Students' Responses to Multimodal Texts in Learning Reading Course

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ABSTRACT

Multimodal text is one of the media in learning English reading courses commonly used in this advanced technology era, since multimodal texts combine a variety of modes, such as visual and auditory. Moreover, multimodal texts have several positive effects on improving students' reading ability, especially reading comprehension. However, reading aloud without comprehending the text's meaning still probably occurs among EFL students in Indonesia. Thus, this research aims to explore the students' responses to multimodal texts in learning reading courses and the contribution of multimodal texts to the student's reading comprehension. This research employed a qualitative approach with a case study design. A questionnaire and a test were applied to collect the data. Fourteen ninth-grade students of MTs Miftahul Huda were chosen as participants. The result shows that most students responded positively to multimodal texts in the learning reading course. Multimodal texts may make the students enjoy, be interested, and be motivated in the learning process and help them understand the information in the text. It may also have a good contribution to the students' reading comprehension. Nevertheless, the role of the teacher is critical in the learning process. Teachers can use a variety of multimodal texts in teaching reading course to take the advantage of multimodal texts in learning reading course.

INTRODUCTION

This study explores the students' responses to multimodal text in a learning reading course. There are three reasons for conducting this study. First, this study is concerned with multimodal text in learning reading courses because multimodal text is one of the teaching media in learning reading courses commonly used in this advanced technology era since multimodal texts combine a variety of modes. Moreover, in the Indonesian context, Nima (2018) stated, "Reading materials in the classroom are often multimodal, especially in Junior High School." It shows that most junior high school students in Indonesia are already familiar with using multimodal text in learning reading courses.

Second, multimodal texts have some positive effects in learning reading courses. These positive effects apply to both teachers and students. Ikasari, Dradjati & Sumardi (2019) stated that "Multimodal texts which were built with diverse modes of semiotic resources such as color, sound, motion, written text, and gesture could ease the teacher to help the students perform better in the area of reading comprehension." In other words, the multimodal text helps the teacher assist the students in achieving the learning objectives in the reading course because the students make sense of the text using various semiotic resources (Shepard-Carey, 2020). Moreover, Astarilla (2018) stated that "multimodal texts can have a positive effect on students' reading comprehension." Therefore, multimodal text helps students understand English texts.

Third, the effectiveness of multimodal text in learning reading courses is probably in contrast with the actual situation of the students. In real situations, reading aloud without understanding the meaning of the text possibly happens among EFL students in Indonesia. This means that English reading comprehension has still become an issue among Indonesian students (Suryanto, 2017). It probably occurred in Indonesian junior high schools, including MTs Miftahul Huda. Based on the limited personal observation by the researcher, the school often uses multimodal texts in English reading courses. However, it showed that the students were engaged in the learning process. Nevertheless, the issue of reading comprehension of the students was still found. Therefore, it is essential to discover the students' responses to multimodal text in learning reading courses.

Several studies have been done regarding multimodal text in learning reading courses. Shepard-Carey (2020) discovered that the students used semiotic resources to convey their understanding of texts, some of which aligned with and resisted typical reading comprehension pedagogies in classrooms. Moreover, Phengsuai & Suwanarak (2020) mentioned that Thai university students felt comfortable and more engaged using multimodal text to improve reading comprehension and were more motivated to learn. In addition, Jamil & Aziz (2021) identified the advantages

of using multimodal text in enhancing students' reading habits. The advantages are Increasing the excitement and productivity of the learning environment, fostering greater reading habits, and motivating students to read books with desire. Furthermore, Astarilla (2018) found that in the context of Indonesian college students, multimodal texts can positively affect students' ability to understand and use information. Therefore, the student's motivation, interest, and encouragement in learning a reading course using multimodal text and the effectiveness as well as the advantages of using the multimodal text in learning a reading course motivate the current study to conduct similar research in the context of junior high school students in Indonesia.

Based on the previous studies above, it can be seen that the focus of those research is the students' views on the multimodal approach in developing English reading skill ability and the effectiveness of multimodal text in reading comprehension in higher education. In comparison, this current study focuses on students' responses to multimodal text in learning reading courses in junior high school. Therefore, it leads to a gap between previous and current studies. This current study investigates the students' responses to multimodal text in learning reading courses in the context of Junior High School and applies a qualitative approach with case study research design, with questionnaires and tests as the instruments of conducting the data. This research is conducted in MTs Miftahul Huda, Bandung, Indonesia.

Multimodal Texts

This study examines the students' responses to multimodal text. As Papageorgiou and Lameras (2017) suggest, multimodal text is one of the teaching and learning media. Therefore, the study develops several definitions and types of multimodal text. Furthermore, the conclusion of the definitions and types of multimodal text is drawn based on scholarly relevant statements.

Walsh (2015) defines multimodal text as consisting of some modes. The modes in multimodal texts include movements, images, sound, and printing (Bearne, 2009). It is supported by Kress and Leeuwen (2006), who assert multimodal text as the

transmission of idea concepts included in a text using a range of modes (verbal and picture) for these concepts to be properly accepted by readers. It means that multimodal texts have more than one mode. It is in line with Adami and Kress (2014) who describe multimodal text as a mixture of two types, namely verbal and non-verbal, that work in harmony and logic to transfer one or more meanings. Therefore, it can be concluded that multimodal text is a text which combines two different types of modes, such as verbal and non-verbal.

Moreover, Gourlay (2016) considers multimodal text a text that analyzes linguistic and visual choices to fulfill the goal of the text, audience, and context, as well as how those choices interact in the structure and development of information and ideas. Walsh (2015) supports this view, mentioning that multimodal text is a medium in multimodal literacy, where it involves reading, writing, speaking, listening, and viewing in meaning-making.

Furthermore, Walsh (2015) divides the multimodal text into two categories. The first category is printed multimodal text. Words and visual image modes, such as magazines or picture books, dominate printed multimodal texts. The second category is "on-screen" multimodal text, such as web pages, blogs, videos, or podcasts. It aligns with Astarilla (2018), who classifies the multimodal text into two types. Those are printed and non-printed multimodal texts. The pictures below are examples of printed (picture book) and non-printed multimodal text (news on television).

In conclusion, based on the definitions of multimodal text by scholars above, the present study defines multimodal text as a media in multimodal literacy that combines more than one semiotic system and aims to fulfill the goal of the text, reader, and context in meaning-making. Moreover, there are two types of multimodal texts. They are printed multimodal texts, such as textbooks and magazines, and non-printed multimodal texts, such as web pages and videos.

Multimodal Texts in Learning Reading Course

Multimodal text is one of the teaching media that is used in learning reading courses. Jamil and Aziz (2021) found that using multimodal text in a learning reading course may increase the students' reading habits. Moreover, Bao (2017) states that multimodal texts can energize the classroom environment, motivate students to read outside class, and boost their confidence in learning English, particularly English reading. Using multimodal texts can also increase the enjoyment and motivation of the students in reading (Baharani and Ghafournia, 2015). That means, multimodal texts have several advantages for students to learn English reading.

In addition, Bao (2017) states that using multimodal texts in teaching reading is effective. He further explains that the students are helped in improving their reading ability. That means multimodal text is effective for both teacher and student. This is in line with Cahyaningati and Lestari (2018), who found that multimodal text effectively boosts students' reading comprehension. Moreover, Yawiloeng (2022) proposes that using instructional scaffolding and multimodal text learning, as well as matching students with peers with better language ability, can help struggling EFL readers acquire greater reading comprehension. That means multimodal texts influence students' reading comprehension in positive ways.

Furthermore, Astarilla (2018) found that multimodal text significantly impacts students' reading comprehension. She further describes that multimodal text has a positive effect and can improve the students' reading comprehension. It is supported by Boshbaradi and Baria (2014) who found that multimodal text can improve the students' reading comprehension. As Baharani and Ghafournia (2015) assert, guessing the text content or information through pictures in multimodal texts effectively increases the students' reading comprehension. That means that different modes in multimodal texts help the students understand the information in the text as a whole. The modes, such as pictures and graphs, help the students identify a text's topic and main idea (Januarty and Nima, 2018).

RESEARCH METHOD

This study uses a qualitative approach with a descriptive case study design. This research design is used to investigate the use of both printed and non-printed multimodal texts in learning reading courses based on students' responses. As Creswell (2012) states, the case study design is ideal for this study. It investigates a complex and multifaceted phenomenon from students' views, such as students' affective, cognitive, and conative responses to multimodal texts in learning reading courses. This research design further explores the contribution of multimodal texts to the student's reading comprehension.

The research explores fourteen 9th-grade students' responses to multimodal text in learning reading courses since the 9th graders of MTs Miftahul Huda are considered more cooperative. The homogeneity and convenience strategies of purposeful sampling were applied in selecting the participants. Therefore, the research participants of this study were recruited based on their availability.

Moreover, this study uses objective tests since the tests provide multiple choices. Four multimodal texts are employed in this test, two in picture form and the other in video form. Each multimodal text has four different questions, so there are 16 questions. The questions are developed based on Alnur's (2019) indicators of students' reading comprehension. The indicators include finding general information, supporting details, references, and word meanings.

In addition, the collected data from the questionnaire and the test were analyzed using a qualitative descriptive analysis method. This study calculates and explains the average value and percent of the students' right answers in every indicator. This calculation is sought to determine the contribution of multimodal texts to the student's reading comprehension.

FINDINGS AND DISCUSSIONS

Findings

Students' Responses to Multimodal Text in Learning Reading Course

The results of the questionnaire are presented in the following table.

Aspect	Statement	Frequency				
		SA	A	N	D	SD
Affective	I am interested in the teacher's teaching materials that include various kinds of modes such as texts, pictures, sounds, and video clips.	50%	42.9%	7.14%	0%	0%
	I enjoy reading with various kinds of modes, such as texts, pictures, sounds, and video clips.	35.7%	64.3%	0%	0%	0%
	The various kinds of modes, such as texts, pictures, sounds, and video clips, motivate me to study English reading.	21.42%	42.85%	35.71%	0%	0%
Cognitive	The various kinds of modes such as texts, pictures, sounds, and video clips in reading materials help me understand the information in the text as a whole.	28.57%	28.57%	42.85%	0%	0%
	The various kinds of modes such as texts, pictures, sounds, and video clips in reading materials help me improve my reading ability.	21.42%	64.28%	14.28%	0%	0%
	The various kinds of modes such as texts, pictures, sounds, and video clips in reading materials help me identify topics in the text.	21.42%	35.71%	42.85%	0%	0%
	The various kinds of modes such as texts, pictures, sounds, and video clips in reading materials help me improve my vocabulary mastery.	35.71%	42.85%	21.42%	0%	0%

Conative	The various kinds of modes, such as texts, pictures, sounds, and video clips in reading materials motivate me to read outside of class.	7.14%	21.42%	71.42%	0%	0%

Based on the data collected from the questionnaire above, it can be seen that in the affective aspect, most of the students agreed that they were interested, enjoyed, and motivated in learning reading courses using various kinds of modes in multimodal texts. According to the conducted data of the open-ended questions, most stated that multimodal text made the learning process fun, easier and clearer for them to understand the materials since it contained various modes. However, there were several students who were neutral. In the first statement of the affective aspects, one of them mentioned that "*Karena ada sebagian materi yang gampang dipelajari, dan sebagian yang sulit dipelajari* (Because some materials were hard to understand, and some others were easy to understand). Moreover, in the third statement of the affective aspects, some of them said that "*Ketika media yang digunakan berhasil membuat kami paham, maka kami akan termotivasi dalam belajar reading* (When the learning media was able to make us understand the material, we would feel motivated in learning reading)", "*Karena kadang tulisan, gambar, dan audio, dapat memotivasi saya untuk memahami materi* (Because texts, pictures, and audio could sometimes motivate me in understanding the material)", "*Karena kadang itu tidak memotivasi* (Because sometimes it was not motivating)". That means those who were neutral felt that multimodal texts did not always motivate them to learn.

In addition, in the aspect of cognitive, most of the students agreed with the statements. They considered multimodal texts to be helpful in understanding the general information of the text, improving the students' reading ability, identifying the topics in the text, and improving the students' vocabulary mastery. Most of them answered that the kinds of modes in the multimodal text made them easier to understand the general information of the text because it could make them focus

and make the learning process fun. Nevertheless, several students said that "*Memakai video biasanya teksnya ada Bahasa inggris, jadi kalau ada arti yang tidak tahu sedikit sulit* (Usually there was an English subtitle on the video, and when there was an unfamiliar word, it made difficult)", "*Karena kadang saya tidak bisa belajar dengan cara tersebut /mendengar sesuatu/* (Because, sometimes I could not study with that way, especially listening to something)", *"Karena ada beberapa yang diambil dari video dll yang kadang dapat dipahami dan tidak dapat dipahami* (Because there were several texts using video etc. which could be understood and could not be understood)". That means multimodal texts helped some students understand a text as a whole, and others were not helped that much. It can be seen that students' prior knowledge and preference of learning style might affect the students' comprehension of general information in the text.

Moreover, most students agreed that multimodal texts could improve their reading ability. Those who agreed stated that they could improve their reading ability through multimodal texts because they could know the correct pronunciation and meaning of the text, which would make them interested and make it easier for them to learn English. One of them said that "*Dalam video atau suara mungkin lebih menarik dan bisa mengulang-ulang cara bacanya apalagi dengan terjemahannya jadi kita bisa tau* (Probably video and sounds were more interesting, since it could be replayed to know the correct pronunciation, and we could see the subtitle so we could know the meaning)". Nevertheless, a few students were neutral regarding the statement. The reason was that sometimes multimodal texts helped the students improve their reading ability, and sometimes they did not. As they mentioned that "*Karena terkadang membantu juga dalam meningkatkan kemampuan membaca bahasa inggris* (Because sometimes it helped us in improving our English reading ability)", "*Karena terkadang menjadi lebih mudah jika memakai video dll* (Because sometimes it was easier if using video)".

Furthermore, most of the students agreed that multimodal texts could help them understand the topic of the text. The students felt that multimodal texts helped them

focus and easily understand the text. Moreover, it was also clearer, fun, and interesting. As they conveyed that *"modelnya teksnya dapat membuat focus* (the modes in the text could make us focus)", "*Terutama video yang bisa saya paham dalam mengidentifikasi topik* (Especially video, which could make me understand the topic of a text)", "*Karena dengan mudah para pelajar akan mengingat materi karena media yang seru dan menyenangkan* (Because the students easily remembered the material, because of the fun and interesting media that was used)". However, several students were neutral regarding the sixth statement. Those who were neutral considered that sometimes multimodal texts did not help them identify the topic of a text. As they delivered that "*Karena terkadang membantu mengidentifikasi topik dalam sebuah teks* (Because sometimes it helped in identifying the topic of the text, and sometimes it did not)", "*Kadang males kalau harus nonton karena bersuara* (Sometimes I felt lazy to watch because it had a sound)". It can be concluded that students' preference for learning style had a big role in making the students comprehend the multimodal text.

Additionally, most students agreed that reading materials' various modes—texts, pictures, sounds, and video clips—helped them improve their vocabulary mastery. They gave positive responses regarding the seventh statement. The responses were mostly the same: they said it was easier and fun. In addition, one student said that using multimodal texts, especially videos, could help her spell and pronounce words correctly. However, some students were neutral regarding the seventh statement. They mostly shared almost similar reasons that sometimes, multimodal texts could not increase their vocabulary mastery, as they confessed that "*Karena terkadang meningkatkan kemahiran dalam kosa kata* (Because sometimes it could increase vocabulary mastery)", "*Lumayan mengerti kosa kata tetapi mungkin ada yang kurang dipahami* (There were still some vocabularies that I did not understand)".

In contrast with the previous statements, most students were neutral to the last statement of the conative aspect. Those who were neutral to this statement mostly had similar reasons. They said that sometimes multimodal texts did not motivate

them to read after class. Some of them said that "*Terkadang tidak memotivasi saya* (Sometimes it did not motivate me – to read outside the class)", "*Karena saya tidak terbiasa membaca Bahasa inggris di luar kelas atau diluar jam pelajaran* (Because I am not used to read English text outside class or after class)", "*Bagaimana kondisi tertentu, terkadang termotivasi dan terkadang tidak* (It depends on the situation, sometimes I feel motivated and sometimes I do not)". In conclusion, multimodal texts were less beneficial in motivating students to read after class.

The Contribution of Multimodal Texts to The Students' Reading Comprehension

This section explains how printed and non-printed multimodal texts contribute to students' reading comprehension based on the test results. The test employed the printed multimodal texts, a procedure text about making ice cream in freezer bags and a comic about a house tour. On the other hand, the non-printed multimodal texts were in the form of videos and included a procedure text on how to use chopsticks and a video asking for directions over the phone. In addition, the table below shows the percentage of students' scores on the test based on Alnur (2019).

No	Score	Ability Level	Frequency	Percentage
1.	80-100	Excellent	8	57.14%
2.	70-79	Good	0	0%
3.	60-69	Fairly Good	3	21.42%
4.	50-59	Weak	2	14.28%
5.	0-49	Poor	1	7.14%
Total			14	100%

The table above shows that eight students (57.14%) were excellent, three students (21.42%) were fairly good, two students (14.28%) were weak, and one student (7.14%) was poor on the test. Additionally, it can be seen from the table that there was no student on the good level. Based on the student's responses to the questionnaire, it was because the students who were below the good level found

difficulty on the multimodal texts, such as did not understand a new word or they did not have the motivation to read.

Moreover, this study found that most students answered the questions correctly regarding finding general information, finding supporting details, identifying references, and understanding word meanings. However, the majority of the students responded correctly to the printed multimodal text, compared to the non-printed multimodal text.

Discussion

The students' responses to multimodal texts in the learning reading course

This study confirms that multimodal texts are beneficial in increasing student interest, creating more joy, and motivating students to learn English reading. It is in line with Kusuma, Nurkamto, and Ngadiso (2021) who discovered that using multimodal texts for teachers is believed to create an enjoyable reading process for students. It also supports Bao's (2017) statement that multimodal texts can motivate students to learn English reading. However, there were several students who were neutral regarding multimodal texts that could motivate them or not. Most students shared the same reason: sometimes they were motivated, and sometimes not. Therefore, the teacher plays a big role in presenting the material using multimodal texts. It is supported by Drajati and Sumardi (2019), who proposed that the students require the teacher's guidance in doing reading activities in the class using multimodal texts.

In the cognitive aspect, this study discovered that multimodal texts might help most students understand a text. They revealed that multimodal texts made it easier and clearer to understand the texts. It is supported by Baharani and Ghafournia (2015), who found that the students can understand the text as a whole since they can guess the content of the text through the modes of multimodal texts. Moreover, most students agreed that multimodal texts might help them improve their reading ability. However, there were several students who were neutral, mostly for the same reason. They believed that using multimodal texts was fun and made it easier to understand

the information in the text, and especially video, it could help them pronounce words correctly. It is in line with Bao (2017), who found that the multimodality of a text can help students improve their reading ability, and it is a very effective way for teachers to teach English reading. Nonetheless, this study demonstrates that students' prior knowledge is critical to understanding the material.

Furthermore, most students perceived that multimodal text helped them determine the text's topic. According to Januarty and Nima (2018), modes in reading resources such as texts, photos, sounds, and video clips might assist students in identifying the topic of the text since such modes can convey the substance of the text. Additionally, most students believed that studying multimodal texts may assist them in improving their vocabulary mastery. This is in line with Cahyaningati and Lestari (2018), who discovered that multimodal texts may persuade students that they could increase their vocabulary knowledge. The students stated that they could know the right spelling and pronunciation of a word in the movie by using multimodal texts.

In the conative aspect, this study reveals that multimodal texts did not always motivate the students to read after the class. They expressed that the desire to read after class did not always come from the multimodal texts but from themselves. In contrast, Bao (2017) claims that multimodal texts can drive pupils to read more. Furthermore, Jamil and Aziz (2021) claimed that multimodal texts may be used to improve students' reading habits.

The contribution of multimodal texts to the student's reading comprehension
As we can see, most students were excellent and fairly good, whereas the three were weak and poor. That means, multimodal texts gave quite a good contribution to the students' reading comprehension. However, in learning English reading using multimodal texts, the role of the teacher is essential. It is supported by Baharani and Ghafournia (2015), who proposed that language teachers must first identify the major factors that influence the reader's comprehension ability in improving a learner's reading comprehension. Therefore, this finding proposed that in

maximizing the contribution of multimodal texts to the student's reading comprehension, teachers need to identify the major factors that influence the reader's comprehension ability, present the material interestingly, and use the various kinds of multimodal texts.

This research also found that most students answered correctly to the questions from the printed multimodal texts rather than from the non-printed ones. Based on the students' responses to the questionnaire, it was because they found more unfamiliar words on the non-printed multimodal text (video) than in the printed ones, which made it difficult to understand the information in the texts. As Sidek and Rahim (2015) propose, one factor that impacts how well a reader can comprehend reading in a language is their vocabulary knowledge.

CONCLUSION

In conclusion, most students responded positively to the multimodal texts in the learning reading course. Most students were interested, motivated, and enjoyed the teacher's teaching material using multimodal texts. They said that multimodal texts made learning fun, clear, and easy to understand. Moreover, most of the students also considered that multimodal texts helped them understand the information of the text as a whole, helped them identify the topic of the text, and helped them improve their reading ability and vocabulary mastery. According to the students' answers, using multimodal texts in the learning reading course was fun, clear, and interesting. Additionally, they said that using multimodal texts, especially the non-printed ones, could help them pronounce the words correctly. However, most of the students were undecided regarding whether multimodal texts motivated them to read after class or not. They stated that sometimes, they did not have the motivation to read outside the class. Thus, a teacher's strategy in teaching reading using multimodal texts is essential.

Furthermore, this study concludes that multimodal texts provide a good influence on the students' reading comprehension. Nevertheless, it cannot be separated from the role of the teacher. Therefore, to maximize the contribution of multimodal texts

to the student's reading comprehension in learning reading courses, the teacher's role is critical. The teachers must identify the major factors that influence the reader's comprehension ability, present the material interestingly, and use various multimodal texts.

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