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INVESTIGATING THE IMPACT OF MULTIMODAL TEXT ON STUDENTS' READING COMPREHENSION IN ENGLISH LEARNING

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Abstract

The purpose of this research is to investigate the impact of multimodal text on students' reading comprehension in learning English at SMP Islam As Sakinah. Therefore, the research methodology used in this research is quantitative with a pre-experimental design. The sample was selected through cluster random sampling by only taking one class consisting of 30 students from a class 7 population of 92 students. Data was collected using pre-test and post-test with 10 questions. The results of this research analysis showed that sig. value is known. (2-tailed) of 0.000. the sig. (2-tailed) < 0.05 or 0.000 < 0.05 the hypothesis H₀ is rejected and H_a is accepted because there is a significant difference between the pre-test and post-test learning outcomes. So from these results it can be concluded that the pre test and post test data are normally distributed and there is an influence of the use of multimodal texts in developing students' reading comprehension in English learning.

Keyword: *Multimodal text, Reading comprehension, English learning*

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh teks multimoda terhadap pemahaman membaca siswa dalam pembelajaran bahasa Inggris di SMP Islam As Sakinah. Oleh karena itu, metodologi penelitian yang digunakan dalam penelitian ini adalah kuantitatif dengan desain pra-eksperimen. Sampel dipilih melalui cluster random

sampling dengan hanya mengambil satu kelas yang terdiri dari 30 siswa dari populasi kelas 7 yang berjumlah 92 siswa. Data dikumpulkan dengan menggunakan pre-test dan post-test dengan 10 soal. Hasil analisis penelitian ini menunjukkan bahwa diketahui nilai sig. (2-tailed) sebesar 0,000. maka nilai sig. (2-tailed) < 0,05 atau 0,000 < 0,05 maka hipotesis H₀ ditolak dan H_a diterima karena terdapat perbedaan yang signifikan antara hasil belajar pre-test dan post-test. Maka dari hasil tersebut dapat disimpulkan bahwa data pre test dan post test berdistribusi normal dan terdapat pengaruh penggunaan teks multimodal dalam mengembangkan kemampuan membaca pemahaman siswa pada pembelajaran Bahasa Inggris.

Kata kunci: *Teks multimodal, Pemahaman membaca, Pembelajaran bahasa Inggris*

Introduction

Most countries use English as a language for communication (Centre, 2019). Henrich et al. (2022) stated that the language most used by people in every country is English. However, English is regarded as a foreign language in Indonesia. In Indonesia, English is a foreign language that is still very difficult and sometimes scary for some people. Therefore, studying and mastering English is a must, especially for education and self-preparation to face the era of globalization. In addition, students must study English because it allows them to acquire various knowledge and abilities.

In schools, English subject matter is still taught about these four skills so that mastery of these skills can be seen from students' learning outcomes in English lessons. In this case, English learning is directed at four English language skills: listening, speaking, reading and writing skills. A foreign language is usually taught as a subject in school with the aim of essential communication and mastery of the four language skills (listening, reading, writing, speaking) in that language within certain limits (Dahl & Ukrainian, 2020).

The process of learning to read varies from person to person; some may find it enjoyable, while others may find it a challenging and unpleasant habit. Reading is considered the key to academic and life success, so it is a skill that must be mastered (Teh et al., 2021). Reading comprehension is the process by which the reader interacts with the text, including word and world knowledge. By going through the reader's interaction with the text, readers will actively build reading comprehension while they are reading. Reading comprehension is an active process guided by readers' purposeful thinking in connecting their thinking

processes, textual information, and their knowledge, expectations, and objectives for reading (Britt et al., 2022).

Reading comprehension is very necessary in every subject because reading activities cannot be separated from every learning. Therefore, students must have good reading comprehension skills from every reading they read. However, there are still many things that could improve the learning process of reading comprehension. The first problem is that reading habits still need to be more tricky among students, and reading foreign texts, which are often considered unpleasant and sometimes dull because they need help to understand the reading (Takaloo & Ahmadi, 2017). In addition, the lack of student motivation in reading can make it difficult for students to understand the text or messages in the text as a whole (Anwar, 2020).

Second, students are only required to read the text silently and then answer questions related to the contents of the reading text. In the learning process, students are not actively involved by teachers to develop their thinking skills. Developing students' thinking processes will be difficult if teachers only use communication techniques during the session. This will only be passive learning and students are only objects of learning, but not involved as subjects of learning, so it will be very difficult to develop students' thinking processes. Teachers still use many lecture and textbook methods in each delivery of subject matter, so they don't attract students' attention during the learning process (Ordu, 2021). For this reason, more learning methods or strategies are needed that can be used by teachers so that they can be one of the achievements of learning objectives.

The third problem is the use of learning media that teachers minimally use because of the limited facilities and infrastructure provided. One of the obstacles to the ongoing learning process is when complete facilities are not available when needed (Lassoued et al., 2020). Limited means and teachers often leaving class hours are also the same problem in the implementation of learning which results in the learning process not running smoothly, so learning media is needed so that the learning process can continue despite the limitations of learning tools.

Thus, the researcher identified the above problems and considered this research necessary to be conducted so that it is hoped that teachers and students can use, utilize, and explore various types of multimodal text modes in learning media in developing reading comprehension. The purpose of this

research is to determine how is the impact of multimodal texts on students' reading comprehension.

Research Method

This study was conducted to the 7th grade students of the first semester on December 2023. The place of the research at SMP Islam As Sakinah, located at Bambu Apus, Kec. Pamulang, Kota Tangerang Selatan, Banten 15415. In the academic year of 2023/2024. The total number of students in SMP Islam As Sakinah is 548 students. The researcher used Pre-Experimental Design research as a one-group pretest-posttest Design. Pre-experimental designed refers to a research design that includes only one experimental group to be observed for a particular treatment. According to Creswell (2012), the experimental method can be understood as a study approach used to determine the effect of specific treatments on others under controlled settings. In this research, the population of the study was all grade 7th students of SMP Islam As Sakinah. Salamzadeh & Abduli (2022), defines sampling as selecting elements representing a certain population that will be used as a sample. The sampling technique is cluster random sampling. Cluster random sampling is an easy way to take samples by dividing the area into smaller areas that do not overlap and then randomly selecting several smaller sizes, with the final model consisting of all the units in the small room or cluster. the researcher has selected a population class sample in this study. There is one class that is selected randomly and has been designated as the experimental group. The samples obtained were 30 students of class VII.B at SMP Islam As Sakinah.

The researcher conducted experimental research by conducting tests. In collecting the data, the researcher used pre-test and Post-Test. The test was carried out to determine the effectiveness of multimodal texts in reading comprehension tests, and this test was carried out twice, before and after treatment. Researcher conducted tests from pre-test and post-test to find out the effectiveness of multimodal text in students' reading comprehension. The researcher will use the paired sample T-test formula. In this method, researcher compare only one group at two different times. The data was compared from the average pre-test and post-test scores and analyzed using quantitative research methods. Researchers analyzed the data statistically. To analyze the data, researchers analyzed test result data in the experimental class. To find out the significant impact of using multimodal text in students' reading comprehension, the research data analyzed using the statistical technique of the paired sample t-test statistical analysis to test the hypothesis.

Results and Discussion

Result

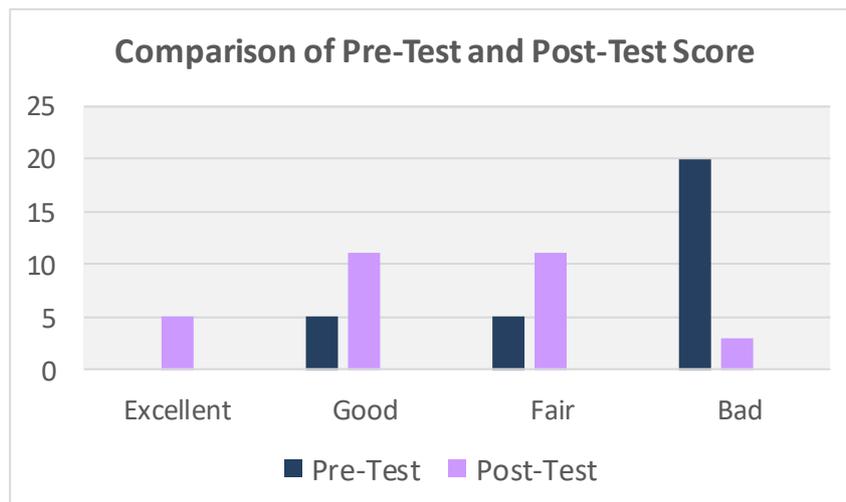
In collecting data, researchers used pre-test and post-test as data collection instruments. The pre-test and post-test were given to determine whether multimodal texts had an impact on students' reading comprehension. The researcher gave each student 10 questions from the story presented to test student understanding and obtain pre-test data. The students' results were calculated based on the assessment criteria to evaluate the students' understanding of the questions given. The students were divided into several categories based on their result in this section: excellent, good, fair, and bad. These categories will determine of the total number of scores received by each student. The researcher classify the categorized as follow:

Table 1 Categories of Assessment Student Reading Comprehension

Categories	Score
Excellent	90 – 100
Good	80 – 89
Fair	70 – 79
Poor	0 - 69

The researcher also made a comparison diagram of the pre-test and post-test results below.

Diagram 1. The Students' Pre-Test and Post-Test Result



Based on the figure above, comparing of pre-test and post-test score, it is evident that there is a significant difference in the test scores of the students before and after the implementation of using multimodal text methods as their reading comprehension. The findings also from the table for possibility of

drawing the conclusion that the scores on the pre-test and post-test were distinct from one another.

The results of calculating descriptive statistical analysis of pretest and posttest data using the Statistical Package For The Social Sciences (SPSS) 23 For Windows software. Data, can be presented as follows:

a. Descriptive Statistics

Table 2 Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
PreTest	30	30	85	1760	58.67	17.217
PostTest	30	60	95	2360	78.67	8.802
Valid N (listwise)	30					

The table 4 descriptive statistic experimental class used to measure the normality distribution of the data. Based on the table 4 the data was obtained using a test measuring tool consisting of 10 essay questions with narrative text material. From the student learning results obtained, it can be seen that the students' pre-test scores were still quite low, namely with an average score 58,67, while the students' post-test scores increased after being given treatment compared to the pre-test with an average score 78,67.

b. Normality Test

In this research, data normality testing uses the Shapiro Wilk test with a sig level. 0.05. The basis for decision making in the normality test is:

1. If sig. (significance) < 0.05, then the data is not distributed normal.
2. If sig. (significance) > 0.05, then the data is normally distributed.

The normality test was carried out using the SPSS 23 program. The results of the pre-test normality test calculations are as follows:

Table 3 Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PreTest	.128	30	.200*	.935	30	.068
PostTest	.172	30	.024	.949	30	.158

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

To test normality of the research, the significance level for educational is 0.05. The outcome of data normality testing could be used to determine whether or not a datatest is normally distributed. In this research the sample consist of 30 students from experimental class. From the table 4.6, it can be seen that the sig. Pre test = 0.068 and sig value. Post test = 0.158. This shows that the sig value. Pre test > 0.05 or 0.068 > 0.05 and sig value. Post test > 0.05 or 0.158 > 0.05 so from these results it can be concluded that the pre test and post test data are normally distributed.

c. Hypotesis Test

In this study, paired sample t-tests were used for hypothesis testing. To determine if the independent variable significantly influences the dependent variable, the paired sample T-test is applied. The SPSS 23 program is used in this study to calculate the paired sample T-test.

The results of the paired sample T-test are:

Table 4 Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
PreTest - PostTest	-20.000	12.798	2.337	-24.779	-15.221	-8.559	29	.000

From the results of the paired sample T-test above, the sig value is known. (2-tailed) of 0.000. According to the decision making rules in the paired sample T-test, the sig. (2-tailed) < 0.05 or 0.000 < 0.05 it can be concluded that the hypothesis H0 is rejected and Ha is accepted because there is a significant difference between the pre-test and post-test learning outcomes. So it can be concluded that there is an impact of the use of multimodal text on students' reading comprehension in learning English in class VII students at SMP Islam As-Sakinah.

Discussion

Based on the analysis of data obtained using the pre-experimental method with the one group pretest posttest design, it can be seen that there are changes in student learning outcomes between the Pre-Test and Post-Test in both the experimental class. It can be seen that the average value of students' cognitive abilities is obtained from the results of the Pre Test and Post Test. Learning results after treatment, it states that the students' average Post Test score of 78,67 in the experimental class is higher than the average Pre Test score of 58,67. These results have been proven in the results obtained based on applicable regulations. So it can be concluded that there is an influence of the use of multimodal text on students' reading comprehension in learning English.

As shown above, using multimodal text in the teaching and learning process has a positive effect on the reading skills of achieving students. This is because learning English is more enjoyable when students can understand the content of the literature they read, especially by using fun and interactive media in learning. It is possible because the material used can make students more active. This was also expressed in the research results from (Lies, 2017), students expressed the belief that by using media multimodal text they could learn English in a new and interesting way.

Similarly, Sabata et al. (2023), found that the percentage results of students' critical reading skills through multimodal texts is considered quite good with a score of 25% (fair) and 56% (good) using multimodal based. This means that the use of multimodal texts has quite an impact on the teaching and learning process because students will be able to think more complexly when faced with visual features in language learning, they will provide new forms of information, thus requiring new vocabulary and new interpretation methods. Likewise, with previous, who use live multimodal text as a medium to display the results of students' discussions after reading the story text, then they assemble or summarize the contents of the text again and the results are demonstrated by creating a Shadow Puppet Show where it is the result of students' comprehension in understanding the reading text or story and then repackaging it in an interesting performance. This can also make students interested in learning because it allows it to become an interesting new learning media.

Conclusion

Based on the results of the research and data analysis that has been carried out, it is concluded that using multimodal text has an effect on developing students' reading comprehension in learning English. It can be seen that the average value of students' cognitive abilities is obtained from the results of the Pre Test and Post Test. From the results of the data obtained, it is clear that the average Pre Test value is 58,67 lower than the class Post Test value, which is 78,67. Meanwhile, from the calculation results of the hypothesis test using the paired sample T-test, it is known that the sig. (2-tailed) of 0.000. According to the decision making rules in the paired sample T-test, the sig. (2-tailed) < 0.05 or 0.000 < 0.05, this shows that there is a significant impact of the use of multimodal text on students' reading comprehension in English learning at SMP Islam As Sakinah.

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