



Proceedings

**KONFERENSI NASIONAL
SASTRA, BAHASA, & BUDAYA 2016**

**Meningkatkan Daya Saing Bangsa Melalui Kajian
Sastra, Bahasa, Budaya, & Pengajaran.**

Sabtu, 21 Mei 2016

Fakultas Bahasa dan Sastra

Universitas Kanjuruhan Malang



DAFTAR ISI

Nama Pengantar	ii
Daftar Isi	iii
Konstruksi Pengetahuan Tokoh Fanni pada Penerapan Nilai-Nilai Dakwah dalam Novel <i>Api Tuhid</i> Karya Habiburrahman El Shirazy	1
(Atmad Husin, Wahyudi Siswanto)	
Pendekatan Terhadap Budaya dalam Novel "Memang Jodoh" Karya Marah Rusli	9
(Wahyu Mulyani)	
Realitas Sosial dalam Novel <i>Mantra Pejajak Ular</i> Karya Kuntowijoyo	19
(Agus Budi Santoso)	
Pertemuan Dalam Cerita Rakyat Tuban: Perspektif Kritik Sastra Feminis ..	33
(Saantoko)	
Pembelajaran Bahasa dan Sastra Indonesia: Sumber Nilai Didik & Estetis ..	43
(Annisa Ulfah, Nur Aisyah Seftianah)	
Perkembangan Pengajaran Bahasa Mandarin Kurikulum 2013 dalam Multikulturalisme	53
(Wiedy Putri Fauziah)	
Penggunaan Media Video <i>You Tube</i> untuk Menganalisis Unsur Intrinsik Fiksi	61
(Lestari Setyowati, Sony Sukmayan)	
Pengembangan Multimedia <i>Flipbook</i> dan Pemanfaatannya sebagai Penambah Motivasi Belajar Sastra: <i>Licentia Poetica</i>	67
(Rangga Ramadhani Ilmusa, Laili Fatmalinda)	
Kemenerikan Pembelajaran Teks Eksposisi Berita dengan <i>Macromedia Flash</i> untuk Siswa SMA	73
(Mardiyah Putri)	

Pembudayaan Kesantunan Berbahasa di Media Sosial Sebagai Cermin Karakter Bangsa	85
(Yoga Mahardika)	
Subordinator Penanda Relasi Final Antarklausa dalam Kalimat Majemuk Bertingkat	88
(Shofiyudin)	
Mengukur Pemahaman Pembelajar Asing terhadap Leksan 'Sullit' dalam Bahasa Indonesia	93
(Timotius Ari Chandra, Dian Febrianti, Girindra Wardhana)	
Representasi Status Sosial dalam Interferensi Bahasa Jawa pada Wacana Kelas	109
(Kukuh Fadliyatis)	
Strategi <i>Picture and Picture on the Roundtable</i> dalam Pembelajaran Menulis Teks Cerpen	115
(Lilis Sumaryanti)	
Meningkatkan Kemampuan Menulis Cerita Bagi Mahasiswa Jurusan Bahasa Jepang Melalui Strategi Konferensi	121
(Lia Stuti Ustianingsih, Zaenab Munqidzah)	
<i>Washback</i> Positif dan Negatif dalam Ujian Seminar Proposal Mahasiswa Pascasarjana Pendidikan Bahasa Indonesia	125
(Giati Anisah, Aru Prihatini)	
The Importance of Communication Strategies in English Language Learning	137
(Yusparizal)	
Case Study: Effects of Motivation and Language Environment on English Learning and Proficiency of a Homeschooling Student	145
(Nisa Mahtubah Syaiful, Indah Fitriani)	
Blended Learning for Adults: Utilization of Technology in Language Learning	151
(Fiska Praba Prasliwi)	

Blended Learning in ELT: Its Design Aspects and Practicality	157
(Inryatli Izzah, Shinta Amalia)	
Language and Media: The Analysis of Language Style Found in <i>Jawa Post</i> Newspaper	163
(Indrawati Pusparini)	
Polliteness Strategy Found in the Parking Area University of Kanjuruhan Malang	169
(Maulidatul Mukarromah)	
The Effectiveness of Using Different Types of English Dictionary on Students' Word Choice and Usage in Their English Composition	173
(Umiati Jawas)	
Review Teoritis dan Empiris terhadap Model Pengembangan Argumentasi <i>Multi-sided</i> dalam Esai Bahasa Inggris	180
(Ruslandi)	
Speech Differences Between Genders in the Movie " <i>It's A Boy Girl Thing</i> "	197
(Rizky Lutviana)	
The Effect of Movie Subtitles on Students' Speaking Ability	211
(Uswatun) Hasanah)	
Using Video in Teaching Vocabulary Mastery of Narrative Text of Students across Learning Style of SMK Kesehatan Adi Husada Malang	209
(Surya Ratna Mayangsari)	
Song to Enhance Young Learners English Skill	219
(Siti Matulah)	
Students' Perspective on Learning Figurative Language through Songs	225
(Ayu Liskinastih, Sahwa)	
Multi Modal Pedagogy in Teaching English as Foreign Language in Indonesia	231
(Agus Sholeh)	

FOSTERING MULTIMODAL PEDAGOGY FOR TEACHING READING “ENGLISH TEXTS”

Agus Sholeh
Kanjuruhan University of Malang

Abstract

This study is projected to present an analysis of a series of teaching-learning processes applying multimodal pedagogy to a topic based text-based teaching of English in Indonesia. The motivation is because today technology of communication is more complex and provides multimodal network that the communication among people appears not only in verbal communication but also applies multimodal, in which it involves verbal, images, graphics, cyber links, and other semiotic resources. On the other hand mono-modal pedagogy just include only one mode of meaning-making, usually verbal. That is why, the language teaching should not be developed traditionally, mono-modal fashions; and but it should be able to meet appropriate needs and necessities of the learners, approaches to teaching multimodal texts in multimodal fashions needs to be specifically developed. Based on the result, some pedagogic principles and relevant models of teaching are then suggested to be applied in the Teaching of English as a foreign language in Indonesia context.

Keywords: *multimodal pedagogy, topic based text-based teaching, semantic resources*

1 INTRODUCTION

Technology of communication provides human communication to replace mono-modal fashions of language communication that was done by people in past period and language as the most dominant element in human communication become more multimodal forms. As the examples, reading texts for younger children applies not only verbal elements but they involve images such as photos, pictures, emoticons, and graphics; and cyber links that connects texts in one display, this kind of display requires new approaches to meaning-making which serves as the main goal of every communication. Comprehending how the language is used to express ideas, feelings, and attitudes; how images are being utilized to replace or support the language elements; and how links are being developed to connect the texts and/or elements of the texts are now integral parts of our daily communication business, understanding multimodal texts and approaches to analyze them is imperative if successful communication is being sought.

The following terms are the main discussion of multimodal cognitive that happen in the teaching-learning processes between the students-teacher interactions as well as how the teaching-learning processes went on recursive patterns that might characterize the series, i. e. oral to written cycles (OTW), implicit to explicit learning (ITE), low-order thinking skills to high-order thinking skills (LTH), local to global insights (LTG), and religiosity-based to science-based (RTS).

The first activity is oral to written (OTW), it is done to signify the importance of starting teaching by developing oral or spoken language skills. This is by no means easy in the beginning for Indonesian students tend to shy away from participation, and oral performance presentation. However, once this is established, they will be motivated, confident, and less anxious (Suherdi, 2012).

The second is Implicit to explicit (ITE), it requires that implicit learning should precede explicit learning. This means that explicit learning is paramount in Topic based text-based teaching (Christie (2015), Gibbons (2002), Hyland (2003) and Emilia (2005)), all of them suggest that implicit teaching better comes before explicit one.

The third is Low order thinking to High (LTH), it requires teacher establish strong low-order thinking skills (LOTS) before developing high-order thinking skills (HOTS) (Orlich, et al., 1985; Emilia, 2005; Suherdi, 2012). HOTS should be the main target of school community; however, attaining them before establishing LOTS is by no means sufficient.-

The fourth is Local to global (LTG), it recommends that the topics discussed is started with locally related issues before discussing global ones. Taking local issues in the outset will give them feeling and deeper sense than taking global issues to begin the lessons (Suherdi, 2012a).

The fifth is Religious to scientific (RTS), it recommends that in the teaching English contexts founding strong religious basis for good learning is far more productive than going straightly to establishing scientific attitudes (Suherdi, 2012a, 2013).

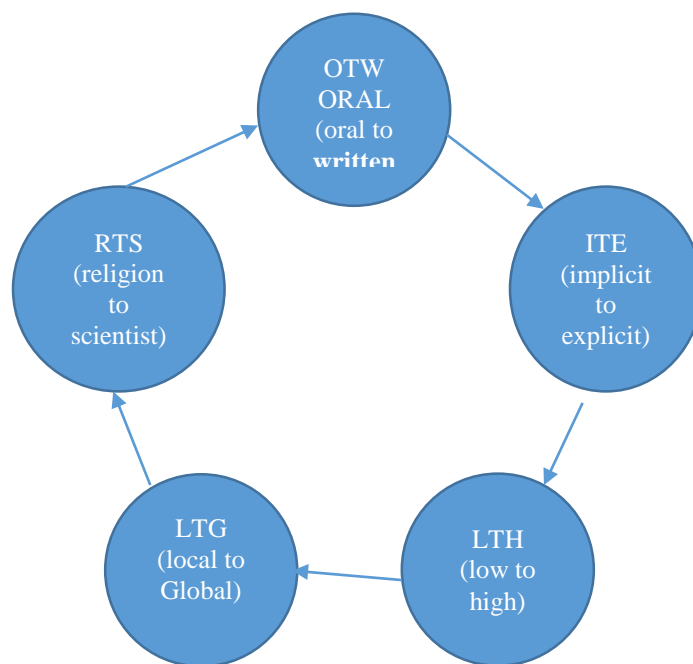


Figure 1. Process of Multimodal Pedagogy

Some studies on multimodal texts and relevant analysis tools have been done by Kress and van Leeuwen (1996) on visual communication; van Leeuwen (1999), on speech, music, and sound; Kress et al. (2001) on multimodal perspective on teaching and learning; Jewitt et al. (2001), on visual, action, and linguistic communication; Bowcher (2007), on the interrelationship between images and written language; and Serafini (2010, 2011) on perceptual, structural, and ideological perspective on multimodal texts; and visual images in multimodal texts. In the meantime, multimodal teaching is by no means new.

Based on the illustration above, this paper is aimed at answering the following questions: a) what multimodal texts are used by the teacher in teaching reading activity? b) how multimodal texts help students improve their learnings in reading? c) how is multimodal teaching of multimodal texts implemented in the reading class?

2 METHOD

This study applies qualitative analytical approach as the main tool to answer the questions stated in the introduction section. This approach is selected to guarantee a depth description on how multimodal teachings are working to help students understand and develop multimodal texts of English in Indonesian schooling settings, especially in this study setting.

Some authors have written some teaching books based on selected topics critical reading, for examples; Gibbons (2002), Hyland (2003) and Emilia, (2005). And the texts were taken from news that have been selected to provide students as teaching learning sources. The teaching sessions involve twenty five students of reading class. As required by the curriculum, the texts taught was within topics in two programs; *on the spot programs*. All materials were taken in five sessions beginning from 1 - 7 March, 2014, consisting of the teaching of spoken texts (8 – 10 April) and written texts (15 - 19 April). The activities were video-taped and the conversations were transcribed in the tables.

The data were in the form of the recording and transcriptions that then were analyzed in the following process 1) coding, 2) categorizing, 3) patterns identifications, and 4) metaphors development. The resulted metaphors were then interpreted and discussed in the light of relevant theories of multimodality and multimodal pedagogy as well as topic-based teaching.

3 FINDINGS AND DISCUSSION

3.1 Findings

From the recordings and the transcriptions, some relevant data and their patterns have been identified and analyzed. The result of analysis has been organized in terms of the questions that this study is trying to answer. Hence, each data are presented in accordance with the questions.

Research Question 1: what multimodal texts are used by the teacher in teaching reading activity?

This question is to find multimodal texts, both oral and written, during the teaching-learning processes in the series. During the oral cycle, there have been 5 teaching stages in which multimodal texts were utilized by the teacher to help students develop better learning. The whole data are presented in Figure 1 below.

No.	Teaching activities	Elements Involved	Content
1	Teacher Shows Model of conversation (modelling)	Video scenes, Oral text	Kabar Siang TV One " Kecelakaan di Malang"
2	Teacher have students read news texts (modelling)	Video scenes, Oral text	News reading exercises
3	Teacher have students Construct ideas (Joint Construction)	Oral text, Chart	Topics and Relevant Keywords
4	Teacher have students Construct ideas (Joint Construction)	Written Text, Photo	Traffic Accident in Malang, East Java
5	Teacher lets the students develop ideas) (Independent Construction)	Web Page + Cyber links	Similar Texts in Internet

As indicated in the chart, multimodal texts were used by the teacher in the modeling stage, particularly in developing students' knowledge of the field, i. e. human error (Traffic

Accident), especially that happened in Malang, East Java. The video recording of Kabar Siang TVONE presented to involve students in listening to and talking about the news of the Traffic Accident. The news was in Bahasa Indonesia and the students were assigned to listen to the content of the news, and take notes on some key information. After the presentation, the students were asked to mention the key information they could catch from the video-taped news broadcast. They came up with the following Indonesian words: kecelakaan, korban, tewas, luka-luka, Malang, East Java, which were then translated and written on the board by the teacher in English (Traffic accident, Victims, Dead, injured)

The students were given another chance to listen to the news to get a better understanding on the news. When asked to mention other information they got, they came up with: ngebut, ceroboh, dan melanggar (speeding, careless, break).

Research question 2: c) how is multimodal teaching of multimodal texts implemented in the reading class?

This question is related to the first questions but it tries to find the answer how multimodal texts help students to improve the students in reading activity. The data of how multimodal texts help students improve their learning has been summarized and presented in Figure 2.

No.	Elements Involved	Helps
1	Dialogue from Video scenes, Oral text	It can give context and build the knowledge of the field
2	Dialogue from Video scenes, Oral text	It can give exposure on how to read news on TV
3	Conversation Oral text, Chart	It helps to summarize key words across topics
4	Reading text, Photo + Text	It helps to highlight some important points in the news
5	Reading text from Web Page + Cyber links	It helps to develop skills on news searching and inter - textual relations

Figure 2. The function of Multimodal pedagogy that students get

The table in Figure 2 shows that in the first activity, that the multimodal text presented consisted of oral text and video scene. The video scenes were the main, while the oral text was the supportive elements. The video scenes presented the context to the topic being discussed. Besides, it also built the knowledge of the field in the part of the students. Through listening to the news, the students were informed of the Traffic Accident and its related concepts such as the victims, the cause, and the sites. In the second, though similar to the first, the students were getting exposed to ways of presenting or reading news. This was intended to serve as the model for them to imitate or even match.

There are some differences from the first and the second, in the third, the oral text was the main while the chart was the secondary. While the oral text was used to elicit and explain various topics and their relevant key words, the chart served to summarize the information elicited and then explained by the teacher. In the fourth, the photo presented

beside the text served only to highlight the main points of the text. In the meantime, the most complicated multimodal text was the fifth, in which written web pages were supported by required links.

Before students come to the texts they wanted to learn, students were expected to go through several steps, among others, are (1) writing the key words in the search engine, (2) selecting relevant options by clicking one of the topics available, (3) selecting the texts they wanted to read by clicking the text that wanted to read, and so on. As indicated in Screen 3, all alternative texts available in the screen are in multimodal forms.

Question 3: How is multimodal teaching of multimodal texts implemented in classroom teachings?

Close observation on what was going on in the teaching-learning processes shows detailed obscurity of students-teacher interactions as well as how the teaching-learning processes went on recursive patterns that might characterize the series, i. e. oral to written cycles (OTW), implicit to explicit learning (ITE), low-order thinking skills to high-order thinking skills (LTH), local to global insights (LTG), and religiosity-based to science-based (RTS). These may be diagrammatically represented in Figure 3.

As far as the teaching English material is concerned, the above-mentioned five pedagogic principles identified are critical if successful English teaching in schooling context is being targeted.

Oral to written (OTW), this stages indicates the importance of starting teaching by developing oral or spoken language skills. This is by no means easy in the beginning for Indonesian students tend to shy away from participation, and oral performance presentation. However, once this is established, they will be motivated, confident, and less anxious (Suherdi, 2012).

Implicit to explicit learning (ITE), this stage displays that implicit learning should precede explicit learning. This means that explicit learning is paramount in Topic based text-based teaching (Gibbons, 2002; Hyland, 2003; Emilia, 2005), as far as teaching English material is concerned, implicit teaching better comes before explicit one.

Low-order thinking skills to high-order thinking skills (LTH), it involves teacher establish strong low-order thinking skills (LOTS) before developing high-order thinking skills (HOTS) (Emilia, 2005; Suherdi, 2012a). HOTS should be the main target of school community; however, attaining them before establishing LOTS is by no means sufficient.-

Local to global insights (LTG), this phase indorses that the topics discussed is started with locally related issues before discussing global ones. Taking local issues in the outset will give them feeling and deeper sense than taking global issues to begin the lessons (Suherdi, 2012)

Religiosity-based to science-based (RTS) this praises that in the teaching English material contexts founding strong religious basis for good learning is far more productive than going straightly to establishing scientific attitudes (Suherdi, 2012)

3.2 Discussion

It is obvious that multimodal texts become important and significance in our today's life - communication. Kress (2001) stated that communication in today's world involves the use of various kinds of modern technology such as PCs, Play Stations, mobile phones;, iPads, smart phones and other "sophisticated" means of multimodal communication. Hence, it is not surprising if language teaching is also obligatory use the information technology appliances. Regarded with the findings of this study and based on the research questions of this paper, this section of discussion focuses on (1) the kinds of multimodal reading texts, (2) how they improve learning in reading subjects, and (3) how the teaching is implemented.

Related to the kinds of multimodal texts, the findings show that there seems to be a linear relationship between pedagogical objectives and the kinds of semiotic resources utilized to attain them. As indicated in Figure 1, in the first occasion, in which the objective is building students' knowledge of the field, the texts used consist of videotaped oral news presentation,

recordings of news-related persons, events, and captions, as well as the teacher's guiding talks. This use of multimodal texts help students develop appropriate attitude (Gardner, and Lambert, (1972) and Suherdi, (2012), metacognitive (Kuhn, 2000), and relevant skills in dealing with the topic based text taught, i. e. news items. To develop students' mastery of the topic based text, the teacher used the materials contained in the main textbook, in which 'natural disaster' is being taken as the main topic in the texts developed.

After indicating the transcripts of some parts of the modeling stage in the first session, students began to be engaged in English learning interaction as soon as the teacher was putting their answers in Bahasa Indonesia into English and getting more motivated as the schema of the topic was developing along with the development of the interaction in understanding the key words in the news items. All these are made possible by the virtue of the multimodal video-taped news presentation, supported by the teacher's oral guide, and signified by motivated teacher-students interaction. These clearly encourage students to learn far better than what mono-modal texts can do. This is also the case or at least similar to other instances of multimodal texts identified in the data.

On the other hand, the way teaching-learning processes proceeded has made students' positive attitude, strong metacognitive, and relevant skills gain their maximum zone of proximal development (Vygotsky, 1978). The data shows that putting oral texts mastery in the outset established a productive foundation for good learning. Success in oral performance very often involves success in developing good communication, confidence (Dornyei (1994), and Gardner, (1994)) and self-efficacy (Ames, 1997). This very often encourages students to 'go more and more extra miles' in learning. This is proved, among others, by the whole class participation in communicative activities, both in groups and in individual assignment.

The implicit ways of learning the texts in the beginning parts of the lessons give a kind of 'psychological relief for most Indonesian students from the trauma of experiencing 'pre-mature' explicit teaching (Suherdi, 2012). The 'traumatic experience' has been 'most discouraging' for successful English learning in Indonesia and some other countries with similar situation. Students' subconscious involvement in 'cheerful whole class' communicative activities (See Sample Scene 2 in the Appendix) helped them forget the trauma and started a new experience with 'easy' learning of English. On this basis, explicit learning comes more smoothly than what cognitive code experience did in similar context in Indonesia (Suherdi, 2012).

Related with the low-order and high-order thinking skills, the data shows that students' motivated involvement in psychologically challenging activities was due to the low-level of learning complexity that it demanded, i. e. imitating the dialog. The session helped students in mastering the correct, confident, and yet natural way of pronouncing, expressing, and doing the conversations. This has helped them accommodate the demands of developing new and their own dialogs, which requires higher-order thinking skills. Similar case is also evident in the choice of putting local issues prior to global one (Suherdi, 2012).

Finally, the most significant factor for the success in the teaching series in the use of religious prior to scientific foundations. For most Indonesian, at least for the subjects of the study, to have scientific attitude is a new, unfamiliar, and even a little strange issue than to have religious ones. Hence, arousing students' interest and motivation to learn (Dornyei, 1994, Gardner, 1980) through religious approach is far more productive than through scientific approach (Suherdi, 2012). This is evident in the data: teacher's patience, respect, and friendliness lead to students' curiosity, search, and experiment with English.

4 CONCLUSIONS AND SUGGESTIONS

This study has presented the significance of multimodal pedagogy for multimodal English teaching material, particularly in the teaching English material contexts. Some division from this study that this discussed some topic based texts-based teaching to a class of a school in Indonesia. The next researchers are recommended to larger samples, more intensive analysis, and more aspects of students' learning and teachers' teaching behaviors in teaching learning activities in school classroom.

REFERENCES

- Ames (1985). *Research on motivation in education: Vol. 2. The classroom milieu*. Orlando, FL: Academic Press.
- Bendixen, L. D., and Hartley, K. (2003). Successful Learning With permedia: The Role Of Epistemological Beliefs And Metacognitive Awareness. In *Journal of Educational Research Vol. 28 (1), 15-30*.
- Bezemer, J., and Kress, G. (2008). Writing in Multimodal Texts : A Social Semiotic Account of Designs for Learning. In *Written Communication Vol. 25 (2) April 2008 166-195*
- Clement, R., Dornyei, Z. & Noels, K. A. (1994). Motivation, self-confidence, and group cohesion in foreign language classroom. *Language learning 44,417-448*.
- Clement, R., Gardner, R. C, & Smythe, P. C. (1977). Motivational Variables in second language acquisition: A study of Francophones Learning English. *Canadian Journal of Behavioural Science, 9, 123-133*
- Clement, R., Gardner, R. C, & Smythe, P. C. (1980). Social and individual factors in second language acquisition. *Canadian Journal of Behavioural Science, 12, 293-302*.
- Clement, R. & Kruidenier, B. G. (1985). Aptitude, Attitude and motivation in second language proficiency: A test of Clement model. *Journal of Language and Social and Psychology, 4, 21-37*.
- Christie, F. (1994). *On Pedagogic discourse: Final report for a research activity funded by the ARC 1990-2*, Institute of Education, The University of Melbourne.
- Dudley-Evans, T. (2002). The Teaching of Academic Essay: is a Topic based text Approach Possible? In A. M. Johns (Ed.) *Topic based text in the Classroom*. Mahwah, NJ: Lawrence Erlbaum Associates Publishers.
- Emilia, E. (2005). A Critical Topic based text-based Approach to teaching academic writing in a tertiary EFL context in Indonesia. Paper presented in the 1st International Seminar on Literacy Education in Developing Countries. Semarang, 29-30 September 2005.
- Gardner, R. C, & Lambert, W. E. (1972). *Attitudes and Motivation in Second Language Learning*. Rowley, Mass: Newbury House.
- Gardner, R. C, & Tremblay, P.F. (1994). On motivation, research agendas, and theoretical perspectives. *Modern Language Journal, 79, 359-368*.
- Gibbons, P. (2002). *Scaffolding Language, Scaffolding Learning Teaching Second Language Learners in the Mainstream Classroom*. Porthmouth: Heinemann.
- Goh, C. (1997). Metacognitive awareness and second language listeners. In *ELT Journal Volume 51/4 October 1997*
- Hyland, K. (2003). Topic based text pedagogy: Language, literacy and L2 writing instruction. In *Journal of Second Language Writing 16 (2007) 148-164*
- Jewitt, C. (2001). Exploring Learning through Visual, Factional and Linguistic Communication: The multimodal environment of a science classroom In *Educational Review, Vol. 53, No. 1, 2001*
- Kress, G. & Van Leeuwen, T. (1996). *Reading Images: the grammar of visual design*. London: Routledge.
- Kress, G., Jewitt, C, Ogborn, J. & Tsatsarelis, C. (2001) *Multimodal Teaching and Learning: Rhetorics of the science classroom*. London: Continuum.
- Kuhn, D. (2000). Metacognitive Development. *Current Directions in Psychological Science, Vol. 9, No. 5 (Oct., 2000), pp. 178-181*
- Martin, J. R., & Rothery, J. (1980). *Writing Project Report No. 1*. Department of Linguistics, University of Sydney.
- Rothery, J. 1996. 'Making changes: developing an educational linguistics' in R. Hasan and G. Williams (eds.). *Literacy in Society*. London: Longman.

- Serafini, F. (2010). Reading Multimodal Texts: Perceptual, Structural and Ideological Perspectives. In *Children's Literature in Education (2010)* 41:85-104
- Serafini, F. (2011). Expanding Perspectives for Comprehending Visual Images in Multimodal Texts. In *Journal of Adolescent & Adult Literacy* 54(5) February 2011
- Suherdi, D. (2012a). *Towards the 21st Century English Teacher Education: an Indonesian Perspective*. Bandung: Celtics Press.

