

Teachers' Perception towards the Use of Multimodality in Teaching Reading

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Abstract—Twenty first-century education paradigm suggests foreign language teacher becomes creative in presenting and delivering lesson to the students. Many studies indicated that multimodality is one strategy that can be used to teach reading. This study aimed to find out teachers' perception towards the use of multimodality in teaching reading news item text in their classroom, this study conducted in three senior high schools in Riau Province, prioritize those of which have a good facility to support this study. This study used qualitative methodology to collect the data. For the research instrument, the researcher took up questionnaire in G-form and distributed it to three English teachers as respondents. The result of this study indicated that teachers have positive attitudes toward the use of multimodality in teaching. They also integrated multimodality as a useful tool of teaching in different terminologies and ways. With the facilities available in the school, they believe that teaching young learners need creativity. It is the responsibility of school and teachers to encourage student's motivation, promote students individual learning needs and make them familiar with the various way of learning.

Keywords—*multimodality; news item text; video*

I. INTRODUCTION

21st education demands the concept of 4 C's (critical thinking, collaborative, communicative and creativity) for teaching and learning process. It is expected when students pass their study, they have these skills to support their life. Start from this point of view, Indonesia then makes new curriculum that covers the 4 C's concepts in the form of curriculum 2013 in all level of education. Curriculum 2013 has changed teachers' paradigm which formerly stressed on teacher-centered into students-centered learning. In this paradigm, not only students are expected to be creative to learn but also teachers should be creative to teach the students.

As proposed by Suherdi, in the era of 21st century, each individual must have a good capability in their learning, work, and life [1]. This statement leads that learning must be guided to the 21st century outcomes which cover core academic knowledge, life and career skills, and information, media and technology skills. Concern to these kinds of requirement, teachers should aware that their duties could be more complex and challenging.

Teaching reading for senior high school students is aimed to give extra knowledge as a source to develop their ideas. By

comprehending the reading competence, students may master the language aspects such as vocabulary and along with the information involved in the text. Then, students are able to develop other language skills such as writing, speaking, and listening.

In curriculum 2013, English teaching is implemented based on Genre Based Approach (GBA). Refers to the requirements of 21st, Suherdi argues that students need to master various number genres such as; descriptive, recount, procedures, report, analytical exposition, spoof, hortatory exposition, explanation, discussion, review, and news item [1].

In perspective of 21st education, teachers should not teach English on grammar focus which genre in traditional way, since during the process of understanding of reading text, Indonesian students as English as Foreign Language (EFL) learners, still face various problems because the interpretation is influenced by the reader's past experiences, language background, and cultural framework.

Regarding those problem, teachers are expected to teach reading text more creative teaching genres by using various kinds of technology. One of the technologies is multimodality in the form of news video. Van Leeuwen noted that multimodality is the combination of different semiotic modes [2]. Jewit states that multimodality is two means of communication, such as image, gesture, posture, speech, music, writing, or new configurations of those elements [3]. Then, it can be defined that multimodality is the mixture of some semiotic modes, which always appear in communication. The combination of the modes with a socio-cultural domain causes a semiotic activity. The use of modes of meaning can be in several forms like; visual meanings (images, pages, layouts, screen formats); audio meanings (music, sound effects); gestural meaning (body languages); spatial meanings (meanings of environmental spaces, architectural spaces), etc. The selection of multimodalities types will make different effects in language teaching and learning.

The use of multimodality in teaching genres will help the students to understand the lesson easier. Especially in learning genre of news item which mostly can be found in digital items. According to news item is a kind of genre which aims to inform the readers, listeners, or viewers about events of the day which are considered newsworthy or important [4].

Regarding foreign language and second language learning, several researches on the use of multimodality have been conducted to support these issues. Cao claimed that multimodality strategy to College English teaching in form of visual-audio course, he finds that the visual-audio course is effective in improving students' oral and listening ability [5]. He adds that most of the students are interested in multimodality and they become more enthusiastic to practice after class. Bao apply multimodality in teaching reading and teaching procedures to Mongolia University students. He indicates that students in the experimental class have improved their reading ability much more [6]. The application of multimodality not only makes the atmosphere in the class becomes more relaxing but also motivates the students to do more reading after class, furthermore, it can make students more confident in learning English.

There is also a growing body of research which has analyzed the influence of multimodality in form of visual content in videotexts primarily in terms of the role of kinesics cues (e.g., hand gestures and lip movements), and image in lecturers, and to a degree dialogues, in an academic listening context [7]. The finding of this study was that kinesics and contextual visual content facilitated students' understanding, orientation to, and perceived usefulness and affected students' comprehension. However, Ockey [8] and Wagner [9] specifically focused on eliciting students' online processing of audiovisual information through verbal reports to know the influence of the visual content on understanding in test of academic listening ability. Ockey involved 6 ESL learners as test takers and asked them to report their use of visual cues, and the impact of the cues on their comprehension in two lecture videotexts that contain only still image and moving images. Five of the six test takers used hand and body gestures or facial cues in the videotext with moving images to facilitate comprehension. Few of test takers found that still image in the lecture distracting, and all were rarely found to observe the still image in any case. Overall, Ockey found visual content in the videotext was considered helpful and distracting.

A. Teachers Perception towards Multimodality

Perception are formed by historical, political, social, and cultural context [10]. Regarding teachers' perception towards the use of multimodality in teaching Teachers' reported perceptions and attitudes about multimodality have been both positive and negative. Antonietti et al. investigated the psychological correlate of multimedia computer-supported instructional tools through a questionnaire [11]. The participants of this study were about 272 teachers working in kindergartens and primary and secondary schools, examine 'motivational & emotional aspects such as; (attraction, involvement, boredom, and tiredness), activation states (participation and effort), mental abilities (attention, language, and logical, and logical reasoning), cognitive benefits (better understanding, memorization, application, and overall view), and metacognition (planning)". teachers responded that multimodality was positive since it facilitated comprehension, memorization and learning. teachers also appreciated multimodality or multimedia for its association with visual thinking and ability to facilitate a global view. Meanwhile,

there also some factors influenced teachers' perception towards the use of multimodality such as; confusion, tiredness, and excessive involvement. However, the result of this study was consistent with previous studies in that a new tool which help the students achieve their goal of learning.

Another advantage of multimodality is it focuses on recognizing marginalized voices. This technique is closely related to critical analysis that provides students to become aware of the political and dominant forms of literacy [12]. By understanding the nature of literacies being extend beyond learning only standard English and print-based representational modes [13].

For some English teachers of several schools, the use multimodality represents a complex set of challenges, for example in Korea. As the result English teachers rarely integrate multiple modes into their teaching instruction because the focus of their teaching is placed on form-focus instructions (e.g, error correction) [14]. Teachers may present video clips or images to get the students' attention between lesson. However, in some cases, the integration of multimodality might not be relevant to teachers' instruction does not complement traditional literacies [15]. This mismatch is explained by an imbalance in teaching content.

B. Teaching and Learning News Item

According to Gerrot and Wignell News item is a kind of genre which aimed to inform the readers, listeners, or viewers about events of the day which are considered newsworthy or important [4]. Many students get difficulties in writing news item text, they do not know how to ask the question, express opinion, presenting arguments either in oral or written form. They do not know how to start to write the news items.

News item is a text that relates to the news. There are two kinds of news item text, written and spoken. News that we read in a newspaper is written form, meanwhile news that hear in a television or a radio is spoken form. News item has social function which to inform readers or listeners about events of the day that are considered newsworthy or important [4]. They also list the characteristic of news item as follows:

1) The generic structure

a) Newsworthy event (s): Which tells the event in a summary form.

b) Background event(s): Which elaborate what happened, tell what caused the incident, to whom in what circumstances.

c) Sources: Which comments by participants, witnesses, authorities and experts involved in the events.

2) The significant grammatical patterns

- Short, telegraphic information about events captured in headlines
- Use of action verbs, saying verbs, passive sentences, and use of projecting verbs processes in source stage.
- Use of material process to retell the events.
- Focus on circumstances

C. Multimodality in Teaching News Item

Print and screen technologies make available different modes and semiotic resources in ways that shape process of making meaning. The material of new technologies and screen, as opposed to page have led to configuration of image and writing on screen in ways that are significant for writing and reading [16]. Print-based reading and writing have been multimodality. They need interpretation and design of visual marks, space, colour, fonts or styles and increasingly image, and other modes of representation and communication [17]. A multimodal approach enables the semiotic resources moves beyond seeing them as decoration.

There are a variety of examples to explore how new technologies remediate reading practices. The examples involve computer application (Microsoft Word), CD ROMs (Multimedia science school, New Media Press, 2001, and of mice and men Penguin Electronics, 1996, and games Kingdom heart, Sony 2002). Those are selected to figure out the range of configurations that might be formed by subject curriculum and different context of use.

Multimodal approach is believed to be beneficial to English language learners with limited English. It can help them engage in multiple reading and writing activities, in other words, shifting modes from visual to verbal or vice versa help the students to have better understand, appreciate, and interpret complex concept in English [18]. In line with Coggin et al.; Gerlic & Jausovec, who indicated that interaction of verbal a nonverbal communication are likely to promote understanding about content because of the positive relation between brain activity and the use of nonlinguistic representation [19-20].

Genre as classified by Martin how things get done, when language is used to accomplish them. They range from literary to far from literary forms: poems, narratives, expositions, lectures, seminars, recipes, manuals, appointment making, service encounters, news broadcasts and so on. The term genre is used here to embrace each of the linguistically realized activity types which comprise so much of our culture [21]. Especially for news item, it is considered to teach it in a form of multimodality. Most interestingly for us here, Kress et al. draw attention to the fact that distinct genres in fact have different potentials for creating various kinds of meanings: not all meanings can be expressed in all genres. This leads to a consideration of the respective "semiotic affordances" of the genres selected [16].

Moreover, one way to support teaching and learning process is a medium. It can make teacher's presentation in the classroom easier. It is also expected that students will get better understanding from the teacher's explanation; therefore, medium also has contribution in improving students' skill. Gerlach and Ely state that the media are persons, materials or events that established condition which enables the learners acquire knowledge, skill and attitude [22].

Video is important tool for students' life in the classroom [23]. Watching a video in lesson in quite different from watching television program for killing free time or relaxing at home; where the teacher facilitates the activities and exercise that supports the students to be more attractive and understand

the video. Video provides new vocabulary, structure and function which can increase the basic skill of language learners. With the combination of audio and visual can make understandable runs well. The visuals help students understand the situation well.

There are three basic types of video which can be used in class [23]. First, off-air programmers; this type uses recorder to record the television program to engage students' sensibility and to consider their comprehensibility. Generally, some off-air video is difficult for students to understand; especially where particularly marked accents are used is a high preponderance of slang or regional vernacular. The best programmers that can be used in learning process are the programmers that including prediction, cross-cultural awareness, teaching language, or as spurs for the students' own creativity. Second, the learners use real world video. It can help students free in their choice based on how engaging and comprehensible the extract, and whether it has multi-use potential.

The main advantage of this video is the teacher and learners can produce their learning video based on their particular level in mind. However, it also has the danger. They fail the quality test either because the production is poor, the situations and the language are inauthentic, or the content is too unsophisticated [24]. According to Betsy Parrish, video have an advantage over audio tapes so the learners can look for visual code in their understanding from what they heard. Video consist of facial expressions, gestures, and body language. They provide more vivid representations of language in variety of context for learners [25].

Beside the advantages, there are disadvantages of using video. First, students have to provide activities that are unique learning experiences and do not just replicate home television viewing. It can make students be bored easily, when they watch the video which have been seen before. Second, teachers ought to be sure that their students can see and hear the video. If all students cannot watch and hear clearly, they will get difficult to catch information on video. Third, some students become frustrated when teacher constantly stop and start the video, only showing little bits at a time. Finally, video can make students sleep. It can be happening when theme of video is unfamiliar with them. They will get difficult to express their opinion based on video which has seen [24].

D. Using Multimodal Video in Teaching Writing on News Item

Writing news item text is not always easy for students, since the students are not accustomed to write eventhough in simple form. Consequently, the teachers needs to be creative to motivate students to write. To help the students to write news item text, teachers can use appropriate media in classroom. Video is one of media that is easy to find and to use in teaching writing news item. Riyana states that a video is a media or a tool servers audio and visual containing good learning message such as concept, principle, procedure, and theory of knowledge application to help in comprehending towards learning material [26]. Writing news item materials also can be derived from student books, teachers' guide (including teaching procedure and answer key), and self study

VCD as supplement. Written texts can be adopted from mostly newspapers, magazines and internet and events that suitable with the students' environment either at school or school.

E. Using Multimodal Video in Teaching Listening on News Item Text

Using audiovisual resources can be effective language learning tools. According to Hanson-Smith, there are many benefits of using videos as in-class learning resources. In addition, video is increasing access to professional audiovisual resources that are free, authentic, and suitable for language learning development. Finally, it can be giving the contributions and the benefits of implementing a video production component in language classes. Sharp also adds that describes a class video project suitable for middle school students. Based on statement, implementing video production in the middle school classroom can easily be extrapolated to the college-level classroom [27].

Harmer suggested a variety of viewing techniques when using video in teaching listening activities [24]. First, silent viewing; in the learning process, teacher plays the video without the sound. Second, freeze framing; teacher freeze and ask the students about their opinion of the pictures and what will happen next. Third, partial viewing; teacher covers most of the screen with piece of paper. Fourth, picture and speech; teacher manage the class into two parts. Half of the class watches the video in the classroom while half of them face away. Fifth, subtitles films; teacher shows students the video and its subtitle. Students see and hear the English language and the compare between written and spoken language. Finally, picture-less listening. Teacher play the recording the English language without the picture to know how far their ability on listening [28].

II. METHOD

In this research, qualitative methodology was used to collect and analyze the data obtained from all respondents. The researchers developed questionnaire and finalized it before being distributed to the respondents. The questionnaire was designed specifically to address research objectives with regards to teachers' perspective toward the use of multimodality in teaching news item in three Senior High Schools in Riau Province.

The researcher takes up questionnaire in G-Form, the questionnaire distributed to three senior high school English teachers who have implemented 2013 curriculum. The questionnaire consists of 25 questions. After gathering the data, it was analyzed and measured by using descriptive statistic to elaborate the data and construct the conclusion. In addition, the questionnaire was based on 5-point Likert Scale he scales ranging from: 5 = always, 4 = often, 3 = sometimes, 2 = seldom and 1 = never.

TABLE I. TEACHERS-PARTICIPANTS BY GENDER AND SCHOOL TYPE

| ID | Unit | Gender | Type of school |
|----|------------|--------|----------------|
| T1 | Teacher 1 | Female | High school |
| T2 | Teachers 2 | Male | High school |
| T3 | Teacher 3 | female | High school |

III. FINDINGS AND DISCUSSION

In this study, the questionnaire was divided into four main areas, each focalizing on a different aspect: 1) teachers' familiarity with multimodality; 2) multimodality competence of the teachers; 3) frequency of multimodality use for teaching; 4) the impact of multimodality on teaching effectiveness.

TABLE II. MAIN AREA

| No | Statement | Percentage |
|----|---|------------|
| 1 | Teachers' familiarity with multimodality | 40% |
| 2 | Multimodality competence of the teachers | 60 % |
| 3 | Frequency of multimodality use for teaching | 80% |
| 4 | The impact of multimodality on teaching effectiveness | 65% |

All teachers articulated positive attitudes toward the use of multimodality in news video in teaching reading news item text. all teachers answered multimodality allowed the students to engage in understanding reading news item text.

A. Teachers' Familiarity with Multimodality

This part related to teachers' familiarity with terminology of multimodality as one of teaching strategy in question 1 to 5. It was found about (40%) of the respondents recognize the terminology of multimodality, some teachers recognized different terminologies that refer to multimodality itself. However, when they were continued answering the next questions, they know what multimodality actually is and they said that

"we know that, we do not say that multimodality, but we called it technology" (one teacher)

The teachers also stated that they were interested in the use of technologies and various texts, because printed materials which mainly depended on linguistics modes had little effect on students' affective engagement. Teachers believe that outside the classroom students were exposed to see and read new subject resources. Students were more likely to participate in collaborative projects actively. They also demonstrated their enthusiasm and willingness while learning using technology. Multimodal video presented in the classroom can elicit students' responses and stimulate students' curiosity as well as their imagination about the reading content. The teachers said they often used news video from YouTube channel or television to teach news item text.

B. Multimodality Competence of the Teachers

This part of the questionnaire (question 6 to 10) related to multimodality competence of the teachers. While responding the questionnaire, it was stated that majority of the teachers (60%) considered themselves are able applying multimodality. Although they have different terminology and way toward multimodality, they admitted that they know it and how to practice it while teaching some genres of texts. Moreover, most of them have followed continuously regular training of teaching development conducted by government or other related institutions to support their competence in teaching.

C. Frequency of Multimodality use for Teaching

Some teachers use various teaching strategy in delivering lesson to the students. Either involving technology within or not. Regarding multimodality use in teaching reading news item text, teachers' responses of the questionnaire indicated that majority of the English teachers (80%) use multimodality in presenting and assessing lesson to the students, news video is one kind of multimodality that mostly used by the teachers while presenting news item material (question 11 to 21). Besides using video, the teachers also link student's learning styles to multimodal projects. Teachers argued students have learning preferences (e.g. visual, auditory, spatial, tactile); usually those who are visual learners will use posters or videos. They not only willing to encourage these choices but also invite students to explore and combine other learning styles and genres they are unfamiliar with.

Furthermore, the teachers state that in the school, they have multimedia room which can be used to support them using various teaching strategy. this study is also supported with the teachers' lesson plan documents provided by the teachers, it is stated that they often use multimodality in various forms in delivering English lesson to the students.

D. The Impact of Multimodality on Teaching Effectiveness

The three English teachers differ in their perception of multimodality impact on their effectiveness in teaching. It was (65%) of the teachers argued that multimodality as a useful way in helping them in delivering lesson to the students. They found that multimodal video used guides the students to have more understanding in learning. They also design materials articulating modes of communication and genres that provide different sources of input to the topic or language function being studied through multiple activities. It is in line with what previous studies suggest that although a combination of modes of communication can enhance comprehension and recall [29], not all combinations of semiotic resources lead to sound pedagogical materials. An illustration of this is the studies of Mayer who shows that digital texts combining animation, written text, and audio produce cognitive stress and hinder comprehension [30].

IV. CONCLUSION

Overall, for the teachers, the integration of multimodality in teaching have been done by English teacher in this school in different terminology and way. From teachers' responses and what they have applied in their teaching process showed that they have positive perspective towards multimodality as a useful tool of teaching, especially in teaching reading news item text. They believe that the use of multimodality in teaching help the students develop their understanding in learning and make them familiar with the various way of learning.

Therefore, there is a need for English teachers in Senior high school of Indonesia pay attention to multimodality as effective way of teaching because twenty-first century students have become more engaged in literacy activities outside the classroom in innovative ways through the use of online learning tools. Through this study of the use of multimodality,

for example, teachers may develop a wide range of good option in teaching and learning 21st century skills.

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