



**THESIS**

**THE IMPLEMENTATION OF MULTIMODAL TEXTS FOR  
TEACHING READING**



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## **THESIS**

### **The Implementation of Multimodal Texts for Teaching Reading**

Submitted to:

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as a requirement for obtaining the degree of *Sarjana*

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**Jombang**  
**2024**



## APPROVAL SHEET

### APPROVAL SHEET

This document certifies that the thesis titled "*The Implementation of Multimodal Texts for Teaching Reading*" authored by Siska Ayu Firnanda, has received approval from the thesis supervisors for presentation in an oral examination before the appointed examiners at the Faculty of Business, Languages, and Education, University of Pesantren Tinggi Darul Ulum Jombang.

Jombang, July 27, 2024

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(Supervisor II)



THE LEGITIMATION OF THE BOARD OF EXAMINERS



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**Authored and submitted by:**




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**Defended in front of Board of Examiners**

**on July 4, 2024**

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## DECLARATION

### DECLARATION

Name : Siska Ayu Firnanda  
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With dedicated effort, I have authored the thesis titled "*The Implementation of Multimodal Texts for Teaching Reading*." It is an original work, free from plagiarism and unnecessary replication. Any references to the work of others are appropriately acknowledged through citations, quotes, and references included in the thesis.

In the event that this statement is demonstrated to be incorrect, the researcher readily accepts full responsibility within the domain of the English Language Education Department, Faculty of Business, Languages, and Education, University of Pesantren Tinggi Darul Ulum Jombang.

Jombang, June 27, 2024

Siska Ayu Firnanda

## MOTTO



*“Terimakasih sudah menjadi anak ayah 22 tahun ini. selesaikan semuanya, ayah tunggu kamu pulang memberikan kabar bahagia itu ... ayah bangga!”*

**Ayahku, 21 januari 2024**

*“Tuhan tau waktu yang tepat, tempat yang tepat, dan jawaban yang tepat untuk semua doa – doa kita.”*

**Rony Parulian.**



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## ABSTRACT

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Multimodal texts are regarded as effective learning resources that can positively impact student learning. This research explores the implementation of multimodal texts from the internet with various aspects in enhancing students' reading abilities and their perceptions of its implementation. A qualitative method with a case study design was employed, utilizing interviews and questionnaires as data collection instruments. The interviews were presented in the form of direct quotations, while the questionnaires yielded descriptive statistical tables. The results showed that the teacher implemented multimodal texts in teaching reading in three ways: students accessed multimodal texts from the internet directly, used a variety of PPT displays, and then with quizzes. The data analysis indicated that the implementation of multimodal texts significantly improves students' reading abilities, engagement, comprehension, and preferences. The questionnaire results revealed that students generally have positive perceptions regarding the use of multimodal texts for teaching reading, with an average score of 3.00 (SD = 3.15). This indicates that almost all students hold favorable views, and show increased reading skills and comprehension, heightened enthusiasm and interest in learning, and a greater sense of trust and satisfaction with their learning outcomes. This study offers important pedagogical implications for teaching reading. It suggests that teachers should consider incorporating multimodal texts from the internet, which students were already familiar with from the internet, as a means to support learning and encourage active student participation. By leveraging these resources, educators can enhance the overall effectiveness of the learning process and better engage students in their reading activities.

Keywords: *Teaching reading, Multimodal Texts, Students' perception.*

## ABSTRAK

Teks multimodal dianggap sebagai sumber belajar efektif yang dapat memberikan dampak positif terhadap pembelajaran siswa. Penelitian ini mengeksplorasi implementasi teks multimodal dari internet dengan berbagai aspek dalam meningkatkan kemampuan membaca siswa dan persepsi mereka terhadap penerapannya. Metode yang digunakan adalah kualitatif dengan desain studi kasus, dengan menggunakan wawancara dan kuesioner sebagai instrumen pengumpulan data. Wawancara disajikan dalam bentuk kutipan langsung, sedangkan kuesioner menghasilkan tabel statistik deskriptif. Hasil penelitian menunjukkan bahwa guru menerapkan teks multimodal dalam pengajaran membaca dengan tiga cara: siswa mengakses teks multimodal dari internet secara langsung, menggunakan tampilan PPT, dan kemudian dengan kuis. Analisis data menunjukkan bahwa penerapan teks multimodal secara signifikan meningkatkan kemampuan membaca, keterlibatan, pemahaman, dan preferensi siswa. Dengan hasil implementasi multimodal texts dari internet oleh guru dengan 3 cara, siswa mengakses multimodal texts dari internet secara langsung, kedua dengan variasi tampilan PPT, kemudian dengan kuis. Hasil angket menunjukkan bahwa siswa secara umum memiliki persepsi positif mengenai penggunaan teks multimodal untuk pengajaran membaca, dengan skor rata-rata 3,00 (SD = 3,15). Hal ini menunjukkan bahwa hampir semua siswa memiliki pandangan yang baik, dan menunjukkan peningkatan keterampilan membaca dan pemahaman, peningkatan antusiasme dan minat dalam belajar, serta rasa percaya dan kepuasan yang lebih besar terhadap



hasil belajar mereka. Studi ini menawarkan implikasi pedagogis yang penting untuk pengajaran membaca. Hal ini menunjukkan bahwa guru harus mempertimbangkan untuk memasukkan teks multimodal dari internet, yang sudah dikenal siswa dari internet, sebagai sarana untuk mendukung pembelajaran dan mendorong partisipasi aktif siswa. Dengan memanfaatkan sumber daya ini, pendidik dapat meningkatkan efektivitas proses pembelajaran secara keseluruhan dan lebih melibatkan siswa dalam kegiatan membaca mereka.

Kata kunci : *Pengajaran membaca, Multimodal teks, Persepsi siswa,*



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