PENGUATAN LITERASI MULTIMODAL SISWA DALAM PENGAJARAN KOSA KATA DARI SEGI PERSPEKTIF SISWA

EMPOWERING STUDENTS' MULTIMODAL LITERACY IN TEACHING LEARNING VOCABULARY BASED ON STUDENTS' PERSPECTIVES

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ABSTRAK

Teknologi mempunyai peranan penting pada abad ke 21, selain itu para pendidik harus mengimplementasikannya pada proses belajar dan mengajar. Pada era sekarang ini, para pendidik sebaiknya beradaptasi dengan literasi zaman sekarang, yang disebut dengan literasi multimodal, dalam rangka untuk meningkatkan meaning-making dengan menggunakan teks multimodal dalam proses belajar mengajar. Penelitian ini dikategorikan sebagai studi kasus yang bertujuan untuk mengetahui perspektif siswa dalam menguatkan literasi multimodal siswa pada belajar mengajar kosa kata. Peserta dalam penelitian ini adalah sepuluh siswa sekolah menengah atas dari salah satu sekolah menengah atas di Indonesia. data dari studi ini adalah kuesioner terbuka, interview, dan observasi. Hasil dari penelitian ini menunjukkan bahwa penggunaan teks multimodal membawa banyak manfaat untuk siswa dalam meningkatkan literasi multimodal siswa. Studi ini mempunyai kontribusi untuk mendukung perkembangan teknologi pendidikan dan meningkatkan kemampuan kosa kata siswa.

Kata kunci*: Literasi Multimodal, Teks Multimodal, Perspektif Siswa, Kosa Kata*

ABSTRACT

Technology has important role in 21st century, therefore the educators have to deal with it and apply it in teaching and learning process. In this era, the educators should adapt with the contemporary literacy, called multimodal literacy, in order to enhance meaning-making by using multimodal text in teaching learning process. This study is categorized as a case study which has aims to know the students' perspectives in empowering students' multimodal literacy in teaching learning vocabulary. The participants of the research are ten students of senior high school from one of senior high schools in Indonesia. The data of this study are open ended questionnaire, interview, and observation. The finding of this study showed that the use of multimodal text brought many benefits for the students in empowering students' multimodal literacy. It also has contribution to support the development of educational technology and to improve students' vocabulary.

Keywords: *Multimodal Literacy, Multimodal Text, Students' Perspectives, Vocabulary*

INTRODUCTION

Technology takes imperative part in this 21st century, hence as educators we have to deal with it and implement it in teaching and learning process. Manan (2012) stated that the development of Information and Communications Technology (ICT) in life gives great impact to literacy pedagogy which shifted from conventional teaching approaches to contemporary teaching approaches by infusing integration of ICT in the classroom. According to Prensky (2001), it is a challenge for the educators who educate current generation of learners called digital immigrant in this digital era because they have to adapt ICT language. Furthermore, the Partnership Forum for 21st Century Skills (P21) confirms, "Today no organization can achieve results without incorporating technology into every aspect of its everyday practices". Therefore, it

seems that the use of tehnology is very important in teaching English.

Regarding with the 21st century era, recent research revealed that the focus of critical literacy includes the use of multimodal text in teaching and learning process has changed from the use of printed text to multimodal text. Therefore, in term of critical literacy, Fajardo (2015) stated that the Asian teachers change their perspectives regarding language learning including the pedagogy from teacher centered changed to student centered (Ko, 2013), the focus of language from to comprehension of meaning (Ko, 2013; Ko& Wang, 2009), from strategy-based instruction to discussion of social issues, from personal to social action (Ko& Wang, 2009), and from decoding of printed texts to designing multimodal texts as a means of meaning-making (Tan et al., 2010). Therefore, relating to the multimodal text, it is important to know that if teachers just focus on the analysis and production of printed language and deny the use of the multimodal texts in this digital era, they minimize the use of communication modes in certain culture and also abolish the students' freedom in expressing themselves bodily, cognitively, and affectively (Kress,2000). So the teacher must facilitate the students with multimodal text to enhance their comprehension notably in teaching vocabulary.

Vocabulary is the basic knowledge of learning the second language (L2). Taylor (1990) stated that vocabulary is central to language teaching and learning. Hatch and Brown (1995) stated that vocabulary is alist or set of words for a particular language.vocabulary is written or spoken unit of language as symbol of idea in foreign language introduced to learners (Ur, 1998). Based on hatch and Brown, vocabulary deals with a series of words in particular language. So, vocabulary can be defined as a series of words in the foreign language used to express meaning. Cross (1992) stated that the main aim of most teaching program is to help the students to gain large vocabulary of useful words. To sum up

teaching vocabulary is very essencial vocabulary is one element of language which should be learned and taught, because it will be hard to master language without mastering and understanding vocabulary.

The term, multimodal text is the use of language as a text using more than one multi modality. Multimodal research reveals that one mode is not adequate to be used in teaching, and that is really true in teaching English as a foreign language. These multimodal texts involve range of digital texts (Bowen &Whithaus, 2013), political cartoons (El Refaie&Horschelmann, 2010), picture books (Serafini, 2010), graphic novels (Thomas, 2011), reality television shows (Miller, 2011), advertisements (Cuff &Statz, 2010), speech, gestures, clothing (Johnson &Vasudevan, 2012), or popular culture (Morrell, 2011). In line with the experts, Kristina (2017) stated that multimodal text is a text that contains more than text; it contains semiotic modes including gestures, visual image, document, layout, music, architectural design etc. According to Kress (2009) complex of modes bestows contribution in teaching and learning. Hence, the developmentt speed of technology had given fresh air on the prospects on reaching all means of meaning-making under the theory of multimodality.

Walsh (2010) stated that multimodal literacy is the contemporary literacy that is used in teaching and learning process for reading, viewing, responding to and producing multimodal and digital texts. It was firstly introduced by Jewet and Kress (2003). They stated that information and knowledge are constructed in multimodal texts and discourses that need a multimodal literacy to completely understand their meanings. Furthermore, based on some of the works in multimodal literacy, it seems that multimodal literacy has two dimensions including media literacy that is multimodal text specifically through multimedia texts afforded by the digital media and multisemiotic experience that deals with experience of teaching and

learning is intrinsically multi-semiotic and multimodal (see, Kress, 2003, 2010; Jewitt& Kress, 2003; Kress et al., 2001, 2005 and Walsh, 2009).

There are some researchers who have conducted studies in the area of multimodal literacy. Ganapathy (2014) conducted a research in a local Chinese school on the use of Multi-literacies to engage learners to produce learning. It was found that students were positively engaged in multimodal literacy practices showing teachers' positive comments. As a result the learning outcomes were productive and students were active and highly motivated on their ESL writing lessons. Moreover, Mulatsih (2016) had implemented multimodal materials in teaching genre-based writing to promote students' multimodal literacies in English Department of one of University Indonesia. The materials that were based on genre-based writing in this research are not only in the form of text but also pictures and audio visual expected enhancing the students' awareness in understanding several text types (genres) and promoting their multimodal literacies.

However, little has been investigated students' perspectives on multimodal literacy. Based on the preliminary research done in one of senior high school in Indonesia, it was found that the students benefits multimodal text in teaching vocabulary. Therefore this study tried to address a question "What are students' perspectives on the use of multimodal text in empowering students' multimodal literacies in teaching learning vocabulary?"

METHODOLOGY

This study aimed to investigate students' perspectives on the use of multimodal text in empowering students' multimodal literacies in learning vocabulary. The design of the study was a qualitative study that applied a case study design using purposive sampling technique. Creswell (2012) stated that a case study

was applied to explore phenomena deeply by using extensive data collection.

Ten students of senior high school from one of senioar high schools in Indonesia were selected to participate in this study based on their experience in benefiting multimodal text in class. The students contain 6 males and 4 females.

The data obtained by employing interview that consisted 10 questions for the students and also observation during teaching and learning process. Furthermore, the researchers did descriptive qualitative method. The researchers analyzed the data based on Creswell theory. The analysis of the data was done in the following steps: collecting the data from ten participants, classifying the data by coding to generate the setting and people, selecting/displaying the data to make it easier in analysis and interpreting data which was involved interpretation or meaning of the data. In addition, the researcher interpreted by adopting the qualitative narrative inquiry framework. It was used to examine and extract information from the open-ended questionnaire.

RESEARCH FINDING AND DISCUSSION

The result presented the answer of the research questions. The writers carried out the research in empowering students' multimodal literacies in teaching learning vocabulary based on students' perspectives. The problems that were discussed in this section were about the students' perspectives on the use of multimodal text in empowering students' multimodal literacies in teaching learning vocabulary.

In research finding, the researchers have conducted interview to the students. Students were asked several questions according to their perspectives on the use of multimodal text. 100% of the students admitted that the English teacher used presentation, video, worksheet, and schoology in teaching vocabulary. When they were asked about their comfort level they were very comfortable using those aids which were provided by the English teacher. They told that their English

when using Presentation, video and schoology as multimodal text in learning vocabulary, 100% of the students said that

teacher was very often in teaching using those kinds of aids as multimodal text in teaching learning process. They added that teaching-learning using multimodal text provided innovative method mix with technology. Almost of all respondents assumed that aids of learning gave them a number of benefits especially in empowering their multimodal literacies in teaching-learning vocabulary. First, by using those aids, 100% of students said that it helped them to improve their vocabulary easily. Second, 80% of the students assumed that uploaded video about material that would be learned gave contributions to the learning process in the class because video was more interesting and effective rather than book or text that sometimes difficult to understand. In addition, by using those aids, it could improve students' interests to learn the material. Furthermore, students agreed that it could support them becoming autonomous learner because they could access aids of learning to open the material repeatedly if they do not understand the material without asking friends since they had their own account.

When the respondents were asked whether those aids could facilitate the students to communicate in the classroom or not, 80% of them told that it could facilitated students to corporate each other or to conduct work group. They stated that the teacher sometimes uploaded assignment in the tool of learning and asked students to do it in a group in the classroom. Then they could discuss with their groups about their difficulties to finish the assignment. They added that by using it, they could be more flexible. They were able to obtain the materials wherever and whenever they were. 80 % of respondents also assumed that by using

those aids, it was be able to involve the teacher and students for giving feedback. They were not only given the feedback in the classroom but also after the classroom. The respondents also were asked about the problems during teaching-learning process by using those aids. 80% of the respondents told that the prominent obstacle was the internet connection. It became a problem especially in developing country such as Indonesia that the dissemination of internet connection was not adequate excellent. And 20 % of them stated another problem during teaching-learning vocabulary using was understanding the video.

Generally, all students were enjoying with technology provided to them by their teachers. Thus, with the help of Presentation, video, and schoology, students were able to make meaning much effectively during vocabulary teaching learning process. Students were disinterested towards traditional teaching style, they assumed that learning using technology was interesting. So, teaching learning using multimodal text makes them enthusiastic in learning, especially learning vocabulary. By using video that used more than one mode such as audio and visual would make the students more understand the material rather than using printed text. In addition the video and the presentation itself were uploaded in the schoology that the students could reach it if they did not understand about the material. Hence, they also could ask question about the material if they did not understand in the classroom or in schoology, so it would be more flexible. Moreover, the vocabulary task itself could be delivered in schoology that the students had to submit their task in schoology also.

CONCLUSION

In a nutshel, based on students' perspective on the use of multimodal text in empowering students' multimodal literacies in teaching learning vocabulary, it gave many advantages for both students. The advantages for the students, multimodal text improved their English skills. Teaching learning using multimodal text also helped the students in understanding the materials easily. It also enhanced the students to learn naturally. It also made the students more enthusiastic in learning vocabulary.

Based on students' perspective on the use of multimodal text in empowering their multimodal literacies in teaching learning vocabulary, multimodal text gave a number of benefits. First, by using it, it helped them to improve their vocabulary easily. Second, by uploading video about material that would be learned gave contributions to the learning process in the class because video was more interesting and effective rather than book or text that sometimes difficult to understand. In addition, by using multimodal text, it improved students' interest to learn the material. Generally, the students were enjoying learning using multimodal text provided by the teacher. Thus, with the help of Presentation, video, schoology, students are able to make meaning much effectively during vocabulary teaching learning process. So teaching learning using multimodal text made them enthusiastic in learning, especially learning vocabulary.

It was suggested for the teacher to change the traditional literacy that merely foccused on the use of printed text to the use of multimodal texts in order to empower students' multimodal literacies in teaching-learning vocabulary for instance using Presentation, video, and schoology as learning platform. Moreover, this study only focused on exploring students' perspectives in teaching and learning vocabulary to empower students' multimodal literacies, so it was also suggested for the other researchers to conduct research in the area of multimodal literacies of other skills such as listening, speaking, reading, and writing as well as the implementation in the classroom.

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