



## Multimodal Literacy in Learning English at Senior High School: Students' Perspective

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### Abstract

This study found that grade XI students at SMAN 1 Kepahiang were highly rated for their motivation, activity, and English competence. The study was carried out at SMAN 1 Kepahiang with 30 students in the eleventh grade as the subject of the study. The purpose of this study is to investigate how students perceive the use of multimodal literacy by combining quantitative and qualitative approaches. Both quantitative (using a questionnaire) and qualitative (using an interview) methodologies were used to analyse the data. The findings demonstrated that students could improve and motivate themselves as well as having favorable impressions of adopting multimodal literacy in their English language learning at school. The findings of the interviews, which demonstrated that more students supported utilizing multimodal literacy for learning, supported the conclusions drawn from the interviews. Thus, it may be claimed that students' perspectives of multimodal literacy are favorable and enjoyable. Students also think that multimodal literacy is more advantageous while learning English, especially when it comes to increasing English activity, motivation, and proficiency throughout the learning process. It is suggested that future studies use a bigger sample size and a longer time.

**Keywords:** *Learning English, Multimodal Literacy, Students' Perspective.*

### Introduction,

Language is the most effective means of communication. Language is the most important form of communication, especially in educational contexts, claim Moro et al. (2019). Since language is a tool for human communication, it is crucial to human existence. The ability to communicate with one another is what makes us human. According to Dewi et al. (2019), people need to be able to communicate well to engage with their environment and thrive. Each specific term has a tie to a notion or thing it refers to as well as an abstract meaning. According to Wahyuni (2018), verbal communication is the capacity to put one's ideas into words, whether verbally or in writing. Some of these abilities need for a strong command of language so that we can select terms that the audience will understand. When people connect with one another and convey messages to achieve communication goals, communication might take place. People's attitudes and sentiments can be understood by others through communication.

Advancements in technology significantly impact communication, transforming social contexts and enhancing efficiency. People now live in a period when quick advances in technology

have fundamentally changed how people read, write, and collaborate (O'Brien et al., 2018). Technology may be utilized as a tool for exploration to learn new things and to complete tasks. Since technological improvements have made it easier for people to participate in community activities, the 21st century has witnessed the birth of a creative approach to education that stresses the use of technology (Inderawati et al., 2019). For instance, today's students' study using the internet, mobile devices, and e-learning, which enables them to access numerous information sources and receive data with the simple tap of a screen. According to Salsabila et al. (2021), e-learning, Information and communication technology in education is another name for it, is stated to enhance the quality of learning. Due to the evolution of the contemporary period, many technologies have evolved that can help students become more used to their reading abilities in a multimodal approach.

Multimodal literacy describes learning that can include not only reading text but also sights, sounds, symbols, and movement. The information in units is helpful for supporting learning materials, particularly those that are linguistic. The term "multimodal literacy" describes several strategies for comprehending information such as language, gestures, and pictures by combining several modalities including auditory, visual, gestural, spatial, and integrated linguistics. Multimodal literacy, according to Mills and Unsworth (2017), is the study of language that integrates two or more different meaning modalities. To encourage children to think creatively while completing a range of activities that are within their ability, multimodal literacy is used in the classroom. The use of multimodal literacy learning methodologies increases the prospects for completely including students in the learning process and enables deeper exploration of students' potential or skills in terms of their cognitive, emotional, and psychomotor facets. The educator's role in this learning is to support students as they explore their knowledge via multimodal literacy. Multimodal literacy is defined as literacy that allows pupils to access meaning in a number of ways and encompasses the study of language in two or more modalities. According to Gagich (2020), verbal, visual, spatial, gestural, and auditory learning modalities are employed to draw in pupils. Multimodal literacy will change and progress as technology does.

To assess multimodal literacy level, researchers have done several relevant studies in the past. Eksi and Yakisik (2015) discovered that new English language instructors had rather strong multimodal literacy skills. Students in PPG (Professional Teacher Education) aim to approach the process of language learning from several modalities, according to various study by Pramono and Suherdi (2019). Similarly, Jakobsen and Tnnessen (2018) noted that students are provided with a smaller selection of options for the evaluation than they are during the learning process. Unprompted, many students use visuals as a mode in their learning designs. Visual modalities are easily available to them through digital word processing tools. Students are asked to create or record videos because of some classroom activities as part of multimodality. Therefore, the authors intend to investigate students' perceptions of multimodal literacy in English learning classes. In a nutshell, the researcher was drawn to carrying out the study titled "Multimodal Literacy in Learning English at Senior High

School: Students' Perspective". The following are the research questions raised by this study: What are students' perceptions about multimodal literacy in learning English?

### **Research Methodology**

In this instance, the researchers utilized a mixed-methods approach to investigate how students perceived the teaching of multimodal literacy in English as a second language. According to Creswell and Clark (2014), the combination of quantitative and qualitative approaches in this study enables us to gather qualitative data to supplement and build on quantitative findings as well as to fully comprehend the research. To get the data, the researchers employed surveys, interviews, and questionnaires. Strongly Agree/SA, Agree/A, Neutral /N, Disagree/D, and Strongly Disagree/SD were the five categories on a Likert scale that ranged from 1 to 5, and the researchers computed the outcomes of the students' views in the closed-ended questions, which contained 10 items, using quantitative methodologies. The information about multimodal activities that can quantitatively indicate how students feel about multimodal literacy was used to produce the independent variable indicators that were used to develop this survey. In the interim, students' replies to open-ended interview questions were evaluated and interpreted to learn more about how the students perceived multimodal activities.

The researchers conducted the study at SMAN 1 Kepahiang employing a sample of 30 eleventh graders as the study's participants. Among the study's instruments were an interview guide and a questionnaire containing 10 statements. Harris and Brown (2010) state that due to their enormous sample sizes, typically, questionnaires are viewed as a more objective research technique that might result in consistent findings. To acquire information for this inquiry, researchers employed questionnaires and interviews. Thirty eleventh graders were chosen by the researchers to participate in the questionnaire approach. Additionally, researchers used interviewing strategies to support and elucidate the information from the questionnaire responses. For the interview process, the researchers picked ten students at random from SMAN 1 Kepahiang's class XI.

The frequency as well as percentage of replies to each question were analyzed by the researchers using a method (Warsito, 1992) to determine how the students felt about multimodal literacy in the learning English. After examining the data, the researchers translated the 10 components into a more thorough explanation. The complete study was also condensed by the researchers to see how the students perceived multimodal literacy. To analyses the open-ended questionnaire, the researchers first group all of the participants' responses into several perspectives of multimodal literacy in English language education courses.

### **Findings and Discussion,**

#### **Findings**

The outcomes of all data gathering approaches will be compiled in this section to support and elaborate the study's main hypothesis. Additionally, this study intends to learn more about the

perspectives of Class Eleven students at SMAN 1 Kepahiang on multimodal literacy in English language instruction.

### Questionnaire Survey

By examining the mean scores for each item in the table below, readers may determine how positively students regarded the use of multimodal literacy as a method of instructing and learning in English classes.

**Table 1**

*Survey responses*

No	Statements	SA	A	N	DA	SD	Mean
		F (%)	F (%)	F (%)	F (%)	F (%)	
1	When the teacher employs a multimodal literacy to explain the material, I'm thrilled.	7 (23)	12 (40)	6 (20)	5 (17)	-	3,7
2	When my teacher uses multimodal literacy in the classroom, I am more eager to learn.	6 (20)	12 (40)	7 (23)	5 (17)	-	3,6
3	I am inspired to study more when the teacher implements multimodal literacy in the classroom.	9 (30)	12 (40)	5 (17)	4 (13)	-	3,9
4	My interactions with my instructor in class feel more forceful when she uses multimodal literacy	6 (20)	10 (33)	13 (43)	1 (3)	-	3,7
5	I feel more understood when my teacher employs multimodal literacy to educate.	10 (33)	18 (60)	2 (7)	-	-	4,2
6	I think textbooks can't compete with multimodal literacy as a learning tool.	9 (30)	16 (53)	3 (10)	2 (7)	-	4,0
7	In class, multimodal literacy encourages students to challenge the teacher more.	8 (17)	14 (47)	7 (23)	1 (3)	-	4
8	I believe that using multimodal literacy improves my ability to learn.	5 (17)	10 (33)	11 (37)	2 (7)	2 (7)	3,4
9	Multimodal literacy instruction in the classroom raises students' interest in the material.	6 (20)	15 (50)	8 (26)	1 (3)	-	3,9
10	My grades increase more when my teacher employs multimodal literacy as a teaching tool.	7 (23)	12 (40)	6 (20)	5 (17)	-	3,4
Total Mean						3,8	

Based on 30 students' responses to 10 questions, the researchers can identify and classify three major positive viewpoints of learning English via multimodal literacy in terms of improving students' engagement, motivation, and English proficiency. The information in the table below categorizes or classifies the perceptual findings as follows:

**Table 2***Summarises the students' responds.*

No	Statements	Number	Percentage (%)		
			SA + A	N	D +SD
1	The use of multimodal literacy can boost the interest of learners in learning English.	4, 7 and 9	60	28,66	7,6
2	Multimodal literacy can boost students' motivation for learning the English language.	1, 2 and 3	72	16,66	11,33
3	When teaching English as a second language, using multimodal literacy may impact students' English proficiency.	5, 6, 8 and 10	68,2	22,5	9,25

Table 2 above provides a summary of the students' responses, the most often given response is that learning English using multimodal literacy could increase students' levels of activity sixty percentage and motivation seventy-two percentage as well as their English competence 68.25 percentage. Many respondents or students support using multimodal literacy as an instructional strategy while teaching English. The second result is a neutral response that falls somewhere in the centre 28.66 percentage, 16.66 percentage, and 22.5 percentage. Only a small number of people 7.6 percentage, 11.3 percentage, and 9.25 percentage, respectively responded with strongly disagreed and disagree replies.

### **Students' interview**

**Table 3***The questionnaire for the interview*

The students	Do you think that teaching English using multimodal literacy is a successful strategy? If you say "yes/no" explain why.
1	Yes, since I think multimodal literacy as a tool is useful for learning, but I still prefer to learn through books.
2	I concur that it is easier to comprehend.
3	Of course, multimodal literacy is more intriguing.
4	I agree, as being multimodally literate does not immediately make one sleepy and simple to understand.
5	I disagree
6	I concur since it may increase the motivation of students to study.
7	The multimodal literacy display is appealing and not monotonous, thus the answer is yes.
8	Yes, multimodal literacy explanations are simpler to comprehend.
9	Yes, as visual and image viewing are both possible with multimodal literacy.
10	Not really because I have no idea

The researcher can classify the respondents' explanations for their selections of the multimodal literacy materials utilized in class based on the students' responses to the earlier interview questions. As can be seen, most students' respond favourably to multimodal literacy by nodding or loudly answering. Some of them, though, give more information because they disagree. Based on student responses, researchers may group the explanations provided by prior respondents in interview questions on the choice of multimodal literacy resources utilized in class. Based on these findings, Eight/80% of the students agreed and two/20% disagreed that multimodal literacy is a useful approach for teaching English.

## **Discussion**

The researchers assess and examine the data's findings in this part considering the findings that were previously discussed. Students in SMAN 1 Kepahiang eleventh grade made up the majority of those who replied in favor of employing multimodal literacy as a teaching method in the context of English activity, motivation, and competence. According to the responses to the questionnaire, most students (60%) believed that multimodal literacy was suitable in an active setting. This is demonstrated by students who believe that their connection to the teacher is very strong when using multimodal literacy to learn English, which enables them to ask more questions and stimulate their interest in the subject. They take a more active role in the teaching and learning process consequently.

Researchers discovered from the survey's results that the majority of students (60%) believe multimodal literacy is appropriate in active circumstances. Students are able to ask more questions and exhibit greater interest in the topic matter while adopting multimodal literacy to learn English, as has been demonstrated. Therefore, students become more active. It shows that all interaction between teachers and students during the learning process possible leading to the achievement of learning objectives. This result is consistent with earlier research by Pramono and Suherdi (2019), who looked at pre-service teachers' multimodal literacy levels. They discovered that there are numerous approaches to employing multimodal works to deliver learning concepts, making use of written, spoken, and visual components to make learning enjoyable. By mixing modes to complement and reinforce certain meanings, multimodality can assist students and teachers think creatively and innovatively about how to prepare successful learning for English Language Teaching.

Both the benefits of being active and fascinating or motivating elements receive favorable student responses (72%). For researchers, multimodal literacy is an effective study motivator. This is demonstrated by their survey replies and study findings. Multimodal literacy, according to researchers, has a substantial impact on students' enthusiasm to learn both inside and outside of the classroom. For instance, students can employ multimodal literacy to foster creativity and increase their level of independence during learning. Multimodal literacy may be used as a teaching strategy to improve student learning and increase their motivation to study English. Multimodal literacy may be used as a teaching strategy to improve student learning and increase their motivation to study English. Multimodal literacy has a significant influence on student progress and motivation. Students are therefore satisfied with multimodal literacy when studying English since it may present visuals, animations, graphics, and text, making for an engaging and entertaining setting. According to study results, students believe that multimodal literacy may help them enhance their English language abilities (68.25%). The researchers made the supposition that students could believe that learning English through multimodal literacy had enhanced their skills. Multimodal literacy demonstrates how the dynamics of instruction and learning may impact how students behave. Additionally, it influences how effectively pupils comprehend the material. Students can swiftly comprehend the material being learned and produce a summary consequently. The results of the study indicate that students think

favorably of the English-learning environment's competency requirements. More English education, as well as creative and media literacy training, may benefit a lot of individuals. As a result, SMAN 1 Kepahiang students in the eleventh grade use multimodal literacy in the classroom.

It cannot be denied, however, that the results were virtually entirely in favour of the viewpoints of the students in the neutral groups (28.66 percentage, 16.66 percentage, and 22.5 percentage). The researchers argue that students' perceptions of multimodal literacy, which is frequently a learning tool that should be utilized in combination with other teaching tools, may have affected some students' apathetic reactions. Additionally, the results of interviews with 10 students who were chosen at random show that the use of multimodal literacy results in positive learning in (80%) of respondents, while in (20%) of respondents, the use of multimodal literacy does not result in positive learning. This demonstrates how certain students could struggle to comprehend what is being taught during class activities. Some students might not comprehend or find it difficult to connect the two when teachers employ multimodal literacy to teach English. During class exercises, some students could take longer than others to comprehend the contents. When a teacher communicates an English concept via multimodal literacy, certain pupils could have trouble understanding. However, each student ultimately has a distinctive viewpoint on a variety of subjects, including multimodal literacy. Some kids do not enjoy utilizing multimodal literacy; others do. Perception is the process through which people organize and interpret sensory data to give their environment meaning, according to Robbins and Judge (2013).

From the study's findings, it can be inferred that using multimodal literacy is a good idea in situations where presentations and discussions are required for both individual and group assignments in front of the class, as well as when students are learning alongside their teachers while the teacher is instructing them in English. As a result, they participate more actively in group discussions and queries. Multimodal technologies can be used in the classroom to generate student learning activities or answers, encourage interactive learning, and provide specialized learning resources, among other benefits.

### **Conclusion and Suggestion**

Based on this survey, SMAN 1 Kepahiang's grade XI learners scored highly for motivation, activity, and English proficiency. These findings demonstrate that students think that teaching English using multimodal technologies might promote enthusiasm and activity while also enhancing students' English proficiency.

As opposed to others who argue that it is neutral or not, students think that adopting multimodal literacy (multimodal tools) to learn English is more advantageous. The data is corroborated by the observed interviews, in which most students nodded in agreement or gave good responses. Some of them did, however, also incorporate supplemental information because they were unable to utilize Multimodal tools at the time, which caused them to lag in the subject matter being taught. These results show that 20% of students disagree with the assertion that multimodal

technologies are helpful for teaching English, whereas 80% of students agree with it. Thus, it can be concluded that students have good and intriguing perceptions about multimodal literacy (multimodal tools).

In other words, students' engagement, inspiration, and motivation to learn English increase when they engage with Multimodal literacy (Multimodal tools) regularly, which has an impact on their capacity to learn the language. The disadvantage of this study is that it does not prioritize experimentation and uses more exact terminology. This innovative experiment will allow future academics to expand their study of how to advance reading, writing, and speaking abilities. It is suggested that future researchers employ a larger sample and a longer duration if they are interested in discussing studies like this.

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