

AN ANALYSIS OF MULTIMODAL TEXT FOR SENIOR HIGH SCHOOL ELEVENTH GRADERS TO TEACHING READING

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Abstract

Improving students' reading ability is one of the most important prerequisites for English majors. However, some English majors are uninterested in reading English and lack the ambition to study it. Even teachers may lose motivation to teach students English. As a result, teaching English reading is ineffective. Based on this, research was done to determine the multimodality of an English book used as teaching material for eleventh graders in senior high school. Multimodality in teaching materials is essential since it can influence how students learn. The research design used by the researchers is qualitative. The data for this study came from eleventh-grade English textbooks. The instrument includes classroom observations, questionnaires, and interviews, which were conducted as data collection for this study. The findings of this study show that students' reading abilities increased greatly after utilizing multimodal text as a teaching and learning tool. This study is designed to provide insights that will bring value to English pedagogy.

Keywords: *Multimodal Text, Textbook, Teaching Reading*

Introduction

According to Weinstein and Meyer, the primary purpose of learning techniques is to teach students to study at their own pace and capacity. Students who can learn with their willingness and ability with certain learning strategies are considered independent learners. According to Arends (2009), independent learning self-regulated learning is a learner who can do four important things, namely; (1) Carefully diagnosing a particular learning situation, (2) Selecting a particular learning strategy to solve the particular learning problem encountered, (3) Monitoring the effectiveness of the strategy, (4) Motivated enough to be involved in the learning situation until the problem is resolved. Like a teacher who chooses teaching materials for students' reading comprehension. How students can have an understanding of reading ability so that they are accustomed to reading

comprehensively and thinking critically and thinking critically.

Reading comprehension is a key ability to develop alongside listening, speaking, and writing in foreign languages. According to Grabe and Stoller (2002), reading abilities involve comprehending the full text, including its context and meaning. Serafini (2012) defines reading comprehension as the ability to interpret texts from various perspectives, including author intentions, textual references, personal encounters, and sociocultural contexts. Reading creates meanings that are socially rooted, transient, incomplete, and multiple. Reading is no longer a static talent, but rather a dynamic activity in which readers construct meaning based on information gathered from texts (Roehl & Shiue, 2014). According to Lewison et al. (2002) argue that readers can contest hegemonic perceptions of institutions and modify established meanings. Readers and viewers

might challenge standard interpretations of reading comprehension and teaching and rethink how these concepts are understood. In the formation of meaning Murray (2016) and Cain & Oakhill (2007) suggest that reading requires previous knowledge, vocabulary, and grasp of grammatical structures.

In understanding how to read, many approaches need to be taken by teachers so that students feel directed. One of many approaches applied in the world of education today and considered relevant is the approach to multimodal learning. Approach This learning has been widely researched in the last five years (e.g Rowsell, 2018; Nour, 2019; Pan & Zhang, 2020; Wang, 2021; Sherwani & Harchegani, 2022; Salamanti et al, 2023). In an educational context, multimodal is very often associated with the concept of multiliteracy. The concept of multimodal combines various functional semiotics with consideration of the cultural context, target audience, as well as existing organizational patterns formed, with the aim of adjustment (Yi & Crowder, 2016). It can be concluded that the concept of multimodal learning itself an involved learning various kinds of mutual modes that interact and provide functions for conveying a more optimal meaning with proper adjustments.

In educational environments, there has been greater success in developing techniques for comprehending textual text than multimodal texts. Research indicates that cognitive methods including picturing, summarizing, asking questions, and anticipating help readers comprehend written materials (Sweet & Snow, 2003). Harvey and Goudvis (2000) and Santman (2005) suggest pedagogical frameworks for teaching cognitive techniques in tandem with existing research. Multimodal literature, particularly picture books, needs multiple cognitive processes for building meaning due to their visual content.

Multimodality is a term widely discussed by linguists, semioticians, and even education and technology experts in recent years. This issue arises from the growing recognition that producing meaning requires more than simply language.

Methodology

The study employs a qualitative descriptive strategy. According to Monsen, E.R., and Horn (2008), descriptive qualitative research is excellent for developing hypotheses and identifying associations. The qualitative research approach is ideal for this study because of its ability to effectively describe and analyze data. This sort of research focuses on the meanings, ideas, definitions, qualities, metaphors, symbols, and descriptions of objects, rather than their counts or measures. The goal is to determine the meaning of texts, whether verbal or visual and describe how those meanings are realized.

This study included 20 senior high school students and one English teacher who shared their experiences using multimodal text in the classroom. The purpose of this study is to compare the use of multimodal texts in teaching and learning. The researchers questioned instructors on the usage of multimodal texts in the classroom and how it affects student understanding. Students were questioned about their views on using multimodal texts to promote understanding. The data-collecting approach includes document collection, questionnaires, and interviews. The Bahasa Inggris Tingkat Lanjut to English textbooks as the major subject was studied, with data collected from students and teachers to understand their perspectives on utilizing the textbooks.

The document was gathered from the source textbook for eleventh graders, including illustrations and reading

portions. The second data set was gathered through interviews and questionnaires. The questionnaire includes questions for both teachers and students, however only the teacher is interviewed. Data analysis involved two procedures. The textbook's visuals and passages are studied using Halliday's (1978) and Kress and Leuween's (2006) theories. The interview and questionnaire results support the idea that visuals enhance text comprehension.

Finding and Discussion

A. The verbal and visual elements in the English textbook

The verbal elements are analyzed in experiential function to understand the process, participants, and situations. Visual elements are determined using the three patterns of pictures that convey meaning. The verbal components evaluated are drawn from reading passages and captions from six subunits of an eleventh-grade English textbook. In all, there are 16 reading portions about history and 30 captions that appear alongside the selected photographs. The analysis focuses on finding the aspect of ideational function using Halliday's Systemic Functional Linguistics, reading passages with selected images, and labeling captions.

This textbook's verbal process portion covers process, participants, and conditions based on Halliday's systemic functional linguistic theory. The identified process includes mental, material, relational, behavioral, linguistic, and existential components.

The relational process accounts for 45%, followed by the material process at 28%. The textbook's participants are mostly mental process participants (30%), with the most prominent phenomenon (57%).

The relational process participants comprise both relational identifying and relational attributive processes, with each accounting for 50%. The behavioral

process involves only one participant: the one who behaves. The individual who participates in the existential process exists.

Data on visual aspects from the textbook are collected from 6 sub-units that cover the theme history. There are 30 images used as data for visual components. The representation, interaction, and composition patterns of visual components are shown here. The pattern of representation relates to how the image is represented. This pattern incorporates picture elements such as people, places, and concepts represented by vectors.

The visual representation helps students recognize the key characters, their interactions, and the surrounding settings. The three main characters converse in an office-like setting. The students may deduce this by evaluating the representation, which just includes three persons and no background participants. The participants demonstrate active participation in a conversation by standing up, gazing at each other, and using gestures such as their hands, arms, and facial expressions.



Figure 1. Image from conversation TV talks Shows source: Bahasa Inggris Tingkat Lanjut.

The image's representational structure shows a transactional interaction between the lady and men on the right side, with a vector emanating from the guy's eyes towards the woman's eyes and vice versa, and the one man also standing in front of them hands the camera. Their arms create

vectors towards each other as they laugh, maybe indicating a positive conversation about the news that they want to deliver. A vector extends from the guy's eyes on the left side of the image to the man and lady on the right and the cameraman looks at the news anchor.

The man on the right smiles at the woman on the right, indicating that he is greeting and introducing her, and we can now that the man is anchor, the hand motion says that the two are ready to discuss something in the news.

Therefore, the host utterance "Hello, Indonesians, and hello, world! Welcome to the 'Meet the Author' show! Today, we will explore Alma Nadia's 'The Legend of Crying Stone.' Let's give a round of applause to today's author, Alma Nadia. Welcome to the 'Meet the Author' Show, Ms. Nadia. Thank you for joining us today. It's a pleasure to meet you today.

Confirms the interpretation. Looking at the individuals' qualities can also help viewers comprehend who they are and what activities they are taking. The major players appear to be workers, judging by their casual clothing and the suit the woman is holding. As a result, the line "Well, I am a TV presenter" in the dialogue reinforces this view. The picture provides an interactive experience by establishing a connection between viewers and the image.

The images provided also include compositional elements. The guy on the left side and the lady are "given" to engage with the new participant, who is put on the same oblique angle as them. The position of the participants in the image and the act of "smiling each other" might assist EFL students understand that the conversation started with the man and woman on the right, then the guy on the left arrived later, and the ladies departed to chat. The conversation is mostly focused on the three persons in the front, with no further

participants visible in the picture. Using Kress and Leuween's (2006) three metafunctions to analyze Image 1 can encourage students' comprehension of written material.

On the other hand, the perception and opinion of the teacher and students are:

What do you see in the picture?

I see there are two men and one girl in the image, the woman, the man, and also there is a cameraman so students know that is the anchor and ready to deliver news.

An interview reveals that the teacher recognizes the importance of high-level multimodality in the textbook. It aims to capture students' attention and interest. Additionally, using the textbook will increase students' willingness to learn English. The result of the questionnaire and interview with the teacher demonstrates that visuals play an essential role in attracting students' interest and attention to the text in the educational setting.

The study found that the verbal material met Halliday's (1978) criteria for a good book in terms of conceptual meaning. Text serves as a functioning linguistic tool within its environment. Simaibang (2011) emphasizes the need of conveying the text's conceptual meaning to provide clarity. According to Halliday (1978), the emphasis on the material process indicates that pupils saw the text as a physical representation of events and actions. The dominating relational process allows students to better grasp a book by describing its conditions.

The study found that using visuals can help students comprehend the text more effectively. Using images in language learning can increase students' interest, build attention and knowledge, reduce cognitive load, and motivate them to learn in a meaningful way.

However, the image's color and clarity are limited due to presentation. Olurinola and Tayo (2015) emphasize the importance of color and crispness in capturing students' attention and encouraging them to continue reading.

Conclusions

The English textbook text in 5 Chapters consists of eight process types. The dominant process is the relational process, 57%, and the material process 22%. The conceptual meaning is characterized in the source textbook of eleventh graders to the English textbook. The relational and material processes were prominent because, presumably, the texts under examination are from a procedural genre that largely relies on material processes. It is said that "the material clauses interpret the procedure as a series of concrete changes." In comparison, the Relational is dominating because it manifests as information.

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