

While using learning media, the important part is to know students' opinions when using the learning media. The teacher needs to know whether

students are interested or not to learn with multimodal text. Because students' interest is the key to learning activity become succeed.

“I feel interested, because if using media such as pictures or videos, I think it will make it easier for us to understand or comprehend the content of the explanation given by the teacher, because there are interesting pictures.”

[AI]

“I am a person who is more interested in learning with pictures than with videos, because the videos are too long. If I learn with pictures, it makes me not bored to read the text.” [IN]

“Yes, because it is more comfortable to read because there are pictures.”

[MG]

Three students in this question argued that they felt more interested in learning English with a text which provided some pictures. Two students answered that the text which provided some pictures or video text was interesting and encouraged them to read the whole text. Otherwise, one student is more interested in learning with a text that contains pictures rather than learning with video text because it takes too much time.

#### **4.2.2.12 Students' Opinions on Text With Visual Images Help Students to Learn**

However, the use of adequate learning strategies and learning media is required for the implementation of English learning. Multimodal English learning media should be used in order to be able to contribute significantly to the enhancement of thinking and communication skills. Multimodality in English instruction is defined as the utilization of many sources that can be used to enhance students' comprehension while also enhancing their communication abilities. Students actively using, interpreting, and producing understanding through media of understanding and expression is the primary characteristic of multimodality.

“Very helpful, I'm not the only one who feels it, maybe my friends will also feel it because it's easier.” [AI]

“Yes, because according to me when I see the picture at the text, I can imagine it and if I don't know the meaning I can look at the picture and adjust the meaning.” [IN]

“Yes, because I feel more enthusiastic about reading text with pictures.” [MG]

All students agreed that the text with the visual image could help them to learn English easily. They feel more interested and enthusiastic when reading a text that contains a visual image. When they have a problem comprehending the meaning of the text, they can adjust the picture with the text to guess the meaning.

#### **4.2.2.13 Students' Opinions on the Text that Contains Visual Images Help Students to Guess the Lesson**

Along with the text that contains the visual image, it is expected to help students to guess or predict the lesson. The proper visual image needs to use in this part so that students can guess the lesson easily and be interested in exploring more information that they can gain from the visual image.

“Actually, it is impossible to predict what the material is about. If there is a picture, maybe it will help to understand, and I can predict what material will be explained.” [AI]

“Yes, because ma'am always asks us to first observe the media that she sends to the group so that we understand the material that will be studied that day.” [IN]

“Yes, I have, for example, when Ma'am asked us to observe before the lesson started.” [MG]

According to AI, it is hard to guess the lesson before the teacher explains it, but the picture can help him to guess the lesson. Similar to IN and MG, AI stated that before the class started, they would be given time to observe the text contained visual images. This activity helps them to guess the learning material for that day.

#### **4.2.2.14 Students' Opinions on the Text that Contains Visual Images Help the Improvement of Language Learning Skill**

Multimodal teaching has been widely researched in the context of ELT. For instance, a study shown by Sakulprasertsri & Network (2020) found that multimodal teaching enhanced students' language skills and helped them apply their knowledge and skill in an authentic context.

“That's right, very helpful, in my opinion. For example, when I learn with multimodal text especially with picture, it helps me to get a clue before I read the text. It is easier to find the main idea of the text, and it increases my reading skill ” [AI]

“Yes. Because the image can adjust its meaning, if the image does not match the meaning we ourselves can adjust it by looking at the image.” [IN]

“Yes, very helpful. Because if there is a picture I'm more interested in observing the text.” [MG]

From the interview result, all students stated that text that contains visual images helps them improve language learning skills. According to AI, using multimodal text helps him to get the main idea of a text that he reads so that he can comprehend the text carefully. IN stated reading text that contains visual image improve her reading skill since she can adjust the meaning by looking at the picture. Lastly, MG said that text with the visual image is very helpful for him because it gains his interest to observe the text. When the student is interested in the text, their reading skill will improve easily.

#### **4.2.2.15 The Inhibiting Factors When Using Multimodal Text When Teaching English**

This theme is to get information from students about the challenges that they face when multimodal text is applied in teaching and learning activities.

“Maybe if the obstacle is the projector which is lacking, so we have to conquest with other classes to use the projector. The strategy is to focus on listening to the teacher's explanation so that learning is more effective.” [AI]

AI stated that from his experience, learning with multimodal text is a bit challenging because, at SMA Srijaya Negara, the projector is not enough to cover all classes. As we know, mostly the use of a projector in implementing the multimodal text in the learning activity is a common way. With a projector, the teacher can show video, picture, or PowerPoint to all students. In addition, using a projector prevent students from looking at something else when they use handphone to share the learning material. The strategy to cope with this problem is for students to focus and listen carefully to the teacher's explanation so that learning can be effective.

“Yes, that is like the picture that is shared is not clear enough.” [IN]

According to IN, sometimes teachers share a picture that is not clear enough, and it can inhibit the teaching and learning activity since when the picture is blurred, students will be confused and find it hard to connect it with the text.

“The problem is when using a projector is that sometimes the laptop takes a long time to load, so it takes a lot of time. And also sometimes if you want to use a projector, it turns out that another class has already used it.” [MG]

Different from AI and IN opinion, MG said that one of the factors that inhibit the use of multimodal text is poor laptop performance. Sometimes when they use a laptop to show the PowerPoint, it becomes loads and takes time to reconnect to the projector.

#### **4.2.2.16 The Supporting Factors When Using Multimodal Text in Teaching English**

In addition, the researcher is also looking for information about supporting factors for implementing multimodal text when learning English. This theme is to know what strategies teachers and students do to cope with the limitation that they face when using multimodal text.

“The supporting factors, such as when the projector cannot be used, the teacher will send the file or media via the wa group, so we can watch it together and then we will ask for conclusions from the material.” [AI]

“I think maybe the use of cellphones makes it easier for us to learn, because all students have cellphones, so the media is easily conveyed to all students even without a projector.” [IN]

According to AI and IN, the supporting factors are the use of handphones and WhatsApp applications. Because the teacher usually shares the media on their WhatsApp group so that the media can be accepted by all the students efficiently.

“I think the use of the Google application really helps us, because sometimes maam tells us to find examples of conversation texts ourselves, with Google we can get them easily.” [MG]

From the MG side, the supporting factor of the use of multimodal text is the google application because their teacher sometimes ask them to search the example of conversation text by themselves, and it really helps him to explore many websites to find out the suitable example for the lesson.

Those are the answers from students who have been interviewed by the researcher regarding their experiences in learning reading using multimodal text. From the interview result, it can be concluded that students already have experience with multimodal text. Most of the students argued that pictures, graphs, or figures provided in the text could help them to guess the topic, main idea, etc., because they can represent the content of the text. It is in line with the benefit of



multimodal learning, that it motivates students to improve their reading and communication skills. It may be claimed that when studying English through a multimodal approach, students gain an understanding of how communication works. They are also instructed to use critical thinking while understanding a message they receive. When students are asked to comprehend a picture message, for instance, they must be able to read the in-depth meaning of the picture display. Similarly, when a student is giving an online presentation, other students are expected to pay attention in order to better understand the message or intent being delivered.

According to the students' interview results, the inhibiting factors to use multimodal text are the lack of a projector in the school, the poor laptop performance, and sometimes the teacher sending a visual image that is not clear enough. However, the use of handphone and WhatsApp application help them to keep using multimodal text. Other applications also help them to explore learning material, such as Youtube and Google. Information, communication, and technology's (ICT) fast development have influenced people's lives in many ways, including the way they study and are educated. The students of today engage in a variety of technologies and digital media in their daily lives. For instance, communication is now multimodal as a result. In this setting, students, in particular, are exposed to a wide range of multimodal texts, including websites, picture books, magazine articles, advertising, novels, video games, and movies that incorporate written text together with visual pictures, graphics, sound, and other design components. In other words, students can read texts or information from non-printed or digital texts in addition to printed sources. This phenomenon significantly alters the educational methods and environment (Astarilla & Warman, 2018).

### **4.3 Discussion**

In this section, the findings of the study and the interpretation are presented by responding to the research questions that were asked. It is essential to have a discussion about the conclusions of the research after conducting the

analysis of the data obtained from the observation and the interview. This study aimed to answer the following questions, "How does the teacher use multimodal text in teaching English?" and "Is there any inhibiting and supporting factor when teacher using multimodal text in teaching English to senior high school students?". For the teacher interview, the researchers created the 9 themes. While for the students' interview researcher created 7 themes based on the interview questions in order to find the answers to these research questions and to see the results of their research.

For the first research question, It showed that English teacher at SMA Srijaya Negara uses multimodal text mostly from the pre-activity to the post-activity. The teacher usually sends the media on their WhatsApp group. Then she started the apperception by asking the students to observe the media that she had sent so that students could gain information about the lesson first before the teacher lectured it. In whilst activity teacher asked the students to present what they get from the text or media that they have observed. Lastly, in the post-activity teacher shown pictures that have correlation to the lesson, and gave students homework about the media that is displayed.

Even though the multimodal text that teacher used is limited to pictures, PowerPoint and video only, it can increase students' interest in learning and teaching activity. From the interview result with students, they stated that learning English with the picture is more comfortable for them because they feel interested than reading the text with the picture. Students also stated that reading text that contains visual images could help them to learn the lesson easily, and they also tried to guess the learning material when the picture appeared in the text. Furthermore, multimodal literature can encourage learners to read and understand the content more easily than language that lacks visual representations. According to Callow & Zammit (2012) using multimodal texts improves students' cognitive skills and increases their creativity, attention, participation, and performance. Those findings are in line with the results of this study, which discovered that using multimodal texts, particularly visual pictures, in the teaching and learning

process could stimulate students' creativity, attention, engagement, and performance.

The second research question is about the inhibiting and supporting factor that appears when teaching English using multimodal text. There are four inhibiting factors that challenge teachers and students to use multimodal text in teaching and learning English. The first is the lack of an internet connection. It is because at SMA Srijaya Negara, there is no wifi connection in the classroom, and sometimes students can not afford to buy internet. Fortunately, this problem can be handled by the students sharing their internet with their friends. The second factor is the lack of a projector. The teacher and students stated that the projector in SMA Srijaya Negara is still not enough for all classes to use it. Sometimes they have to conquest to borrow the projector, and if it runs out, then they can not learn with the projector. That is why, to cope with this problem, teachers use WhatsApp group to deliver the media, and all students can see it without a projector. The third inhibiting factor is poor laptop performance. A student said that it takes time to connect the laptop and projector. And the last inhibiting factor is the blurred picture. One student stated that sometimes the picture is not clear enough, and it is difficult to recognize. This obstacle can reduce students' interest in observing the available text because it is difficult to predict images. As stated in the interview result, the picture is one of the media that are often used by the teacher when learning with multimodal text. Clear pictures are very important for effective learning. According to Jun (2000) images have the advantages of being simple to prepare, simple to arrange, entertaining, meaningful, and authentic. Pictures can bring images of reality into the artificial language teaching environment. Images are important for enhancing students' language skills.

The supporting factors that help students to use multimodal text are the use of handphone, WhatsApp, Google, and Youtube. The use of handphones and WhatsApp really help the students to replace the projector. With handphones and WhatsApp, the media can be delivered to all students instantly. Students also can send their contributions by searching the material that they have already observed

to the WhatsApp group, and then the teacher can give a response and comment easily. Furthermore, the use of Google and Youtube is beneficial for the teacher to explore multimedia that have a correlation to the lesson. The teacher stated in the interview results that it is not enough to just stick to the text or examples in printed books, so she gains other information and media from Google. In whilst activity teacher usually asked the students to explore the example of an expression that they learn on Google, to know whether the students already understood the lesson. The teacher also uses Youtube to share a short video to help her explain the lesson since students are more interested in watching a video that contains animation. According to the students' and teachers' interview results, the use of multimodal text in teaching and learning English in the classroom can reduce students' boredom in learning because the teacher also engages students' contribution in their teaching and learning activity. This is in line with the research from Zulfiqar (2011) one purpose for employing moving visual texts as language teaching resources is to take advantage of its many semiotic systems to improve students' communicative competence by allowing them to observe, comprehend, and assimilate language performance.

In summary, from the observation and interview results, The use of multimodal texts in teaching English has been implemented at SMA Srijaya Negara. Texts with several modes were offered by the teacher in the form of multimodal texts. From the interview results, it can be concluded that the use of multimodal text by the teacher in teaching English is in accordance with the abilities of the students. The teacher adjusts the media she uses with the tools and applications that all students can have and use. As can be seen from the results of observations, the media used by the teacher is in accordance with the learning material being studied. For example, in personal letter learning, the teacher displays videos and pictures related to personal letters. Students are also required to be able to recognize linguistic components, social functions, and textual aspects in the text as part of the lesson's objectives. Students can explain the structure of the personal text by doing exercises and the usage of multimodal material. With

the teacher using multimodal text, students must also contribute, not just be silent and listen to the teacher's lecture. From the results of this study, it can be found that the use of multimodal text in teaching English is very important to be known and used by English teachers because the multimodal text has a variety of media so that learning activities can be more interesting and easier. This is supported by the study of Muzammil & Salwa (2016) multimodality is a learning media that combines several modes including a combination of sound, images, and writing. Multimodal text is a useful learning media to assist students in exposing the target language they are learning. Thus aspects of language, including conversational strategies, can be obtained efficiently. Viewing and listening to videos can make it easier for students to understand what they see and hear. According to this research result, It was also found that the effect of using multimodal text in learning English can help students learn, predict learning, and improve students' English skills. As stated by students and teachers in interviews, reading texts that have pictures makes them more interested in observing and understanding the texts. This is supported by the study of Astarilla & Warman (2018) the use of multimodal texts in the classroom has been proven to improve students' reading comprehension skills compared to monomodal texts only. Furthermore, the use of multimodal texts in learning English for high school students can have an impact on English language teaching in terms of developing students' English Language skills. This is supported by the study of Nurviyani et al. (2020) indicated almost all students improved their reading comprehension through the use of multimodal inferences. The teaching and learning processes actively included the students. Even though there are still some inhibit factors that appear, they can cope with some strategies to conduct the multimodal text in their teaching and learning activity.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter explains the conclusions and suggestions of the research based on the findings and discussion of the research presented in the previous chapter 4.

#### **5.1 Conclusions**

Two conclusions were drawn from this study based on the findings and discussions in the previous chapter. First, the implementation of multimodal text in teaching English at SMA Srijaya Negara is adjusted to students' ability levels. The teacher uses the tools and materials for a learning activity owned by all students, such as using handphones. English teacher at SMA Srijaya Negara uses multimodal text mostly from the pre-activity to the post-activity. With the use of multimodal text, students feel more interested and more comfortable reading the text that the teacher gave them. Students also felt helped by multimodal text to guess the lesson, and they can improve their English language skills.

The second is they had inhibiting while learning English with using multimodal text, such as in the lack of projector, lack of internet connection, the poor laptop performances, and sometimes the picture was not clear enough to observed by students. Teacher usually send the media using WhatsApp, so they do not have to use a projector and laptop to hold the learning activity. Then for the internet connection problem, the teacher asked the students to share their internet to all students could accept the media in their WhatsApp group. For the supporting factors, using the handphone and WhatsApp application is the main point to assist the multimodal text media in teaching English. The use of Google and Youtube helped the teacher and students to obtain varied learning material that is suitable to their competence.

## 5.2 Suggestion

The researcher offers some recommendations for teachers, students, and future potential researchers :

1. For the EFL teachers to use multimodal text, they should enrich the multimodal text that they want to use, not only using pictures and video but also they can use other multimodal text, such as posters, charts, or mind maps, as long as it correlates with the lesson.
2. For students, if they have any problems or challenges while using multimodal text in learning English, they should consult with teachers to learn the solution to cope with this situation. They must focus on teacher exposure when conducting the multimodal text since the teacher is the facilitator of the learning activity. So that students can understand the lesson and improve their performance.
3. Further research interested in this topic should be able to deepen the use of multimodal text in teaching English. Other researchers should expand the scope of the study, considering that this research has yet to be able to fully describe the implementation of multimodal texts in all senior high schools in Palembang because this research is only the description of a case study at SMA Srijaya Negara. In the data collection process, the further researchers should use techniques that are estimated to be more optimal in obtaining the required data.

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**APPENDIX A**

**OBSERVATION SHEET**

Meeting	Class Activities	Activity	
		Teacher (What teacher do & say)	Students ( What students do & say)
1	Pre-activity	<ul style="list-style-type: none"> <li>• The teacher greet the class “Good morning class, how are you today?”</li> <li>• Teacher checking attendance of the students</li> <li>• Teacher started the class “baiklah mari kita mulai pelajaran hari ini”</li> <li>• Teacher delivers apperceptions the teacher reminds about the previous material and learning objectives “apakah kalian masih ingat apa yang kita pelajari minggu lalu?”</li> <li>• Teacher asked the students if there are some students who have not take the quiz yet, should take the quiz in teachers room. “jika ada yang belum mengikuti quiz kemarin, you should see me at teachers’ room”</li> </ul>	<ul style="list-style-type: none"> <li>• Students greet the teacher “good morning ma’am, I’m fine thank you”</li> <li>• Students said “present, maam” when their name called by the teacher</li> <li>• Students answer teachers’ questions “offering dan suggestion ma’am”</li> <li>• Some students replied that they have not taken the quiz</li> </ul>
	Main activity	<ul style="list-style-type: none"> <li>• Teacher asked students to observe the conversation texts that she has sent in their wa group “coba kalian amati</li> </ul>	<ul style="list-style-type: none"> <li>• Students read and observed the conversati on text</li> </ul>

		<p>dahulu teks yang ma'am kirim di grup wa kita, setelah kalian amati coba cari expression of offering-nya”</p> <ul style="list-style-type: none"> <li>• Teacher asked the students about the information that they can got from the conversation “setelah kalian mengamati teksnya, coba ada yang tahu yang mana kalimat yg menunjukkan offering?, come on, speak”</li> <li>• Teacher asked the students to practice the conversation in front of the class “oke sekarang, coba practice conversation yang sudah kalian baca, maam mau dua orang maju and read the first conversation”</li> <li>• Teacher asked the students to write offering and suggestion expression and the responses that they got from the conversation, in front of the class “oke, sekarang coba kamu tulis di papan tulis contoh kalimat expression of offering help dan responnya, dari conversation yang tadi kamu baca</li> <li>• Teacher re-explained the learning material “baiklah anak-anak, seperti yang kalian sudah amati tadi, jadi expression of offering</li> </ul>	<ul style="list-style-type: none"> <li>• Some students answer the teacher and explained what they got from the conversation on text</li> <li>• Four students practiced to read the conversation on text</li> <li>• Some students move forward to the whiteboard, and wrote offering and suggestion expression and the responses that they got from the conversation</li> <li>• Students listened to the teachers' explanation</li> </ul>
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		help ini adalah	
	Post activity	<ul style="list-style-type: none"> <li>• Teacher asked the students wheter they have understand the lesson or not</li> <li>• Teacher gave students homework for the next meeting</li> <li>• Teacher closed the lesson</li> </ul>	<ul style="list-style-type: none"> <li>• All students seem to have understood the lesson</li> <li>• Students closed the lesson</li> </ul>
2	Pre-activity	<ul style="list-style-type: none"> <li>• Teacher greet the students</li> <li>• Teacher checking attendance of the students</li> <li>• Teacher starts the class Teacher delivers apperceptions the teacher reminds about the previous material</li> </ul>	<ul style="list-style-type: none"> <li>• Students greet the teacher</li> <li>• Students said “present, maam” when their name called by the teacher</li> <li>• Students answer teachers’q uestions</li> </ul>
	Main activity	<ul style="list-style-type: none"> <li>• The teacher gives a quiz about offering expression in the form of video that she sent on wa group</li> <li>• Teachers evaluated student learning outcomes</li> <li>• The teacher confirms the students' answers</li> </ul>	<ul style="list-style-type: none"> <li>• Students do the quiz that teacher has sent on wa group</li> <li>• Student answered and listened when the teacher explain about their evaluation</li> </ul>
	Post activity	<ul style="list-style-type: none"> <li>• Teacher gives homework</li> </ul>	<ul style="list-style-type: none"> <li>• Students</li> </ul>



		<p>about personal letter</p> <ul style="list-style-type: none"> <li>• The teacher gives a brief explanation of the personal letter</li> <li>• Teacher and students conclude today's lesson</li> <li>• The teacher closes the lesson</li> </ul>	<p>replied about teacher explanation of personal letter</p> <ul style="list-style-type: none"> <li>• Students gave conclusion about the lesson</li> <li>• Students close the lesson</li> </ul>
3	Pre-activity	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Teacher checking attendance of the students</li> <li>• Appreptions</li> <li>• Teacher waited and checked the students while they were watched the video</li> </ul>	<ul style="list-style-type: none"> <li>• Students greet the teacher</li> <li>• Students said “present, maam” when their name called by the teacher</li> <li>• Students watched videos sent by the teacher via wa group</li> </ul>
	Main activity	<ul style="list-style-type: none"> <li>• Teacher and students discuss the content of the video</li> <li>• The teacher confirms the information obtained from the video that the students have watched</li> <li>• The teacher asks students to form a small group</li> <li>• The teacher distributes assignments in the form</li> </ul>	<ul style="list-style-type: none"> <li>• Students form small groups</li> <li>• Students understand and discuss assignments about personal letters to find a</li> </ul>

		<p>of a paper "understanding and discussing a personal letter"</p> <ul style="list-style-type: none"> <li>• The teacher asks group representatives to present the results of their discussion</li> <li>• The teacher asks other groups to give their comments/opinions on the group presentation</li> <li>• The teacher confirms the results of the student's discussion</li> <li>• The teacher explains again about the generic structure in the personal letter</li> <li>• Teacher displays powerpoint using infocus</li> <li>• The teacher shows a picture of a child writing a letter</li> <li>• The teacher and students discuss the examples of personal letters that are displayed</li> </ul>	<p>generic structure</p> <ul style="list-style-type: none"> <li>• Two students come forward and present the results of their discussion</li> <li>• Several students commented and gave their opinion regarding the group's answers</li> <li>• Students conclude the teacher's explanation regarding the contents of the personal letter</li> <li>• Some students read an example of a personal letter displayed by the teacher using powerpoint</li> </ul>
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	Post activity	<ul style="list-style-type: none"> <li>• The teacher asks whether the students have understood today's learning material</li> <li>• Teachers and students reflect on today's lesson</li> <li>• The teacher gives homework for the next meeting</li> <li>• The teacher closes the lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Students answered teacher question that they have understood the lesson</li> <li>• Students reflected today's lesson</li> <li>• Students close the lesson</li> </ul>
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## **APPENDIX B**

### **INTERVIEW QUESTIONS**

#### **Interview questions for the teacher :**

1. When you teach English in the classroom, from what source the text you are going to use is taken from? Why?
2. What are the considerations that you take into account when you choose a text for teaching?
3. Are those texts containing some visual images?
4. Do you agree that a text which contains some visual images will be more interesting to the students? Why?
5. Do you agree that a text which contains some visual images can make the students easier to comprehend or understand the lesson? Why?
6. Do you agree that a text which contains some visual images can help the students to guess or predict the main lesson? Why?
7. Do you think that giving a text which contains visual images can help the students in developing their English Skills? Why?
8. What about the inhibiting factors. Is this a challenging when teaching English using multimodal text? Can you give an example? How to handle it?
9. Are there any supporting factors that help you to teach English using Multimodal Text in classroom? Can you give an example?

**Interview questions for the students :**

1. Do the teachers provide an interested reading text which consists of graphs, pictures, figures, etc?
2. Do you feel more interested reading a text which provides some pictures? Why?
3. In your opinion, is a learning activity which provides some pictures will help you learn the lesson? Please explain.
4. Do you try to guess/predict the main lesson using pictures, graphs, or figures provided? Please give a brief reason.
5. Do the pictures, graphs, symbols help you to understand or comprehend the lesson ? Why?
6. Are there any challenges that you have experienced in class while learning English using multimodal text? Can you give an example? And what is the strategy to solve the problem?
7. How about the supporting factors? Is there any school facility that can help you in learning English using multimodal text?

## APPENDIX C

### INTERVIEW TRANSCRIPT

#### Interview transcript with teacher :

1. Ketika Anda mengajar bahasa Inggris di kelas, dari sumber apa teks yang akan Anda gunakan diambil? Mengapa?

AF :“Ya, untuk sumber teks mam pertama pakai guidance book atau buku cetak kelas 2 yang digunakan. Nah buku cetak ini dari kemendikbud walaupun mam merasa tidak begitu lengkap mangkanya mam juga menggunakan sumber yang sudah ada, yang di google kan sudah sangat banyak materi pelajaran. Seperti yang kemarin materi kita tentang ungkapan suggestion offer, nah mangkanya setelah mam ke guidance book mam juga menyuruh siswa-siswa untuk mencari sumber lain yang ada di google, mengenai materi tersebut. Seperti itu, jadi menurut maam penggunaan google lebih cepat aksesnya untuk mendapatkan teks untuk dijadikan media, dan juga kita bagaikan melihat dunia dengan beragam teks atau materi yang didapatkan dari google, seperti itu.”

2. Apa pertimbangan yang Anda pertimbangkan ketika memilih teks untuk mengajar?

[AF] : “Yang dari google ya, jadi pertimbangan mam ini ya.. di google itu kan cukup..eee...banyak dan variatif ya..jadi pertimbangan mam semakin banyak sumber yang kita dapatkan maka kita akan melihat sisi kelebihan dan kekurangan ya.. dari ungkapan suggestion dan offer tersebut..seperti itu..ya.. apalagi kan ini siswa-siswa kan kalau di sma srijaya negara ini diizinkan menggunakan hp untuk..ee..ya sebagai alat membantu dalam belajar ya..apalagi kan bahasa Inggris ini..apa..selain..ya dia kan bahasa asing kan..harus diartikan dulu ya..kan kalau di hp kan sudah ada aplikasi kayak google translate seperti itu..jad aksesnya cepat ya..dan mudah ya..seperti itu.

3. Apakah teks-teks tersebut mengandung beberapa gambar visual?

[AF] : Ya, jadi yang kemarin mam suruh siswa-siswa mengamati teks yang maam share di wa group kelas itu memang ada beberapa yang dapat gambar visualnya ya...dan juga ada yang tidak..seperti itu.

Wardah : “Kalau di pembelajaran sebelumnya juga menggunakan gambar visual ya mam?”

[AF] : “Ya, kalau di pembelajaran sebelumnya ya apalagi di masa covid itu mam selalu mengirimkan video pembelajaran. Ya walaupun mam sebenarnya ambil dari youtube. Nah itu, kan nanti ada animasi-animasi atau gurunya yang real ya mam ambil dan mam share di group wa kelas. Karena kalau seperti animasi kan banyak gambar jadi siswa tertarik untuk memperhatikan pembelajaran. Daripada hanya gurunya yang menjelaskan seperti ceramah sepertinya agak monoton.”

4. Apakah Anda setuju bahwa teks yang berisi beberapa gambar visual akan lebih menarik bagi siswa? Mengapa?

[AF] : “Ya jelas, karena berwarna kita saja kalau melihat yang berwarna lebih tertarik dan lebih termotivasi, dan itu juga bisa mengeksplor rasa ingin tahu siswanya”

5. Apakah Anda setuju bahwa teks yang berisi beberapa gambar visual dapat membuat siswa lebih mudah memahami pelajaran? Mengapa?

[AF] : “Kalau dibilang lebih mudah tidak juga ya karena kan siswa itu harus mengobservasi terlebih dahulu apa yang ditampilkan, cuman tadi kata mam, menjadikan colorful ya jadi siswa itu termotivasi untuk membacanya, seperti itu”

6. Apakah Anda setuju bahwa teks yang berisi beberapa gambar visual dapat membantu siswa menebak atau memprediksi pembelajaran utama? Mengapa?

[AF] : “Ya bisa saja, karena tadi kan termotivasi nih karena pakai gambar visual tadi dan juga rasa penasaran siswa tersebut terhadap materi meningkat nah jadi biarkan mereka memprediksi pembelajaran itu apa baru nanti kita iringi sebagai guru seperti itu”

7. Apakah menurut Anda memberikan teks yang berisi gambar visual dapat membantu siswa dalam mengembangkan Keterampilan Bahasa Inggris mereka? Mengapa?

[AF] : “Iya, sangat membantu karena kalau seperti kemarin ungkapan suggestion dan offer, itu dibuku cetaknya saja ada gambar animasi

berbentuk kartun two speakers dua orang yang saling berdialog menggunakan ungkapan suggestion dan offer, nah jadi siswa-siswa itu tertarik, mereka bilang “nah mam ini ada gambarnya”.. iya ternyata gambarnya itu yang ini adalah namanya Jhon ya dan ini namanya si Jane “jadi nak coba di ini amatin dan dibaca secara mandiri dan juga di pahami apa artinya apa maksud dari dialog yang ada tersebut ya..”

8. Bagaimana dengan faktor penghambatnya. Apakah ini tantangan saat mengajar bahasa Inggris menggunakan teks multimodal? Bisakah Anda memberikan contoh? Bagaimana menanganinya?

[AF] : “ oke, faktor penghambatnya menurut mam mungkin dari eksternal sepertikan kita menggunakan handphone, handphone ini kan harus ada kuota, karena dikelas itu tidak disediakan wifi dari sekolah. Jadi anak-anak kita ini sebenarnya mereka itu status ekonominya menengah kebawah jadi ada saja beberapa siswa-siswa kami itu yang tidak ada kuotanya. Seperti yang kita ketahui kalau tidak ada kuota tidak bisa mengakses internet. Nah alhamdulillah yang dikelas kemarin itu mereka semuanya ada hp cuman tadi ada beberapa orang saja yang tidak ada kuota. Tapi sudah di handle kemarin saat maam bilang kepada mereka “yang ada kuota banyak silahkan berbagi dikasih hotspot ke temannya, jadi alhamdulillah tidak ada hambatan” itu mungkin eksternalnya selebihnya mam rasa tidak begitu sulit karena ini kan kita ambil gambar kita share di wa group kelas seperti itu saja.”

9. Apakah ada faktor pendukung yang membantu Anda mengajar bahasa Inggris menggunakan Teks Multimodal di kelas? Bisakah Anda memberikan contoh?

[AF] : “Iya, tadi ya penggunaan hp tadi. Karena aksesnya sangat mudah setiap orang kan sekarang sudah menggunakan handphone, dan juga kalau sudah ada kuota dan terhubung dengan internet nah itu sangat banyak sekali sumber-sumbernya, jadi sangat-sangat membantu menurut mam. Jadi guru itu tidak harus lagi berceramah biarkan kita mengeksplere dulu atau menstimulus siswa, dari apa yang kita kirim seperti contoh gambar kayak ungkapan suggestion mungkin ada gambar memberikan saran untuk temannya pergi ke dokter itu kan ada kalau di google kita ambil saja dan kita share di group wa, kita stimulus dulu siswanya (ini gambar apa?) ini juga maksud mam sangat bagus biar mereka berfikir dulu ya daripada kita memberi ceramah begitu banyak bantuan ya tetapi akhirnya bukan murid



yang aktif, malahan gurunya yang aktif. Nah itu kan sepertinya tidak efektif. Jadi biarkan mereka tu megeksplor, dan kita menstimulus mereka dengan gambar yang kita kirimkan jadi nanti hasilnya mereka lebih pahami (ohh ini seperti ini) daripada kita model ceramah, dan menurut saya penggunaan wa group itu dapat tersampaikan dengan mudah ke seluruh siswa dikelas.”

### **Interview transcript with students :**

1. Apakah guru menyediakan teks bacaan yang menarik yang terdiri dari grafik, gambar, gambar, dll?

“Pastinya pernah menggunakan media-media yang menarik agar seluruh siswa dikelas itu dapat tertarik terhadap pembelajaran yang diberikan oleh guru tersebut.” [AI]

“Iya, contohnya seperti kemarin guru menyediakan media berupa gambar orang yang sedang belajar dan gambar orang yang sedang melakukan pekerjaan.” [IN]

“Ya, biasanya maam memakai media gambar, seperti gambar teks percakapan kemarin.” [MG]

2. Apakah Anda merasa lebih tertarik membaca teks yang menyediakan beberapa gambar? Mengapa?

“Tertarik, karena kalau menggunakan media seperti gambar atau video itu kan menurut arifin lebih memudahkan kita untuk mengerti atau memahami isi dari penjelasan yang diberikan oleh guru, karena terdapat gambar-gambar yang menarik.” [AI]

“Saya lebih tertarik belajar dengan gambar daripada dengan video, karena video terlalu panjang. Kalau belajar menggunakan media gambar itu membuat saya tidak bosan untuk membaca teksnya.” [IN]

“Ya karena lebih nyaman saja membacanya karena ada gambarnya.” [MG]

3. Menurut Anda, apakah kegiatan belajar yang menyediakan beberapa gambar akan membantu Anda mempelajari pelajaran? Tolong jelaskan.

“Sangat membantu, bukan saya saja yang merasa, mungkin teman-teman juga bakal ngerasa kek gitu karena lebih mudah.” [AI]

“Iya, karena menurut saya dari gambar itu intan bisa membayangkannya dan kalau saya tidak tahu artinya saya bisa melihat dari gambarnya dan menyesuaikan artinya.” [IN]

“Ya, karena saya lebih merasa semangat membaca teks yang ada gambarnya.” [MG]

4. Apakah Anda mencoba menebak/memprediksi pembelajaran utama dengan menggunakan gambar, grafik, atau gambar yang disediakan?

Tolong beri alasan singkat.

“Sebenarnya tidak bisa ditebak juga sih materinya mengenai apa, kalau ada gambarnya mungkin akan lebih mengerti kita bisa prediksi materi apa yang akan dijelaskan.” [AI]

“Iya, karena ma’am selalu meminta kami untuk mengamati terlebih dahulu media yang dia kirim digrup agar kami paham materi yang akan dipelajari hari itu.” [IN]

“Pernah, contohnya saat mam menyuruh kami mengamati dahulu sebelum pembelajaran dimulai.” [MG]

5. Apakah gambar, grafik, simbol membantu Anda untuk memahami pelajaran? Mengapa?

“Betul, membantu sekali menurut saya.” [AI]

“Iya. Karena gambar itu dapat menyesuaikan artinya, jika gambar itu tidak sesuai dengan artinya kita sendiri bisa menyesuaikannya dengan melihat gambar.” [IN]

“Iya, sangat membantu. Karena jika ada gambarnya saya lebih tertarik untuk mengamati teks tersebut.” [MG]

6. Apakah ada tantangan yang Anda alami di kelas saat belajar bahasa Inggris menggunakan teks multimodal? Bisakah Anda memberikan contoh? Dan bagaimana strategi untuk mengatasi masalah tersebut?

“Mungkin kalau hambatan lebih ke proyekornya yang kurang, jadi harus rebutan dengan kelas lain untuk menggunakan proyektor. Kalau strateginya yang penting fokus mendengarkan penjelasan guru supaya pembelajarannya lebih efektif.” [AI]

“Ada, yaitu seperti gambar yang dibagikan tidak jelas.” [IN]

“Hambatannya kalau pakai proyektor terkadang laptop maam lama loadingnya, jadi memakan banyak waktu. Dan juga terkadang jika ingin memakai proyektor, ternyata sudah dipakai kelas lain.” [MG]

7. Bagaimana dengan faktor pendukungnya? Apakah ada fasilitas sekolah yang dapat membantu Anda dalam belajar bahasa Inggris menggunakan teks multimodal?

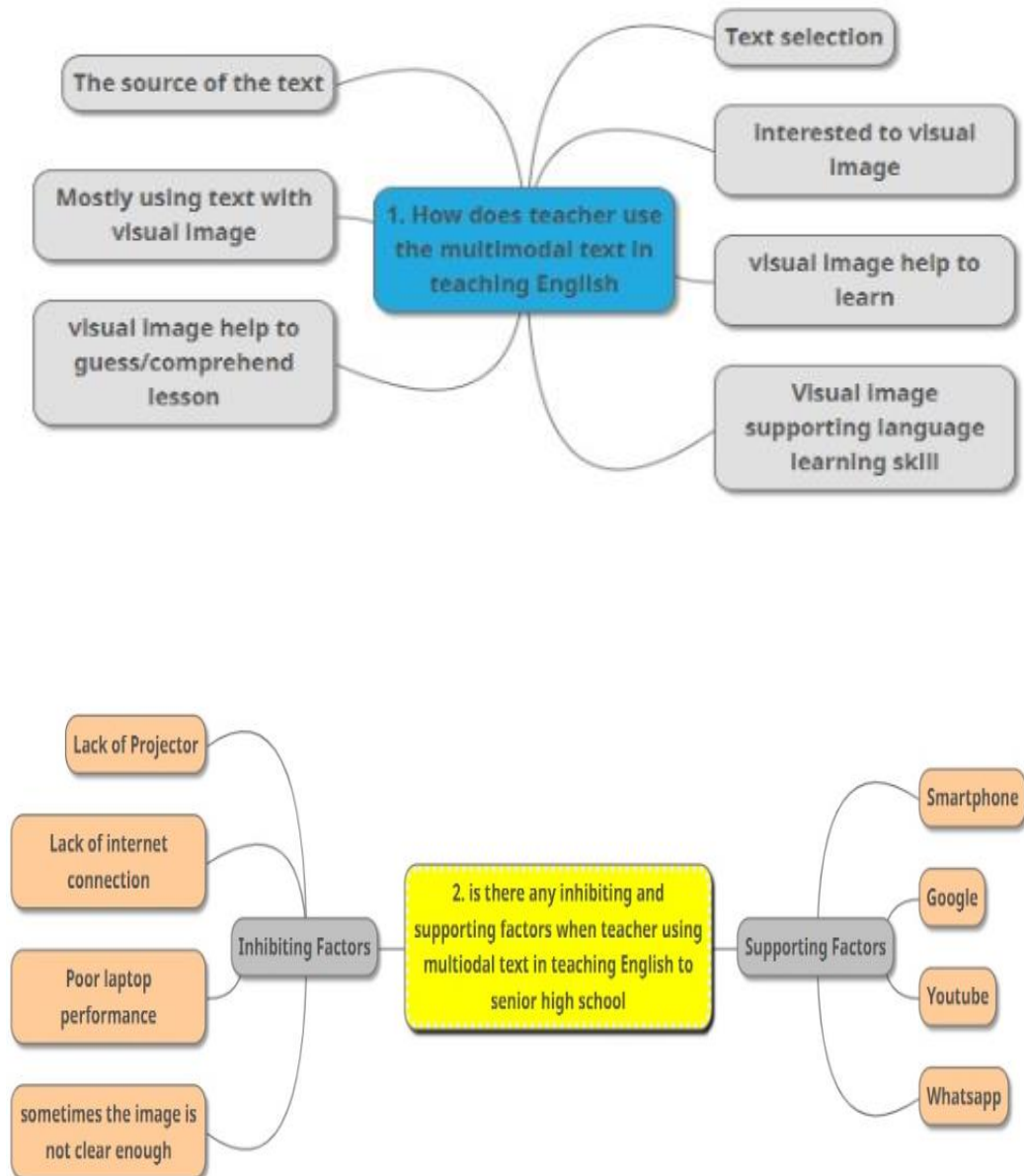
“Kalau faktor pendukung seperti saat proyektor tidak bisa digunakan, guru akan mengirimkan file atau media itu lewat wa group jadi kita nonton atau simak sama-sama terus nanti akan diminta kesimpulan dari materi tersebut.” [AI]

“Menurut saya mungkin penggunaan hp memudahkan kami untuk belajar menggunakan gambar, karena semua siswa mamiliki hp, jadi medianya mudah tersampaikan keseluruh siswa walapun tanpa proyektor.” [IN]

“Menurut saya penggunaan aplikasi google sangat membantu kami, karena sesekali maam menyuruh kami mencari sendiri contoh teks percakapan, dengan adanya google kami bisa mendapatkannya dengan efisien.” [MG]

## APPENDIX D

### RESULT OF THEMATIC ANALYSIS



## APPENDIX E

### LETTER OF RESEARCH INSTRUMENT VALIDATIONS

#### SURAT KETERANGAN VALIDASI

Yang bertandatangan di bawah ini:

Nama : Dwi Maharrani, S.Pd., M.Pd.  
Instansi : Universitas Sriwijaya  
Jabatan : Dosen Pendidikan Bahasa Inggris

telah membaca instrumen penelitian berupa interview yang akan digunakan dalam penelitian skripsi dengan judul **“The Use of Multimodal Text in Teaching English : a Case Study at SMA Srijaya Negara”** oleh peneliti:

Nama : Wardah Sri Erza  
NIM : 06011281823040  
Program Studi : Pendidikan Bahasa Inggris

Setelah memperhatikan instrumen yang telah dibuat, maka masukan untuk instrumen tersebut adalah:

.....  
.....  
.....  
.....  
.....

Demikian surat keterangan ini dibuat agar dapat digunakan untuk pengumpulan data di lapangan.

Palembang, 08 Juni 2022

Validator



Dwi Maharrani, S.Pd., M.Pd.

NIP. 198510032020122005

5.	Do the pictures, graphs, symbols help you to understand or comprehend the lesson ? Why?	V			
6.	Are there any challenges that you have experienced in class while learning English using multimodal text? Can you give an example? And what is the strategy to solve the problem?	V			
7.	How about the supporting factors? Is there any school facility that can help you in learning English using multimodal text?	V			

**Interview questions for the teacher :**

No.	Statement	Appropriateness Level			Comments/Suggestions
		A	M	I	
1.	When you teach English in the classroom, from what source the text you are going to use is taken from? Why?	V			
2.	What are the considerations that you take into account when you choose a text for teaching?	V			
3.	Are those texts containing some visual images?	V			
4.	Do you agree that a text which contains some visual images will be more interesting to the students? Why?	V			

5.	Do you agree that a text which contains some visual images can make the students easier to comprehend or understand the lesson? Why?	V			
6.	Do you agree that a text which contains some visual images can help the students to guess or predict the main lesson? Why?	V			
7.	Do you think that giving a text which contains visual images can help the students in developing their English Skills? Why?	V			
8.	What about the inhibiting factors. Is this a challenging teaching English using multimodal text? Can you give an example? How to handle it?	V			
9.	Are there any supporting factors that help you to teach English using Multimodal Text in classroom? Can you give an example?	V			

The interview items are adopted and adapted from Resky Januaryty and Hanna Novariana Azizah Nima (2018) **ENERGIZING STUDENTS' READING COMPREHENSION THROUGH MULTIMODAL TEXTS**

**SURAT KETERANGAN VALIDASI**

Yang bertandatangan di bawah ini:

Nama : Dra. Zuraida, M.Pd.  
Instansi : Universitas Sriwijaya  
Jabatan : Dosen Pendidikan Bahasa Inggris

telah membaca instrumen penelitian berupa interview yang akan digunakan dalam penelitian skripsi dengan judul "The Use of Multimodal Text in Teaching English : a Case Study at SMA Srijaya Negara" oleh peneliti:

Nama : Wardah Sri Erza  
NIM : 06011281823040  
Program Studi : Pendidikan Bahasa Inggris

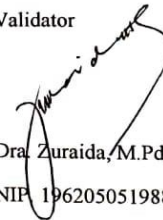
Setelah memperhatikan instrumen yang telah dibuat, maka masukan untuk instrumen tersebut adalah:

.....  
.....  
.....  
.....  
.....

Demikian surat keterangan ini dibuat agar dapat digunakan untuk pengumpulan data di lapangan.

Palembang, 10 Juni 2022

Validator



Dra. Zuraida, M.Pd.

NIP. 196205051988032004



**Expert Judgement of the Level of Appropriateness of the Statement in Interview Questions**

These interview questions are aimed to identify :

1. How <sup>does</sup> the teacher use the multimodal text in teaching English?
2. Is there any inhibiting and supporting factors when teacher using multimodal text in teaching English to senior high school students?

Therefore, please rate each questionnaire item below by choosing whether it is **Appropriate (A)**, **Moderate (M)**, or **Inappropriate (I)**.

**Interview questions for the students :**

No.	Statement	Appropriateness Level			Comments/Suggestions
		A	M	I	
1.	Do the teacher <sup>gs</sup> provide an interesting reading text which consists of graphs, pictures, figures, etc?	✓			
2.	Do you feel more interested in reading a text which provides some pictures? Why?	✓			
3.	In your opinion, does a learning activity which provides some pictures help you learn the lesson? Please explain.	✓			
4.	Do you try to guess/predict the main lesson using pictures, graphs, or figures provided? Please give a brief reason.	✓			

*J. Handout*

		<u>A</u>	<u>M</u>	<u>I</u>
5.	Do the pictures, graphs, symbols help you to understand or comprehend the lesson? Why?	✓		
6.	Are there any challenges that you have experienced in class while learning English using multimodal text? Can you give an example? And what is the strategy to solve the problem?	✓		
7.	How about the supporting factors? Is there any school facility that can help you in learning English using multimodal text?	✓		

**Interview questions for the teacher :**

No.	Statement	Appropriateness Level			Comments/Suggestions
		A	M	I	
1.	When you teach English in the classroom, from what source the text you are going to use is taken from? Why?	✓			
2.	What are the aspects that you consider when you choose a text for teaching?	✓			
3.	Are those texts containing some visual images?	✓			
4.	Do you agree that a text which contains some visual images will be more interesting to the students? Why?	✓			

		<u>A</u>	<u>M</u>	<u>T</u>
5.	Do you agree that a text which contains some visual images can make the students easier to comprehend or understand the lesson? Why?	✓		
6.	Do you agree that a text which contains some visual images can help the students to guess or predict the main lesson? Why?	✓		
7.	Do you think that giving a text which contains visual images can help the students in developing their English Skills? Why?	✓		
8.	What about the inhibiting factors. Is this a challenging teaching English using multimodal text? Can you give an example? How to handle it?	✓		
9.	Are there any supporting factors that help you to teach English using Multimodal Text in classroom? Can you give an example?	✓		

The interview items are adopted and adapted from Resky January and Hanna Novariana Azizah Nima (2018) **ENERGIZING STUDENTS' READING COMPREHENSION THROUGH MULTIMODAL TEXTS**



## APPENDIX F

### LETTER OF APPROVAL OF RESEARCH TITLE



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI  
UNIVERSITAS SRIWIJAYA

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Raya Palembang-Prabumulih, Indralaya Ogan Ilir 30662

Telp. (0711) 580058, Fax. (0711) 580058

Website: [www.fkip.unsri.ac.id](http://www.fkip.unsri.ac.id), Pos-el: [support@fkip.unsri.ac.id](mailto:support@fkip.unsri.ac.id)

#### USULAN JUDUL SKRIPSI

Nama : Wardah Sri Erza  
NIM : 06011281823040  
Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi:

1. The Use of Multimodal Text in Teaching English : a Case Study at SMA Srijaya Negara
2. An Analysis on Students' Difficulty in Learning Speaking During Online Class
3. An Analysis of Students' Errors Dealing With Passive Voice : a Case Study

Nomor judul yang disetujui : 1 (Satu)

Pembimbing : 1. Fiftinova, S.S., M.Pd.

Dosen Pembimbing,

**Fiftinova, S.S., M.Pd.**

NIP. 1979111520062028

Palembang, 20 Januari 2022

Koordinator Program Studi,

**Hariswan Putera Jaya, S.Pd., M.Pd.**


NIP. 197408022002121003

*Tembusan:*

1. Dosen Pembimbing
2. Subbagian Akademik

## APPENDIX G

### LETTER OF APPOINTMENT OF THESIS ADVISOR



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,  
RISET, DAN TEKNOLOGI  
UNIVERSITAS SRIWIJAYA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Raya Palembang-Prabumulih Indralaya Ogan Ilir 30662, Telp: (0711) 580085  
Laman : [www.fkip.unsri.ac.id](http://www.fkip.unsri.ac.id), Pos-el : [support@fkip.unsri.ac.id](mailto:support@fkip.unsri.ac.id)

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KEPUTUSAN  
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS SRIWIJAYA  
No. 1969/UN9.FKIP/TU.SK/2022

TENTANG  
PENUNJUKAN PEMBIMBING SKRIPSI MAHASISWA PROGRAM STRATA-1 (S-1)  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS SRIWIJAYA

**DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Menimbang : a. Bahwa dalam rangka penulisan dan penyusunan skripsi mahasiswa,  
dipandang perlu ada pembimbing skripsi untuk semua mahasiswa;  
b. Bahwa sehubungan dengan butir a di atas, perlu diterbitkan surat  
keputusan sebagai pedoman dan landasan hukumnya.

Mengingat : 1. Undang-undang No. 20 Tahun 2003;  
2. Peraturan Pemerintah No. 4 Tahun 2014;  
3. Permen Ristekdikti No. 12 Tahun 2015;  
4. Permenristekdikti No. 17/2018;  
5. Kepmenkeu RI No. 190/KMK.05/2009;  
6. Kepmenristekdikti RI No. 32031/M/KP/ 2019;  
7. Keputusan Rektor Unsri No. 0110/UN9/SK.BUK.KP/2021.

**MEMUTUSKAN**

Menetapkan : KEPUTUSAN DEKAN FAKULTAS KEGURUAN DAN ILMU  
PENDIDIKAN UNIVERSITAS SRIWIJAYA TENTANG  
PENUNJUKAN PEMBIMBING SKRIPSI MAHASISWA PROGRAM  
STRATA-1 (S-1) PROGRAM STUDI PENDIDIKAN BAHASA  
INGGRIS FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS SRIWIJAYA.

KESATU : Menunjuk/Mengangkat Saudara:  
Fiftinova, S.S., M.Pd.  
sebagai pembimbing skripsi mahasiswa :  
Nama : Wardah Sri Erza  
Nomor Induk Mahasiswa : 06011281823040  
Jurusan : Pendidikan Bahasa dan Seni  
Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : *The Use of Multimodal Text In Teaching English : a Case Study at SMA Srijaya Negara.*

- KEDUA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini dibebankan kepada anggaran biaya Fakultas Keguruan dan Ilmu Pendidikan Universitas Sriwijaya dan/atau dana yang disediakan khusus untuk itu.
- KETIGA : Keputusan ini berlaku sejak tanggal ditetapkan sampai dengan tanggal 31 Desember 2022, dengan ketentuan bahwa segala sesuatu akan diubah dan/atau diperbaiki sebagaimana mestinya, apabila dikemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di : Indralaya  
Pada tanggal : 15 Agustus 2022

DEKAN,



HARTONO  
NIP 196710171993011001

Tembusan :

1. Koordinator Program Studi Pendidikan Bahasa Inggris
2. Dosen Pembimbing
3. Mahasiswa yang bersangkutan  
FKIP Universitas Sriwijaya

## APPENDIX H

### LETTER OF RESEARCH PERMISSION FROM FKIP UNSRI



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,  
RISET DAN TEKNOLOGI  
UNIVERSITAS SRIWIJAYA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Raya Palembang-Prabumulih Indralaya Ogan Ilir 30662, Telp: (0711) 580085  
Laman : [www.fkip.unsri.ac.id](http://www.fkip.unsri.ac.id), Pos-el : [support@fkip.unsri.ac.id](mailto:support@fkip.unsri.ac.id)

Nomor : 1579/UN9.FKIP/TU.SB5/2022  
Perihal : Mohon Izin Penelitian

18 Agustus 2022

Yth. Kepala Dinas Pendidikan  
Provinsi Sumatera Selatan

Dalam rangka penyelesaian Program Strata-1 (S-1) Fakultas Keguruan dan Ilmu Pendidikan Universitas Sriwijaya, kami mohon bantuan kiranya dapat mengizinkan mahasiswa :

Nama : Wardah Sri Erza  
NIM : 06011281823040  
Jurusan : Pendidikan Bahasa dan Seni  
Program Studi : Pendidikan Bahasa Inggris

untuk melaksanakan penelitian di SMA Srijaya Negara Palembang mulai tanggal 29 Agustus 2022 sampai dengan tanggal 31 November 2022.

Penelitian tersebut dilaksanakan dalam rangka penulisan skripsi yang berjudul "*The Use of Multimodal Text in Teaching English : a Case Study at SMA Srijaya Negara*".

Demikian, atas perhatian dan kerjasama yang baik diucapkan terima kasih.

a.n. Dekan  
Wakil Dekan Bidang Akademik,  
  
**Dr. Ismet, M.Si.**  
NIP.196807061994021001

Tembusan:

1. Dekan FKIP Unsri (sebagai laporan)
2. Koordinator Prodi Pend. Bahasa Inggris FKIP Unsri
3. Kepala SMA Srijaya Negara Palembang



## APPENDIX I

### LETTER OF RESEARCH PERMISSION FROM DINAS PALEMBANG



PEMERINTAH PROVINSI SUMATERA SELATAN  
DINAS PENDIDIKAN

Jalan Kapten A. Rivai Nomor 47 Palembang, Sumatera Selatan  
Telpon 0711-357897 Fax 0711-357897 Kode Pos 30129  
Email : [dikmentisumsel@yahoo.com](mailto:dikmentisumsel@yahoo.com) Website : [www.disdiksumselprov.go.id](http://www.disdiksumselprov.go.id)

Palembang, 29 Agustus 2022

Nomor : 420/  /SMA.1/Disdik.SS/2022  
Lamp : -  
Prihal : Izin Penelitian  
a.n. **Wardah Sri Erza**

Kepada Yth.  
Dekan Fakultas Keguruan dan Ilmu Pendidikan  
Universitas Sriwijaya Palembang  
di Palembang

Menindaklanjuti Surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Sriwijaya Palembang Nomor : 1579 /UN9.FKIP/TU.SB5/2022 Tanggal : 18 Agustus 2022 perihal Izin Penelitian. Sehubungan dengan hal tersebut, kami memberikan izin kepada :

Nama : **Wardah Sri Erza**  
NIM : 06011281823040  
Program Studi : Pendidikan Bahasa Inggris  
Judul : **The Use of Multimodal Text Teaching English : a Case Study at SMA Srijaya Negara.**

Untuk melakukan penelitian di SMA Srijaya Negara Palembang pada tanggal 29 Agustus s.d. 30 Oktober 2022 dan untuk selanjutnya dapat langsung berkoordinasi dengan Kepala Sekolah SMA Srijaya Negara Palembang.

Demikian atas perhatian Saudara, terima kasih

a.n. KEPALA DINAS PENDIDIKAN  
PROVINSI SUMATERA SELATAN  
Kepala Bidang SMA,  
  
**H. MASHERDATA MUSA'I, S.H., M.Si**  
Pembina Utama Muda, IV/c  
NIP. 19650525 198512 1001

Tembusan Yth:  
1. Kepala SMA Srijaya Negara Palembang.  
2. Yang Bersangkutan.



## APPENDIX J

### LETTER OF RESEARCH STATEMENT FROM SCHOOL



**YAYASAN SRIJAYA NEGARA  
SMA SRIJAYA NEGARA PALEMBANG  
STATUS  
TERAKREDITASI "A"**

Jalan Ogan Komplek FKIP Unsri Bukit Besar ☎ 0711-363095 Palembang 30139  
<http://www.smasrijayanegarapalembang.sch.id>. Email : [sma\\_srijaya\\_negara@yahoo.co.id](mailto:sma_srijaya_negara@yahoo.co.id)

**SURAT KETERANGAN**  
Nomor : 210 /S. 6/SMA-SJN/XI/2022

Kepala Sekolah Menengah Atas (SMA) Srijaya Negara Palembang dengan ini menerangkan bahwa :

**N a m a** : WARDAH SRI ERZA  
**N I M** : 06011281823040  
**Program Studi** : Pendidikan Bahasa Inggris  
**Jurusan** : Bahasa dan Seni  
**Fakultas** : Keguruan dan Ilmu Pendidikan  
**Perguruan Tinggi** : Universitas Sriwijaya

memang benar telah melaksanakan Penelitian di SMA Srijaya Negara Palembang dalam rangka penyusunan skripsi dengan judul "*The Use Of Multimodal Text In Teaching English : A Case Study At SMA Srijaya Negara*". Penelitian tersebut dilakukan pada tanggal 6 September sampai dengan 27 September 2022 di kelas XI IPA 3 dan ibu Afrina Faulin, M.Pd..

Demikianlah surat keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Palembang, 8 November 2022

Kepala Sekolah,






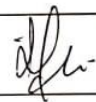


Drs. Khoiron Nazip, M.Si.  
Wakabid. Kurikulum







## APPENDIX K

### THESIS CONSULTATION CARD

#### THESIS CONSULTATION CARD

Student's Name : Wardah Sri Erza  
 Student's Number : 06011281823040  
 Study Program : English Education  
 Department : Language and Arts Education  
 Thesis Title : The Use of Multimodal Text in Teaching English : a Case Study at  
 SMA Srijaya Negara  
 Advisor : Fiftinova, S.S., M.Pd.

No.	Date	Aspect(s) Consulted	Advisor Comments	Signature
1.	09, 12, 2022	Title	- Write Chapter 1	
2.	03, 01, 2022	Chapter 1	- Revise paragraph on background - Revise references on background - Delete some unimportant Sentences	
3.	05, 01, 2022	Chapter 3	- Revise grammar and spelling errors - Revise the data instruments (Interview) - Search interview questions	
4.	13, 01, 2022	Chapter 3	- Do the validation of interview	
5.	27, 01, 2022	Chapter 2	- Pay attention to the word choice - Revise grammar and spelling errors	
6.	04, 02, 2022	Chapter 2	- Add some related studies - Revise English Language	

			teaching	
7.	19, 02, 2022	Chapter 1,2,3	- Please take the data for your thesis	
8.	22, 06, 2022	Chapter 4	- Revise observation results - Add some pictures - Explain more about the observation results	
9.	15, 08, 2022	Chapter 4	- Revise Interview results - Revise grammar and spelling errors - Revise discussions - Add some related studies that support your sentences	
10.	25, 10, 2022	Chapter 4	- Revise discussions - Link chapter 4 with previous related studies - Interpret research results	
11.	02, 11, 2022	Chapter 4-5	- Revise some sentences - Correct the words and Grammar	
12.	16, 11, 2022	Chapter 1-5	- Can proceed to final exam	

Palembang, 17 November 2022

Coordinator of Study Program,



Hariswan Putera Jaya, S.Pd., M.Pd.  
NIP. 197408022002121003

Advisor,



Fiftinova, S.S., M.Pd.  
NIP. 197911152006042028

## APPENDIX L

### DOCUMENTATION





