

**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

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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 10th 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, 10th December

The writer,



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

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 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 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.

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