



MULTIMODAL TEXTS: ARE THEY TRULY HELPFUL FOR NARRATIVE TEXT COMPREHENSION?

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ABSTRACT

Commonly, in EFL context, in Indonesia, students face challenges when attempting to comprehend the text's content with monotonous activities which can influence their interest and motivation. Multimodal text is one of instructional materials which are a combination of meaning-making activities that conveys information, including visual images, written language, and other semiotic modes. This study was used qualitative research data were collected through observation and students' result of reading task. One English teacher and the 32 students also participated. The result showed that the teacher implemented multimodal texts for assisting the students to comprehend narrative reading text in four meetings and using different stories and modes. There were seven kinds of reading tasks that the students almost got the good score. Moreover, the students' reading task results of summary were analyzed using ESL Composition Profile and it can be concluded that all groups wrote using their own words. In sums, the students could learn and comprehend narrative reading text easily and effectively by using multimodal texts. This study is expected to have a benefit for English teachers to consider to attempt and provide some interesting materials that are acceptable with the multimodal texts.

Keywords: *Multimodal texts; narrative text; reading; reading comprehension*

ABSTRAK

Umumnya dalam konteks EFL di Indonesia, siswa menghadapi tantangan ketika mencoba memahami isi teks dengan aktivitas monoton yang dapat mempengaruhi minat dan motivasi mereka. Teks multimodal merupakan salah satu bahan ajar yang merupakan kombinasi aktivitas pembuatan makna yang menyampaikan informasi, termasuk gambar visual, bahasa tulis, dan mode semiotik lainnya. Penelitian ini menggunakan penelitian kualitatif yang datanya dikumpulkan melalui observasi dan hasil tugas membaca siswa. Seorang guru bahasa Inggris dan 32 siswa juga berpartisipasi. Hasil penelitian menunjukkan bahwa guru menerapkan teks multimodal untuk membantu siswa memahami teks bacaan naratif dalam empat pertemuan dan menggunakan cerita dan mode yang berbeda. Ada tujuh macam tugas membaca yang siswanya hampir mendapat nilai baik. Selain itu, ringkasan hasil tugas membaca siswa dianalisis menggunakan Profil Komposisi ESL dan dapat disimpulkan bahwa semua kelompok menulis menggunakan kata-kata mereka sendiri. Singkatnya, siswa dapat mempelajari dan memahami teks bacaan naratif dengan mudah dan efektif dengan menggunakan teks multimodal. Penelitian ini diharapkan dapat memberikan manfaat bagi guru bahasa Inggris untuk mempertimbangkan upaya dan memberikan beberapa materi menarik yang dapat diterima dengan teks multimodal.

Kata Kunci: *membaca; pemahaman membaca; teks naratif; teks multimodal*

INTRODUCTION

Reading skills refers to a source of understanding that serves as an input to the learning process (Yusuf, et al., 2018). Reading poses many challenges for EFL students. According to Natsir and Anisati (2016), reading is a process of gaining new knowledge that needs total concentration to comprehend the meaning, structure of language, and writer's intentions. In other words, reading is pivotal for students who want to learn and read well since interpreting and comprehending the symbols of language can be learned by students through reading.

Reading is a challenging activity for students in learning a new language. To acquire and comprehend a reading text, students should know five significant components of reading skills: phonemic awareness, phonics, vocabulary, comprehension (Mirasol, 2019), and fluency. Firstly, students learn and match the sounds and letter combinations that make up the word's spelling accurately until they understand to read the printed letters or words that can be called phonemic awareness. Secondly, students try to understand, read, and spell the alphabet accurately and rapidly that can be defined as phonics. Thirdly, reading words quickly and accurately can allow students to support students' thinking and memory so that they can focus on the meaning of the text that can be defined as fluency. Then, the students should understand the meaning of words they have read to boost their vocabulary to comprehend a reading text effectively. Lastly, the students are expected to construct a reasonable and accurate meaning by connecting and interpreting what they have read and learned based on the information until they understand that can be defined comprehension.

Reading also benefits students in developing and improving other English skills and components, such as writing style, vocabulary, and advanced grammar. By reading, the students will be given the experience through reading to earn general knowledge and provide authentic materials to master the target language (Novitasari et al., 2021). Moreover, the students can enhance their memory and focus. Students can gain knowledge and better understand the world when reading about new topics. They can compare and gather information and facts from any sources, for instance, textbooks, international newspapers, magazines, advertisements, websites, and others (Sahardin, et al., 2015). Thus, they can improve self-esteem while communicating or sharing knowledge with other people.

However, what happens in reading classes of EFL context is different from what is expected of an ideal reading class. Commonly, in EFL context, in Indonesia, for instance, the students are required to scan a text, identify the topic and main idea of a paragraph, predict complex vocabulary, make interpretations, and comprehend questions on the purpose and content of a text (Muliawati, 2017). Students face challenges when attempting to comprehend the text's content with monotonous activities which can influence their interest, motivation, learning style, and intelligence (Mawaddah & Heriyawati, 2022; Muliawati, 2017). This fact is supported by a study of engineering students (Cahyaningati & Lestari, 2018) who had difficulties with the reading section of the TOEIC due to poor reading speed and comprehension. Moreover, the study from Sari et al., (2020) mentioning

that when they read and understand an entire text containing unfamiliar words, they will lack of motivation and make a bad effect to complete the reading activity. In addition, this can also come from inappropriate teaching strategies, material that is too easy or difficult, unsuitable media, and inauthentic material for students.

To resolve these issues, teachers should prepare for reading instruction by selecting texts with authentic materials and interesting media matching to their students' knowledge, backgrounds, needs, and interests and by providing instruction that can be easily comprehended. The teachers can also select an instructional method or material related to the student's interests and abilities, since the role of a teacher is to expand students' knowledge and skills. A classroom filled with media, such as books, newspapers, magazines, and electronic media, is essential for enhancing students' reading comprehension and fostering their progress as good readers. Teachers must provide materials, methods, or media to motivate students and improve their reading comprehension. There is one of the instructional materials that teachers can implement, that is multimodal texts.

Multimodal texts are a combination of meaning-making activities that conveys information, including words, graphs, diagrams, symbols, and visual images (Liu, 2013). The multimodal texts also contain some modes or media that students can comprehend. Danielsson and Selander (2021) stated that multimodal texts are one of the instructional materials comprising websites, magazines and newspapers, and the daily press to explain different meanings. Kaminski (2019) concluded that EFL students could use various modes for presenting and comprehending new materials. Teachers can use multimodal texts as a teaching tool to help students develop their reading skills efficiently and effectively. It can also be utilized in all types of English texts. Teachers typically require media to teach students and facilitate their comprehension of the material. For example, teaching drama that combines subtitles, background music, and sound effects with visual actions, facial expressions, and types of props can help students visualize more than just language to comprehend what is happening in the video (Kaminski, 2019).

Based on the 2013 Curriculum, students in the ninth grade of middle school are taught a variety of text types, including descriptive, narrative, report, recount, and procedure texts. Among these variety of text types that must be taught to students, the researcher used narrative text because it can be used with multimodal texts to assist them in comprehending reading text. The narrative text contains powerful learning resources (Hapsari & Kuswando, 2020) and can be observed in a story. A kind of text conveys a story using a sequence of events that has a social goal and moral value can be called a narrative text (Rosnaeni et al., 2020). There are several aspects of narrative text, including social function, generic structure, and language elements. The narrative text contains interesting events, settings, pictures, and media that can make students interested while reading. In addition, the narrative text contains multiple visual modes that refer to sound, images, audio, video, or musical mode. Kaminski (2019) also observed that the use of multimodal texts can affect the memorization of EFL students' reading skills. She said that students would participate while teacher gave an explanation in the presentation's movement, sound effects, and speech. The students also derived

meaning from what they observed and engaged in physical activity by mimicking dance movements in video clips. Therefore, the researcher used multimodal texts to assist students in comprehending narrative reading text.

In addition, much research has investigated the use of multimodal texts in teaching process. Rajendra and Kaur (2022) researched the effectiveness of print-based multimodal texts in generating ideas, developing, and writing narratives. The result of this study was that all the participants could generate ideas, interpret, and enhance the understanding through utilizing the semiotic resources, such as images, written language, typography, colours, and space, for their narrative writing. Another research done by January and Nima (2018) investigated the use of multimodal texts during learning process in Indonesia compare to other countries. The result of this study was the students were attracted to read and understand the text and also activate their participation and motivation during the teaching and learning process using visual images. Kaminski (2019) also did similar research to know how primary EFL students can respond to multimodal text verbally and non-verbally and they compose meaning from the texts given. The result of this study was that the students joined the learning process while the teachers told a story by giving movement, sound effects, and actions and constructing meaning from what they saw in video clips.

Based on the results of those three previous studies above, they all researched writing narrative text, the effect of extensive reading, teacher and students' opinions, students' engagement, and students' achievement. Therefore, the fact that the researcher gets from those previous studies can lead the researcher to (1) investigate the implementation of multimodal texts to assist students in comprehending narrative reading text. Moreover, this study also reveals (2) the result of students' reading comprehension on narrative reading text. In short, the researcher expects the teacher can attempt and provide to implement multimodal texts by using various modes in narrative text or other types of English text and the future researchers can conduct something new in the multimodal texts research that are matched and useful for every student in any levels.

METHOD

Research Design

This study used descriptive qualitative research data by considering several components of this research. First, this study aims to describe the implementation of multimodal texts in assisting students to comprehend narrative reading text. Second, the researcher needed to find out the students' reading comprehension as the result of the implementation of multimodal texts. Based on the explanation above, this study employed descriptive qualitative research as suggested by the theory of the experts, that is, qualitative research concentrates on phenomena in the social activity and natural environment from the humans' perspectives with many objects, for instance, people, events, places, and conversations (Ary, et al., 2010). In addition, the researcher answered using words and descriptions throughout this study.

Research Subjects and Setting

This study was conducted in one of the junior high schools in Sidoarjo and One English teacher and the students of 9th graders were participated. The researcher chose this teacher because she has taught English subject for more than six years. Meanwhile, the researcher chose these students because they have difficulty in understanding English texts due to unfamiliar words. As a result, they would lose interest and have low motivation in reading the text.

This school has the newest education system in Indonesia and supports some technologies to facilitate the learning process. To be specific, this study was conducted in one of the ninth-grade classrooms in that school. In addition, the researcher chose the ninth-grade classroom because the class provides LCD projectors, chairs, a fan, and four windows. This class also has good lighting when learning. Moreover, the total number of students is about 32 students, consisting of 18 males and 14 females, and most are active and creative.

Data Collection Techniques and Analysis

To answer two research questions, there were two data collection techniques and research instruments that were employed by the researcher. For the first research questions, the researcher collected the data through observation. The researcher observed the whole learning process and took important notes, including the teacher's and students' verbal and non-verbal behaviors, using such instruments as field notes and audio recordings. For the second research question, the data collected through students' reading task that were analyzed using scoring rubric. The instrument that was used the students' reading comprehension results that consisted of seven students' reading task during the implementation. Furthermore, the researcher analyzed the data to answer two research questions by using method from Ary et.al (2010) that consist of a) familiarizing and organizing, b) coding and reducing, c) interpreting and representing. In addition, in the students reading task results that was summary towards the reading text during the implementation was analyzed by using ESL Composition Profile from Heaton (1988) and has five components, such as content, organization, vocabulary, language, and mechanics. Each component has four categories: excellent to very good, good to average, fair to poor, and very poor.

FINDINGS

This study aimed to describe the implementation of multimodal texts in assisting students to comprehend narrative reading text. Secondly, the researcher needed to find out the students' reading comprehension as the result of the implementation of multimodal texts. The first data was collected through observation and obtained in four meetings using field notes and audio recordings. Then, the students' reading comprehension results were collected using students' reading tasks and analyzed to know the result after the implementation of multimodal texts. Therefore, this section discusses the findings using the data obtained through classroom observation and the result of students' reading comprehension are represented descriptively.

The Implementation of Multimodal Texts in Assisting Students to Comprehend Narrative Reading Text

The observations were conducted in four meetings on 6th until 18th March 2023. The data were collected using field notes and audio recordings to observe the teaching and learning process using multimodal texts which consisted of 32 students and one of the English teachers. Moreover, the teacher taught and used three kinds of narrative stories and different modes, which are *The Ant and the Grasshopper* used video and image; *Timun Mas* used paper text and image; and *The Child Gods* used video, image, and paper text. In addition, the teacher began and used the class from the pre-reading, while-reading, and post-reading activity.

First Meeting

The teacher used pictures and video as kinds of multimodal text that showed through PPT to teach and assist students in comprehending *The Ant and the Grasshopper's* story. The video has subtitles, sound effects, movement, facial expressions, gestures, and background music. The PowerPoint presentation is a teaching tool to show pictures and video related to *The Ant and The Grasshopper's* story.

At beginning, the teacher asked the students to recognize the story of *The Ant and the Grasshopper* and tell their own perspectives about the story. Looking their response, some of the students can recognize and predict the story in the Indonesian version. Some students could answer the question using the teacher's guidance that based on the pictures that represent The Ant collected some food on the leaf and the Grasshopper played guitar and smiled at the Ant, and the Grasshopper came to the Ant's house during the winter season.

(1)	T	: "So, next. There are two pictures and questions. I want two students to answer based on the pictures."
	S4	: " <i>Jawabnya boleh pakai Bahasa Indonesia, Ma'am?</i> "
	T	: "It's okay but better in English."
	S4	: "The Ant carried the food and the Grasshopper played music."
	T	: "Correct. Give applause to your friend. Okay, let's move on to the next picture and question. Someone please read." (Student 7 raised her hand)
	S7	: "Did the Grasshopper do something wrong to the ant?"
	T	: "And the answer?"
	S	: "Yes."
	T	: "Why? Give your reason."
	S2	: " <i>Karena dia sudah menghina si Semut.</i> "
	S13	: " <i>Karena dia tidak bekerja.</i> "
	T	: "Good Job. Give applause <i>dulu buat kalian.</i> " (All of the students were clapping together)

Then, the teacher began to give the students some exercise to know their understanding of the story by watching the video *The Ant and the Grasshopper*. Firstly, the teacher gave matching pictures activities and asked the students to match and paste eleven pictures by giving narrow and writing the characters and the story's setting. While doing the exercise, some students had some difficulties

with their translations but the pictures helped them to give the meaning. Secondly, the teacher gave question and answer activities and asked the students to identify and answer five questions by watching the video.

(2)	S8	: "Ma'am, <i>maksudnya</i> Why did the speaker say so?" (She pointed to the fourth question)
	T	: "Yang mengatakan You did no work. So, nothing for you. Itu siapa?"
	S8	: "The Ant, Ma'am,"
	T	: "So, <i>mengapa</i> The Ant bisa berkata seperti itu?"
	S8	: "Oh, <i>ini</i> . Because the Grasshopper <i>tidak mau membantu</i> the Ant." (the teacher gave thumbs up and nodding her head)

During the implementation, the atmosphere became active and made students more confident to join the learning process. Then, the teacher started and gave a preview for the next meeting, that they would learn a famous story. Due to a schedule change, the teacher and the students did not have discussion.

Second Meeting

Firstly, the teacher used pictures and video as kinds of multimodal text that showed through PPT to assist students in comprehending *The Ant and the Grasshopper's story*. Then, the teacher used pictures and printed-linear text as kinds of multimodal text that showed through PPT to assist students in comprehending *Timun Mas's story*. The students were also given a learning sheet that contains the reading text of *Timun Mas's story* and three pictures.

At the beginning, the teacher still used previous story and asked students to remember the previous meeting by giving a question and a poster that was shown on PPT. Some students could answer the questions correctly and the teacher also complimented them. The teacher began by giving a reading text and asking the students to do cloze task through watching a previous video. She also became a facilitator and answered the student's questions. Moreover, the teacher showed some pictures and the students had to guess the story based on the pictures.

(3)	T	"Based on two pictures here, why did she run and bring three pouches? Raise your hand and come to front."
	S17	"Three pouches <i>itu apa</i> , Ma'am?"
	T	"Look at the pictures, <i>Timun Mas sedang membawa apa</i> ?"
	S17	"Oh <i>kantong</i> ."
	The teacher let students using English-Bahasa while answering the questions. One of students raised her hand and answer carefully.	
	S6	"Because she run <i>dari kejaran</i> monster. The monster promised as she (girl or golden cucumber) <i>sudah besar</i> , the monster will eat the baby cucumber."
	T	"Is she still baby?"
	S6	"No. Woman, Ma'am."

Based on the result, there were also two students who could create and answer a question correctly from the *Timun Mas* poster. The teacher also gave compliments and thumbs up because they could predict the story from the pictures given. The atmosphere in the class became crowded because the teacher gave an additional score.

(4)	S1	"What is the title of story this?"
	T	"You can correct your question because there is no story. And the answer is?"
	S1	"The Golden Cucumber."
	T	"Okay, good job. Next." (She pointed out to the second student)
	S15	"Who is the character of this story?"
	T	"Who is? Just one or two? Mention please."
		Some of students checked Student 15 to change his question because the characters are not only one or two.
	S15	" <i>Oiya</i> . Three. The monster, the girl, and her mom."
	T	"Who is her mom?"
		All of students smiled and yelled out that they know the mother's name.
	S15	" <i>Mbok Rondo</i> , Ma'am."

Then, the teacher began by asking the students to do question-and-answer activity and read the linear text of *Timun Mas*. The students were asked to read the text, highlight the difficult words, and give synonyms. Furthermore, the teacher guided the students well by walking around the class to ensure they comprehended and did their work.

Third Meeting

Firstly, the teacher explained the generic structure and language features of the narrative text using *Timun Mas* story that was shown through PowerPoint. Then, the teacher used pictures, video, and printed-linear text as kinds of multimodal text that showed through PPT to assist students in comprehending *the Child Gods* story. The video consists of various multimodal modes, such as movements, moving images, gestures, speech, and written language. In addition, the students were also given a learning sheet that contains a picture and the reading text.

At the beginning, the students were asked to do an ice-breaking dance called "*Marina di Menara*." The students were smiled, excited and joined the teacher's instruction. Then, the teacher explained the narrative text, such as generic structure and language features, using PPT and the story *Timun Mas* as an example. Because the students were getting bored, the teacher introduced the new story using a guessing game in which the students had to guess which country would be told. The teacher provided three clues and a picture representing the story's location map (the Japanese handwriting, the winter season, and the story location map). The students were excited after getting to know the location. During the guessing game, it can be seen that the teacher could encourage the student's motivation and enthusiasm.

Then, the teacher began by asking the students to watch *the Child Gods* video and giving two learning sheets for matching pictures and classifying the generic structure and language features. The matching pictures activity contains five pictures and five descriptions that are asked to match and give narrow. The classifying task contains the printed-linear text and a picture as a visualization that is asked to classify the text's structure and write the narrative text's language features. Then, the teacher asked two questions to recall and understand *the Child Gods* story. There were two students who could get the correct answer.

(5)	T	"How many items that Takeshi exchange at the market? Mention! Raise your hand."
	S9	"Five, ma'am. Kimono, Fan, Bell.." (Student 9 could not mention the items fully so that she came back on her desk. So, the teacher decided to ask another student)
	T	"Another student?"
	S14	"Four. Kimono, Fan, Bell, Hat." (The teacher checked her answer)"
	T	"Okay, correct. For the next question. Why was Aiko sad at the end of the year?"
	S9	"Because Aiko don't have money and buy the rice cakes."
	T	"Good job. Give applause to your friends."

However, they were still confused about the language features, especially about specific participants and action verbs. Moreover, the teacher always walked around the class and helped them. The teacher and the students discussed what activity would do at the next meeting and divided the students into eight groups and asked them to pick a random paper and rewrite one of three stories provided (*The Ant and the Grasshopper*, *Timun Mas*, and *The Child Gods*) using their own words. The teacher and the students also had a discussion even though the bell suddenly rang.

Fourth Meeting

Firstly, the teacher used video and printed-linear text as kinds of multimodal text that showed through PPT to assist students in comprehending the story. The teacher implemented and asked the students to rewrite towards the reading text that had been chosen one of three stories provided.

The teacher began by asking the students to gather based on their groups. The teacher gave an instruction, and the students were allowed to rewatch the video, reread the text, and comprehend the story again. There was a group who still looked confused about choosing words. When the teacher approached a group that used Google Translate, the teacher suggested that they should use Thesaurus. After doing the summary, the teacher and the students did a guessing game and used four groups to guess the past-form sentence by drawing three clues on the paper. The atmosphere in the classroom became crowded and joyful. After playing a game, the teacher asked students to discuss their difficulties during the implementation. They also were allowed to give some opinions or ideas about the material.

(6)	T	"Okay, for the last minute, what did you get from our materials?"
	S2	" <i>The Ant and the Grasshopper</i> , Ma'am."
	S18	" <i>The Child Gods</i> ."
	S10	" <i>Timun Mas</i> ."
	T	"What else?"
	S4	"Narrative text, Ma'am."
	T	"Good job, guys. From <i>The Ant and the Grasshopper</i> , what we can learn from the story?"
	S7	"Help each other."
	S1	" <i>Tidak boleh sombong</i> ."
	T	"Great. For <i>Timun Mas</i> , what moral values that can you take?"
	S11	" <i>Tidak boleh serakah</i> ."
	T	"Haha, okay. And for <i>the Child Gods</i> ?"
	S5	"Be kind, Ma'am."

T	"Good job, guys. So, <i>selama ini</i> , did you have any difficulties in our material? <i>Apakah ada kesulitan selama pembelajaran?</i> "
S23	" <i>Banyak kata-kata yang sulit</i> , Ma'am."
S27	" <i>Bingung saat nulis ceritanya</i> , Ma'am."
T	"Why?"
S27	" <i>Mencari kata-kata yang tepat</i> , Ma'am."
S29	" <i>Iya</i> , ma'am. <i>Biar kalimatnya mudah dipahami.</i> "
T	"So, you have a difficulty in finding and choosing the right words?"
S	"Yes."

Based on the findings, the implementation of multimodal texts to assist students in comprehending narrative reading text ran well. It can be seen that the teacher and the student's verbal and non-verbal behaviors and teaching and learning process were implemented successfully for four meetings. According to Baharani & Ghafournia (2015), the implementation of multimodal text can encourage students' language skills, predict the content better, and make a long-lasting comprehension. Moreover, it can boost the student's ability to recognize and recall the text through a video and image as a visual representation. It can be seen from the atmosphere in the class more interesting and make the students learn and comprehend the narrative reading text efficiently

The Results of Students' Reading Task

This part described the students' reading task results that the students made while implementing the multimodal text. The researcher had analyzed the results, but only a few representatives were to be represented. The students' reading task results included matching pictures, the question-and-answer essays, filling in the blank, classifying the generic structure and language features, and writing summary towards the reading text.

During the implementation, the teacher gave the students six reading tasks, such as two tasks on matching pictures, two tasks on question-and-answer essays, filling in the blank, and classifying the generic structure and language features. It was used to know the student's understanding of the narrative text. For The Ant and the Grasshopper story, on the matching pictures, there was a group who got the perfect score and the rest of groups had two until four errors in matching the pictures. On the question-and-answer essay, mostly the students got 100 until 85 points and there were three students who got 75 points. On the filling in the blank activity, mostly the students got 100 until 82 points. The students who did not get the perfect score had two until four mistakes on choosing the words.

For *Timun Mas* story, on the question-and-answer essay, only a few of the students got the perfect score and the other students got 91 until 65 points. The students who didn't get 100 points had some errors in the second until fourth question. For The Child Gods story, on the matching pictures, mostly students answered perfectly and got 100 points. On the classifying task, only a few of students did the task almost completely. The other students had some errors in choosing between the orientation and complication and also in mentioning the wrong language features.

Furthermore, the teacher asked the students to rewrite a summary of the narrative text in groups using their own words to know their reading comprehension. In this research, there were eight summaries as a reading task result that had been analyzed by the researcher through ESL Composition Profile adapted from Heaton (1988). But the researcher chose Group Six as the representation.

The Child God's

It was the coldest month of the year, in Japan, lived a poor couple Takeshi and Aiko, in a small town. Aiko looked at her savings for the new year's celebration. But apparently it's over. They don't have money to buy rice cake. Takeshi tried to calm Aiko who was confused about this. Aiko had an idea. She wants to sell her wedding kimono. Then, Takeshi went out of the house to try to sell it. When Takeshi walked down a snowy path, he came across a statue of God Jizo. He begged the God to be given rice cake. On the way to the market, he came to five other statues of different Gods.

While at the market, he met a women selling fan's who were sad, because no one was buying. Hearing that explanation, Takeshi exchanged his wife's kimono for the fan. At the moments later, he exchanged it back for a bell. After that, he met a bamboo hat seller who offered his wares. He agreed. On his away, he came across a statue of god to whom he had made the promise. He passed on the topic to all the divine statues he encountered and did not forget to make his wish.

When he got home, he told everything that happened, then slept together. When the night came, they woke up when they heard a song. they ran outside and found the present he wanted, which was a rice kake. they both are happy.

Figure 1. Students' Reading Task

For the content aspect, Group Six was categorized into excellent to very good because they have two aspects. The knowledgeable aspect, they wrote about the beginning of Takeshi and Aiko, who were struggling with money for the New Year's celebration and getting a rice cake until the five Gods came and gave a big bowl of rice cake to their house. For the substantive aspect, they mentioned three things that Takeshi traded in the market. Moreover, Group Six wrote relevant to the content of the story and no extraneous story. The ideas were well developed with the relevant details.

For the organization aspect, Group Six was categorized into good to average because they wrote acceptable title, orientation, complication, and resolution. But there was not coda part. Even though they wrote the story directly and easy to understand. The story also was loosely organized. Their text was connected and coherent. They also used basic linking words, such as but, then, and because. The story also has an effective introductory paragraph. They wrote the thesis statement and used some support sentence and evidence. Then, they also put the story's complications in the second paragraph. Moreover, the last paragraph was the resolution part that explained how the characters solved the problem.

For the vocabulary aspect, Group Six was categorized into good to average because there were two word-choice errors, and the sentence's meaning was quite ambiguous. It can be seen from the third line of the second paragraph. Even so,

Group Six could still develop their reading task to make understanding the story's meaning easier.

For the language use aspect, Group Six was categorized into fair to poor because they made frequent tense, word order, and coordinating conjunction errors that made the story quite difficult to comprehend. They did not use action verb in the past form. They also had another error in using pronoun and coordinating conjunction that made the meaning quite ambiguous.

For the mechanics aspect, Group Six was categorized into fair to poor because they had frequent errors in punctuation, spelling, and capitalization. For the punctuation, they did not add comma in some sentences of first paragraph. For the spelling, they misspelled in some words of the second paragraph. For the capitalization, they did not capitalize three words.

DISCUSSION

This study found that the implementation of multimodal texts to assist students in comprehending the narrative reading text was done well and it gave the learning activities was more effective and providing the opportunity to build up the students' memorizing and understanding of the reading passage. It is line with two studies that were implemented by Baharani & Ghafournia (2015) and Kaminski (2019). Every meeting of teaching and learning activities, the teacher always began by showing some pictures and asking some questions to provide the students' opportunity to think, remember, participate, and encourage the students' basic knowledge and understanding about the story (Januarty & Nima, 2018).

In the story of *The Ant and the Grasshopper*, the teacher used pictures and video as kinds of multimodal texts. The pictures and video are a visual representation to facilitate meaning-making and comprehend the story for the students (Danielsson & Selander, 2021). The teacher also used authentic materials and gave some activities related to the *Ant and the Grasshopper's* video, such as matching pictures, question-and-answer essay, and filling the blank. The teacher gave the learning sheet that contains some pictures and written language as kinds of multimodal texts. There were five students who always asked a question and were still confused, so the teacher helped them by giving a clue or explanation. During the implementation, the teacher always encouraged the students to participate, making the atmosphere active and more confident (Bao, 2017).

In the story of *Timun Mas*, the teacher used pictures as visualization and printed-linear text as written language that were categorized as kinds of multimodal texts. The teacher did not use authentic material because the story was taken from the website. However, the teacher gave a learning sheet that contains two various multimodal modes, such as three pictures and the reading text of *Timun Mas*. Before asking to do an activity, the teacher showed some pictures and did a guessing game. The students had to guess the story based on the pictures. This finding was supported by the study from Baharani & Ghafournia (2015) mentioned that guessing the story from pictures was highly recommended in improving the student's reading comprehension ability and motivation.

Based on the findings, two students could create and answer a question correctly that they were made from the *Timun Mas* poster. The teacher also gave compliments and thumbs up because they could predict the story from the pictures given. This finding was supported by Nadea, et al., (2021), mentioning that students should guess and predict to activate background knowledge and comprehend the text. During playing the game, the atmosphere in the class became crowded because the teacher gave an additional score. Then, the teacher began by asking the students to do question-and-answer activity and read the linear text of *Timun Mas*. The students were asked to read the text, highlight the difficult words, and give synonyms. Even though the students already have known and got familiar, they were still confused and had some difficulties in comprehending the *Timun Mas* story. During this activity, the teacher guided the students well by walking around the class to ensure they comprehended and did their work.

In the Child Gods story, the teacher used pictures, video, and written language as kinds of multimodal texts. The digital pictures in multimodal texts convey and illustrate information and arouse meaning-making processes (Fazio et al., 2022). Moreover it can boost the students' perspectives using their opinions (Handayani et al., 2020). The video consists of various multimodal modes, such as movements, moving images, gestures, speech, and written language, which could encourage the students' thinking skills to convert and get a message (Fajriah et al., 2021). The written language contains the printed-linear text of the Child Gods story for the classifying task. Before teaching, the students were asked to do an ice-breaking dance called "*Marina di Menara*." The students were smiled, excited and joined the teacher's instruction. Then, the teacher explained the narrative text, such as generic structure and language features, using PPT and the story *Timun Mas* as an example.

Because the students were getting bored, the teacher introduced the new story using a guessing game in which the students had to guess which country would be told. The teacher provided three clues and a picture representing the story's location map. It is in line with the study by Syafii (2021) mentioning that recognizing a story from the characters, setting, and plot could make and assist the students to construct their understanding and remembering the story. The students were excited after getting to know the location. During the guessing game, it can be seen that the teacher could encourage the student's motivation and enthusiasm. Supporting this finding of a study by Januarty and Nima (2018) mentioning that implementing multimodal texts, especially images, could encourage the student's participation and enthusiasm in the teaching and learning activities.

Then, the teacher began by asking the students to watch the Child Gods video and giving two learning sheets for matching pictures and classifying the generic structure and language features. The matching pictures activity contains five pictures and five descriptions that are asked to match and give narrow. The classifying task contains the printed-linear text and a picture as a visualization that is asked to classify the text's structure and write the narrative text's language features. Then, there were two students who could answer the teacher's questions about the Child Gods story. It was supported by Kaminski (2019) mentioning that

repeating the same text provides more opportunities through image, action, and sound.

To check their comprehending of the story, the teacher divided the students into eight groups and asked them to rewrite one of three stories provided (The Ant and the Grasshopper, *Timun Mas*, and The Child Gods) at the last meeting. Since the summary activity can assist the students to remember and produce their reading comprehension toward the reading text (Hamdani, 2020). The teacher gave an instruction, and the students were allowed to rewatch the video, reread the text, and comprehend the story again. It was in line with the statement by Nadea, et al., (2021) mentioning that instructing students to read with visualization in the reading text might effectively comprehend the text's message. The teacher guided the students well by approaching and checking. After doing the summary, the teacher and the students did a guessing game and used four groups to guess the past-form sentence by drawing three clues on the paper. During this activity, the atmosphere in the classroom became crowded and joyful.

During the implementation, sometimes the students did not understand what the teacher's instruction or explanation. For instance, at the second meeting, the teacher gave the instruction in three times when the students were asked to make a question using *Timun Mas* poster. Then, the teacher explained the instruction using Bahasa and Javanese language to make the students understand easily. Moreover, the teacher always used LCD Projector to present the materials and facilitate the students, there was always a technical problem during the implementation. Therefore, the teacher decided to continue the activity and ask the students to watch the materials using their phone.

Furthermore, there were six kinds of reading task results, mostly the students almost got the perfect score. In addition, it can be concluded that all students could comprehend the narrative text using different modes and stories. Seeing this, a study has been conducted by Fajriah et al., (2021) that the teacher should consider and determine the modes (picture, video, written language, etc) to accomplish the aim of the text and the content for the students to comprehend the text easily in the teaching and learning process.

In the last teaching and learning activities meeting, the teacher also gave the students a reading task to know their reading comprehension of three narrative texts. The teacher asked the students to rewrite a summary of the narrative text that they had chosen. They had to write with their group and use their own words. There were three different stories: The Ant and The Grasshopper, *Timun Mas*, and The Child Gods. There were eight students' reading task results from eight groups. But the researcher chose Group Six as the representation.

Based on the result analysis using ESL Composition Profile adapted from Heaton (1988), it can be concluded that multimodal texts can assist the students for comprehending narrative reading text. It can be seen from the students added the generic structure and wrote the language features of the narrative text almost correctly. Supporting this finding, research was done by Marzec S. (2016), students who practiced summarising could achieve high results on reading tests and develop reading comprehension skills effectively. Moreover, implementing

multimodal texts is one of effective way for teachers to use and teach English (Rahmadhani, 2018) and also help to assist and boost reading skill for the students (Bao, 2017).

Finally, the researcher can conclude that the students felt excited and enjoyed during teaching and learning activities done by the teacher. It is in line with the statement from Drajadi et al., (2021) that the atmosphere in the class can be reinforced by combining various modes in delivering the materials and flexibility between teacher and students. It also was supported by the teacher using different modes and three different stories and providing a game that made the atmosphere meaningful and interesting. Then, mostly the students also got the good score in the six kinds of reading tasks and could write a summary towards on the reading text. Thus, this study is expected for future researchers to conduct further and deeper research in the same topic and also to use different modes or texts that can assist the students in any levels. Then, the teacher should also choose and provide interesting materials to motivate and boost students' reading habits and creativity and to give new ideas (Jamil & Aziz, 2021; Baharani & Ghafournia, 2015; Bao, 2017). Moreover, learning the text with pictures could be better than learning without pictures as an illustration (Seger et al., 2021). Therefore, using multimodal texts can make learning more exciting and effective and encourage the student's motivation to read the text efficiently (Jamil & Aziz, 2021).

CONCLUSION

Based on the results and discussion of classroom observation and the students' reading task, it can be concluded that the implementation of multimodal text in assisting the ninth graders to comprehend narrative reading text ran well. It is also found that the students showed positive response during learning activities. The teacher also used different stories to make the students feel interested and enjoyed in the learning activities. The data from observation showed that the students could also follow the activities and handle the instruction given. The teacher also became the facilitator for the students. The students could discuss with their classmates and have good enthusiasms to join the learning activities.

Moreover, these facts were supported by the results of the students' reading task in writing summary towards the reading text. The researcher can conclude that the implementation of multimodal text can help the students to comprehend and construct the reading text better and more effective. The students were able to write a summary of three stories using their words. It can be found from the results of the students' reading task that had been analyzed by the researcher using ESL Composition Profile. It was also reported that teaching reading used different modes, such as words, images, and videos, can encourage and boost the students' enthusiasm. It also improved the other English students' skill because the teacher teaches using multimodal texts, especially non-printed reading texts. So, it can be concluded that the students who learn using multimodal texts can comprehend and remember the reading text better and more effectively.

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