EFL STUDENTS' FEELINGS OF READING COMPREHENSION USING DIGITAL MULTIMODAL TEXTS: A NARRATIVE INQUIRY

A THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree of *Sarjana Pendidikan* in English Education
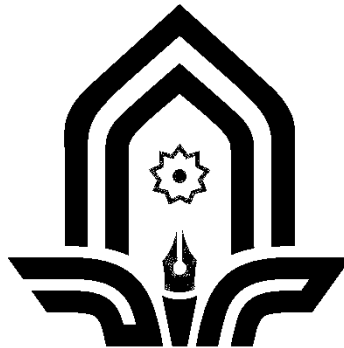
By:

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ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
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K.H. ABDURRAHMAN WAHID PEKALONGAN
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2023

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Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

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APPROVAL SHEET

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Has been examined and approved by the panel of examiners on Thursday, 15th June 2023 as a partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education.

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MOTTO

"For indeed, with hardship [will be] ease. Indeed, with hardship [will be] ease."

(Al-Insyirah: 5-6)

"Everyone has their own path in life."

(The writer)

"No matter what happens in life, be good to people. Being good to people is a wonderful legacy to leave behind."

(Taylor Swift)

ABSTRAK

Multimodal sering digunakan dalam teks bacaan pada jenjang Sekolah Menengah Pertama pada masa sekarang. Tujuan dari penelitian ini adalah untuk mengeksplorasi cerita dan perasaan siswa dalam kegiatan membaca selama proses belajar mereka. Secara lebih khusus, penelitian tersebut menyelidiki perasaan mereka secara mendalam saat menggunakan teks digital multimodal dalam kegiatan pemahaman membaca. Untuk mencapai tujuan penelitian, peneliti menggunakan metode kualitatif dengan desain narrative inquiry. Peneliti menggunakan wawancara semi-terstruktur untuk mengumpulkan data. Data dianalisis menggunakan menggunakan analisis tematik dari Braun dan Clarke.. Beberapa siswa EFL berpartisipasi dalam penelitian ini dan membagikan perasaan mereka selama dan setelah menggunakan teks multimodal digital. Hasil dari penelitian ini menunjukkan bahwa: (1) terdapat perasaan postive dan perasaan negative terhadap teks multimodal digital yang diutarakan oleh siswa, (2) teks multimodal digital membuat siswa merasa terdorong untuk membaca teks berbahasa Inggris, menambah pengetahuan siswa terhadap kosa-kata Bahasa Inggris yang baru diketahui, serta membantu pemahaman siswa terhadap sebuah teks ketika belajar pemahaman membaca. Penelitian ini menyarankan penggunaan teks multimodal digital dalam kegiatan pemahaman membaca karena banyak umpan balik positif dari siswa.
Kata kunci: *teks multimodal digital; pemahaman membaca; perasaan; pelajar bahasa inggris sebagai bahasa asing; pertanyaan naratif*

ABSTRACT

Multimodal is often used in reading texts in Junior High School now. The purpose of this study is to explore the stories of students' feelings in reading comprehension during their studies. More specifically, the research investigated their feelings deeply while using digital multimodal text in reading comprehension. To achieve the purpose of the research, the researcher used a qualitative method with a narrative inquiry design. The researcher conducted a semi-structured interview to collect the data. The interview data had been analyzed by using thematic analysis by Braun and Clarke. Several EFL students participated in this study and share their feelings during and after using digital multimodal text. The results of this study indicated that: (1) there are positive feelings and negative feelings towards digital multimodal texts that are told by students, (2) digital multimodal texts help students in reading comprehension, such as making students feel encouraged to read English texts, increase students' knowledge of newly learned English vocabulary, and help students understand a text when learning reading comprehension. The research suggested the use of digital multimodal text in reading comprehension because there is much positive feedback from the students.

Keywords: *digital multimodal text; reading comprehension; feelings; EFL student; narrative inquiry*

PREFACE

Praises and gratefulness are sent to Allah SWT who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my thesis entitled **"EFL Students' Feelings of Reading Comprehension Using Digital Multimodal Texts: A Narrative Inquiry"** can be completed. It is submitted to English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan to fulfill one of the requirements of the Sarjana Pendidikan degree at the English Education Department of Faculty of Education and Teacher Training UIN K.H. Abdurrahman Wahid Pekalongan. This proposed study can be accomplished because of many supports from several people. Therefore, on this occasion, I would like to express my sincerest gratitude to:

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CHAPTER I

INTRODUCTION

1.1 Background of Study

A multimodal text conveys meaning through a combination of two or more modes in a text. According to Kress (2010), each mode has its specific task and function in the meaning-making process and usually carries only a part of the message in a multimodal text. Verbal and image are a combination of two different modes that are usually used at the same time in a multimodal text to deliver its message (Hermawan, 2013). Multimodal text provides authentic materials that are relevant to the students' everyday lives. Students can examine subjects, and the main ideas of paragraphs, explain explicit and implied information, analyze word references, and determine the meaning of words through reading activities and the use of multimodal text (Kusuma et al., 2021).

Nowadays, in Junior High School, multimodal is often used in reading texts (Januarty & Nima, 2018; Serafini, 2011). Students are exposed to a range of multimodal texts in this setting, including digital storytelling, websites, picture books, magazine articles, commercials, novels, video games, and movies, all of which incorporate written text, visual images, graphics, design elements, and sounds. In other words, students are accustomed to reading and understanding texts which use more than one semiotic mode, especially texts that use verbal and images. Warman (2018) states that this phenomenon has a

significant impact on the learning environment and teaching materials, therefore, to put it another way, the teacher's materials for teaching and learning reading should change from static (monomodal) to dynamic (multimodal) texts, whether printed or non-printed (digital).

The era of the industrial revolution 4.0 requires students to be able to build and make the world in terms of education and society more advanced. As a result, students are exposed to a wide range of technologies and digital media in their daily lives. Jewitt (2005) suggested in the digital era requires that traditional (print-based) literacy be reshaped due to the emergence of multimodal characters and new technology facilities. Multimodal text is closely related to digital technology because different modalities, aural, visual, gestural, spatial, and linguistic come together to construct meaning in many digital texts (Januarty & Nima, 2018). Teaching English with a multimodal approach is also could help students to improve their digital literacy aspects (Kustini et al., 2020).

The previous study conducted by Januarty (2018) entitled "Energizing Students' Reading Comprehension through Multimodal Texts", investigated how significant contribution of the use of multimodal texts in the teaching-learning process, especially in reading. However, this study examined students' experience in reading comprehension using multimodal texts but only using the textbook. Another previous study conducted by Fitriana and Wirza (2020) entitled "An Analysis of Multimodal Text in EFL Textbook of Secondary School in Indonesia in Assisting Students' Text Understanding",

investigated the role of visual elements to understand the verbal part in the multimodal textbook.

Available research mostly investigated students' points of view toward the use of multimodal text in the textbook. To fill a gap in previous studies, this study examined students' feelings in reading comprehension using digital multimodal texts.

This study took place at an English course in Pekalongan, Central Java, Indonesia. At this place, students are allowed to bring smartphones to support the teaching and learning process as a learning medium that helps students to understand the materials. This place is especially for junior high school students. At this place, students only study general subjects, especially English. The tutor provides some interesting learning tools such as digital multimodal texts in English teaching-learning process.

The researcher chose this topic because there are still rare studies that explore the use of digital multimodal text in English teaching and learning processes based on the students' points of view so this research presented useful information about students' feelings using digital multimodal texts in reading comprehension. Prospective professional teachers are required to provide educational teaching tools to support the teaching and learning process. There are many educational teaching tools, such as reading texts that use multimodal, where two modes or more collaborate in meaning-making. It allows students to understand the contents of the text easily. On the other hand, in this digital era, teachers need to take advantage of technology as a

facility to support the teaching and learning process, especially in English, such as using digital multimodal texts. However, in this study, the researcher wants to explore students' feelings in reading comprehension using digital multimodal texts.

1.2 Formulation of the Problems

This study provides two research questions as follows.

1. What are students' feelings about reading using digital multimodal texts?
2. How do digital multimodal texts help students in reading comprehension?

1.3 Operational Definitions

To avoid misunderstanding the terms in this study, the researcher provides some definitions related to the study as follows:

1. Feeling: Human emotions, including joy, anger, sadness, fear, compassion, etc. (Ledoux, 2015).

2. Reading Comprehension: The process of meaning-making from text, which aims to understand what is being talked about in the text as a whole rather than deriving meaning from individual words or sentences (Woolley, 2011).

3. Digital multimodal texts: Texts that include several modes and are produced digitally (Jewitt, 2005). For example film, animation, slide shows, e-poster, digital stories, podcasts, and web pages that may include hyperlinks to external pronunciation guides or translations.

4. Narrative Inquiry: A study of how humans experience the world (Clandinin, 2006).

1.4 Aims of the Study

This research aims to reveal EFL students' feelings of reading comprehension using digital multimodal texts as an English learning media.

1.5 Significance of the Study

1. Theoretical Use: This study supported Kress' theory about multimodal text and will contribute to Martin and White's theory related to students' feelings.

2. Empirical Use: This study presented new insight into students' feelings using digital multimodal texts during reading comprehension.

3. Practical Use: This study provided useful information to the readers about students' feelings using digital multimodal texts in reading comprehension. Teachers will know the alternative and effective medium in English teaching that can help students in reading comprehension skills based on students' feelings.

CHAPTER V

CONCLUSION

5.1 Summary of the Findings

According to the findings of this study, EFL students' feelings of digital multimodal text can be seen through their feelings on the use of digital multimodal texts during reading comprehension. Digital multimodal text whether can help EFL students in reading comprehension or not may be observed in how the EFL students feel. Both of them will be explained in this summary of the findings.

The feelings of EFL students regarding the use of digital multimodal texts during reading comprehension showed that they are motivated by the visual images of digital multimodal text. Students said that the use of digital multimodal texts encourages them to learn and practice reading. The combination of verbal text and visual images in the digital multimodal text makes reading practice not boring anymore. Students also said that they are not only learning how to read English text but also learning new English vocabulary because there are visual images in digital multimodal texts.

In addition, EFL students stated that digital multimodal text can help them during reading comprehension. Images in the digital multimodal text

can help students to understand the text. In reading comprehension, digital multimodal texts also help students to find the topic of the text.

According to the findings of the two research questions, it can be concluded that there are several positive feedbacks about digital multimodal texts from EFL students' feelings. Thus, it means that digital multimodal text can be used as a learning medium in teaching and learning English, especially in reading comprehension.

5.2 Recommendation

This research have some limitations. Therefore, further research can be developed by examining the feelings or experiences of the teachers who use digital multimodal text as a medium for teaching reading comprehension. Thus, the research on this topic has resulted from two sides, the student and the teacher. For further research, the researcher also would like to suggest further researchers to expand this research with different methods.

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