

The Implementation of Multimodal Approach to Teaching English Online in The Covid – 19

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Abstract

The COVID-19 caused the teaching learning proses into emergency remote teaching. It is make the students must study from home. Multimodality is an emergent phenomenon that may influence how digital learning is designed. By the Multimodal the teacher and the students can study well, eventhough they are at home. Multimodal employed in highly interactive and immersive learning environments. In this research, the author investigates and analyzes the multimodal theory and proposes an effective way to teach English in higher education under the multimodal vision. This study aims to analyze the multimodal approach theory and proposes an effective way to teach English in higher education under the multimodal vision. The instrument used by the writer in this research is a questioner and interview To verify the student's respons, the researcher do interview. The questioner is sent by G-form. The data was analyze from the result of the questionnaire regarding the respondent's interest in learn English. There are 47 respondents. The respondents or 93.7 % were attracted to learn English by Multimodal Approach. It means that the Multimodal Approach help to improve the quality of English language teaching in higher education institutions. The students can understand through a multimodal approach to teaching English Online in Higher Education during the covid-19.

INTRODUCTION

Because of Covid 19, the teaching process into remote teaching and learning (Ally et al., 2022). This situation make us to teaching by online system. So the students and the lecturer study by the virtual only use the internet. Use technology and internet is very important when we make Online teaching and learning (T&L) (Barr & Miller, 2013). The process of teaching by online system, made us to know about the internet. Beside of that, this activity also made us prepare the connection so that the remote teaching and learning can run well.

The paradigm of the 21st century educational has experienced in learning orientation, it is difference from before (Karami, 2019). In the 21st century, we must have competencies. The people must have ability to think critically, solve the problem and also collaborate with the other. It is important competencies in 21st century this time (Halimah et al., 2020).

In the 21st century, innovative learning that done is the activity-oriented towards training essential skill. The skill in the 21st century like life and career skills, innovation and learning skills, information skills, media and also Information and Communication Technologies (ICT). (Sakulprasertsri, 2020). In The 21st century educational paradigm required us to know about the technology. Schools are required to be able to prepare students to enter the 21st century. In learning process, we use information and communication technology in all aspect life. (Djamdjuri et al., 2021). Not only the students, every the teacher, lecturer and the other must know about technology in this era.

Some of assessment in 21st century includes knowledge competence and interpersonal competence. The knowledge competence consists of problem solving and critical thinking, collaboration, communication, creativity and innovation. The interpersonal competence is the ability to work with others. The interpersonal competence such as self-management skills, effective communication, cooperation and the ability to maintain relationship (Tan et al., 2020).

If we don't study about the technology in this era we will be late. The successful of online teaching and learning involves of integration of content, pedagogy and also technology (Aguilar, 2020). The content is something that needs to be taught. Pedagogy is the best method that we use to teach. And technology is the most appropriate form used to promote the content and the pedagogy.

An increasing number of English language learners engage by the development of information and communication technologies in a wide range of multimodal practices outside the school context in the digital age (Li, 2020). To face the online teaching and learning the students must be motivated to improve their understanding (Zhang & Bonk, 2009). But, in this condition not all students like to study by this system, because before of that they study by face to face. But, about this condition of the COVID-19, the students must follow the situation. The emergency remote teaching and learning (ERT), requires academics to critically reflect on their curriculum and pedagogy (Becker et al., 2007).

In 1998, Indonesia had the form of digital books. Next, the book writers and publisher create and sell their books in digital version (Khotimah & Wahyu, 2019). The technology changed all the learning tools available to teacher and students. The technological has the potential in literacy education (Djamdjuri et al., 2021). Beside of that, technological advanced have created expectation for teacher, administrator, researcher and the other profession. They believe that digital devices offer great promise as learning tools, (Khotimah & Wahyu, 2019).

By the development of multimedia, we can express our idea. We can combine computer and network technology, non verbal symbols. The nonverbal symbols such as, music videos, maps, pictures are independent of and interact each other. In a word, a rich diversity of communication channels and media, including language, technology, image, color, music, video and other semiotic systems can be used to stimulate human sensory organs in communication. According to (Pan & Zhang, 2020) multimodal means is indispensable in the process of communicating meanings.

From the explanation above, the researcher want to apply multimodal in teaching learning. Multimodal approach is the effective learning by the use of a technology based. The researcher tried to apply this condition so that the students not feel bored. Here the researcher to apply this

condition by Multimodal Approach. This research was conducted to know how are the students' perspectives when the lecturer implemented Multimodal Approach to Teaching English Online in Higher Education During The Covid-19.

THEORETICAL FRAMEWORK

Multimodal Approach

Modality means the way human sensory organs interact with the outside world (Gu, 2007). Modality refers to communication channels and media, including language, technology, image, color, music and other semiotic systems which can stimulate different human senses (Zhu, 2007). Modality theory has been received increasing attention. All the communication is multimodal, (Kress & Van Leeuwen, 2001). Use different modes of text, image, sound and gesture to make meaning when we communicate to each other (Kress & Van Leeuwen, 2001). Multimodality describes some components like visual, auditory, gestural, verbal etc used in many human-machine interfaces (Merchant, 2010). Modality describes all used in multimedia presentations (Pagani, 2008). The varieties of modalities were used in communication, such as language, color, taste, image and so on. In other words, employment of two or more senses for interactions will form multimodality (Scollon & Scollon, 2003). Multimodality involves employment of the image, sound, word, color, movement, space, etc. Characterizes multimodal as all verbal and visual semiotic sources that can be utilized to understand the sorts and levels of dialogical association in a reading material (Herman, n.d.). Multimodal approach in this study means using two and more senses for interactions in language teaching. They are questionnaire and interview. In the process of multimodal teaching, students can perceive, understand, encode and store the input information which will lay a foundation for the conscious and automatic output of information (Pan & Zhang, 2020).

Teaching English online in Higher Education

Teaching English online in Higher Education During is very interesting. English teaching in colleges and universities from the perspective of multimodal is an innovative application of various teaching resources. When we teach the students, we must have so many ideas, like prepare the material or lesson plan and sources. Teaching resources such as video, audio and text will be organically integrated to create a more real context for the development of English teaching activities, so as to fully mobilize students' various senses, including hearing, touch, smell and vision, and improve the quality and efficiency of English teaching. The development of English teaching activities in higher education institutions under multimodal vision is of great importance, not only in a multimodal teaching environment, but also in a multimodal teaching environment. It will better develop students' English language learning skills, as well as enhance their communication skills and practical use of English (Wu, 2020). The multimodal online teaching system design can be applied to online English teaching (Sun, 2015). By multimodal approach can strengthen students' ability of the construction of discourse meanings due to the rich input of information and the stimulus of different senses (Lv & Mu, 2014).

RESEARCH METHODOLOGY

Research Design

This research design is multimodal approach. The researcher conducted the research as long as one month (7 times) by giving topics shared by using Multimodal Approach. The time of this research conducted from April 2021 to June 2021. After that, the researcher make questioner for the students about their perception as long as they follow the class. The participant of this research is fourth Semester Students of STIKOM Tunas Bangsa Pematangsiantar in academic year of 2021 – 2022.

The Instrument

The instrument used by the writer in this research is a questioner and interview. The interview was done directly to the respondents. The questioner is sent by G-form. To facilitate this subject, the researcher delivered the material using a laptop.

Technique of Data Collection

Technique of data collection in this research used qualitative data. The respondents were the fourth Semester Students of STIKOM Tunas Bangsa Pematangsiantar.

Technique of Data Analysis

The data were analyzed using systematic analysis procedures (Gall et al., 2007). The form of the data analyze by reading data set. The data was presented by description and using a charts. The interview was found by using participant number, like R1, R2, R3...ect. The report of the result was devided into two colomns. The first is participant on the left and participant's extract on the right.

FINDING AND DISCUSSION

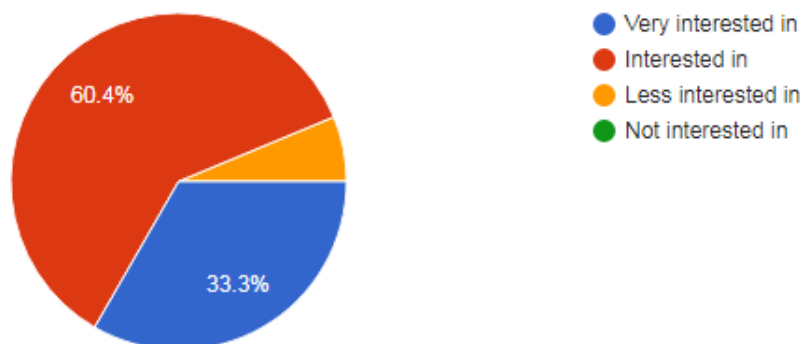
Finding

There are 48 respondents. These are the explanation in questionare and interview.

Q1:

Are you interested to learn English?

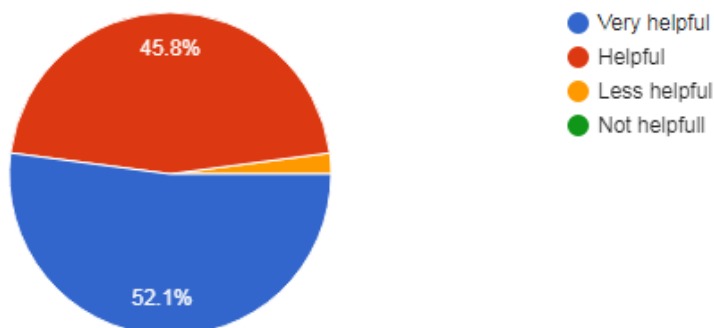
There 29 respondents or 60.4% were interested in, 16 respondents or 33.3% were very interested in, 3 respondents or 6.3% were less interested in. It concluded that or 93.7 % were attracted to learn English as figure 1:



Q2:

Do materials that given by your teacher can help you to improve your English skills?

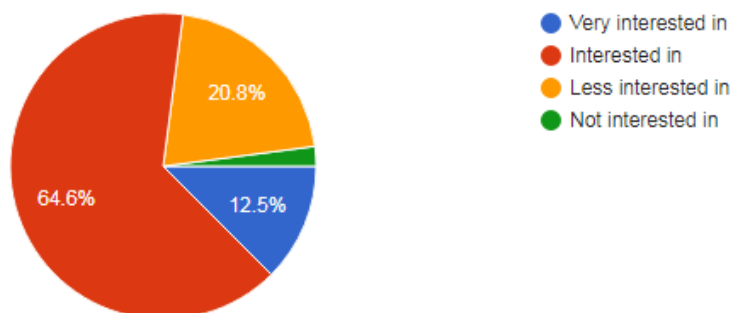
There 25 respondents or 52.1 % stated very helpful for them, 22 respondents or 45.8% stated helped them. Then 1 respondent or 2.1% stated less helpful. It concluded that 97.9% stated that the material that given by the teacher can improve their English language skills, as figure 2:



Q3:

Are you interested in learning English online?

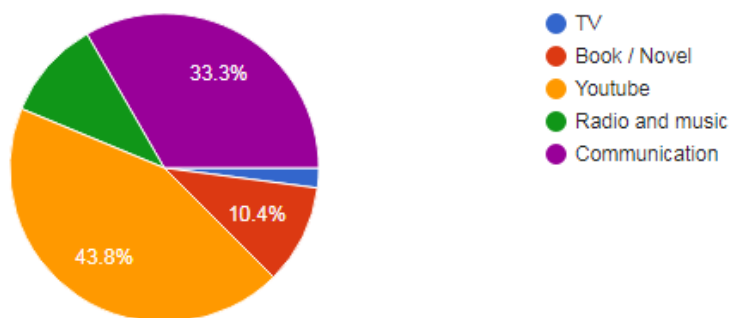
There 31 respondents or 64.6% were interested in, 6 respondents or 12.5% were very interested in. Then 10 respondents or 20.8% were less interested in and 1 respondent or 2.1 % stated they were not interested in. It concluded that 77.1 % were interested in learning English online, while 22.9 % less interested as figure 3 :



Q4:

What media do you like?

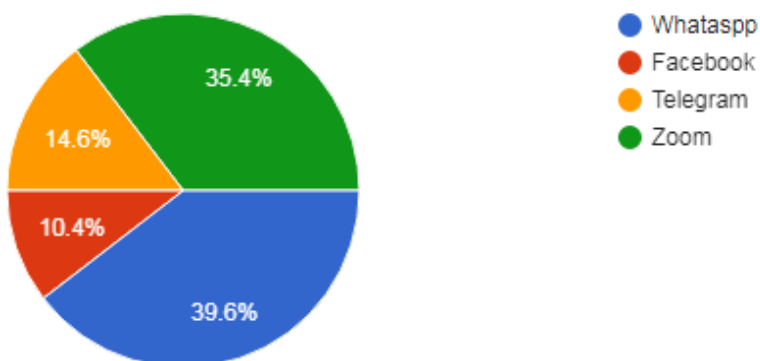
There 21 respondents or 43.8 % chose YouTube, 16 people or 33.3% of respondents chose communication, 5 respondents or 10.4% chose radio or music, 5 respondents or 10.4% chose book/novel and 1 respondent or 2.1% chose TV as figure 4.



Q5:

What communication media do you often use in learning?

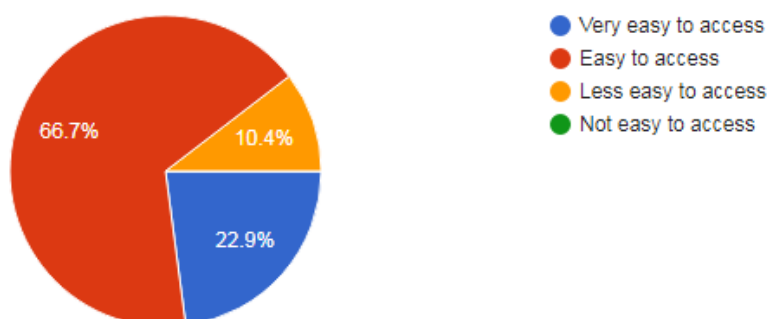
There 19 respondents or 39.6 % chose WhatsApps, 17 respondents or 35.4% of those zoom, 7 respondents or 14.6% chose Telegram, 5 respondents or 10.4% chose Facebook as figure 5.



Q6:

How is easy to access the material?

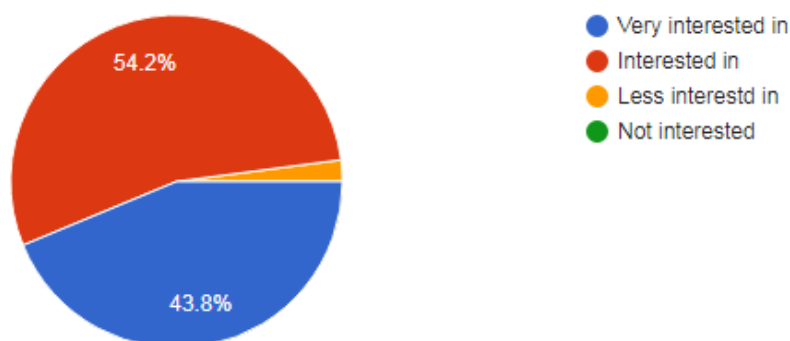
There 32 respondents or 66.7% felt it was easy to access, 11 respondents or 22.9% felt very easy to access, 5 respondents or 10.4% felt it was less easy to access. It concluded 89.6 % felt easy to access as figure 6:



Q7:

Are you interested in the material created by your lecturer through multimodal approach?

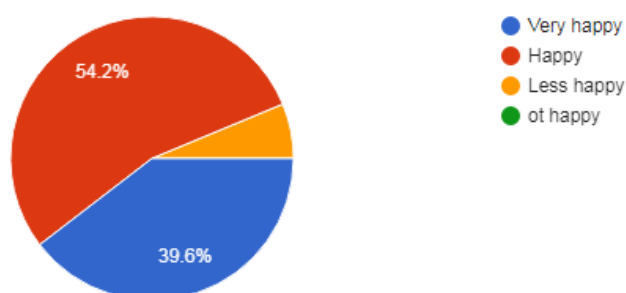
There 21 respondents or 43.8% was very interesting for them, 26 people or 54.2% of respondents were interested in, only 1 respondent or 2.1% were less interested in. From this data, the researchers concluded that most of the respondents or it concluded that more than 90% was interested in, as figure 7:



Q8:

Are you happy with the choice of words, pictures, videos, sounds and the web made by the lecturer?

There 26 respondents or 54.2 % were happy, 19 people or 39.6% were very happy, 3 respondents or 6.3% stated that they were less happy. It concluded that most of the respondents or 93.8% stated happy. The respondents felt joyfull and pleasure as figure 8.



In Implementation of Multimodal Approach to Teaching English Online in covid-19, the researchers gave two interview questions that were open-ended questions. From the 48 respondents who gave a response, the researchers randomly chose the answers from some respondents to be analyzed. The following are the findings and discussion:

Question 1: What is your feeling when you study English by using Multimodal approach with your lecturer? Respondents gave their answers as follows:

1. Happy
2. pleasant
3. I feel very happy. because with multimodal learning, it makes me like to learn English
4. Happy
5. I am happy and study English by using multimodal makes it interesting
6. I feel happy
7. very helpful and fun

8. very happy, because Americana English is the common language used internationally
9. Happy
10. Interested in
11. Interesting and fun.
12. Very good
13. Yes, Happy
14. I don't feel comfortable
15. I got more easy for learning English.
16. Learning may be more interesting. Especially if it is done face to face. This allows students and lecturers to interact further in the material. Can understand the material provided can be a plus.
17. My feeling when learning with multimodal is that the lessons become easier to understand
18. I'm very happy
19. I am very happy
20. Very happy
21. I find it much more effective to learn a language directly with people, for example with foreigners or tourists. if we still know a little about conversation in English, at least we can train our hearing what that person is telling us... so that over time we know and can adapt.... if we study online, I don't think it is very effective, even though the website is famous, it doesn't mean the students can be fluent or understand... in conclusion, learning a language is more effective if there is a meeting between students and teachers.... thank you
22. My feelings are greatly helped because with such a concept, learning is easier to live and easier to follow the material presented by the lecturer
23. Very happy, because it is easy to understand and fun
24. My feelings when learning English using a multimodal approach with lecturers are happy.
25. Slightly interested
26. Happy because I can learn new things and improve my English
27. Very happy because i can learn English to improve my English
28. easy to understand explain about studying and clear communication
29. I feel happy
30. quite interesting
31. I fell so happy
32. By Multimodal get creative.
33. very happy
34. Interesting
35. The explanation of the lesson delivered is more effective and easy to understand.
36. pleasant
37. Happy.
38. pleasant
39. Happy
40. In my opinion, multimodal approach is very effective. I can conduct comprehensive learning, I can understand the subject matter as an object and the learning objectives to be achieved.
41. I'm happy and interest when learning English
42. I feel happy because it's more interesting
43. At first I was afraid because I couldn't answer the question from the lecturer but if we study and pay attention, we can definitely answer it
44. I'm happy.
45. I quite like it
46. I feel very happy
47. I think it's quite interesting and very helpful
48. Yes I quite enjoy

Question 2 :When you study English by using a combination of text, images, sound, video and web during the pandemic, Do you enjoy with your lecturer? Why? Give your reason

1. Very helpful in understanding the material given by the lecturer
2. Yes, I really enjoy it. Because learning to use multimodal helps me understand learning that I didn't know before
3. I really enjoyed it, because the lecturer's way of learning was very easy to understand. So learning to use online media does not hinder learning in the pandemic era
4. I'm actually not happy and don't understand the material that is distributed online and it's a little boring.
5. I enjoy it because it's interesting for me so I can easily understand
6. Yes I feel happy. Because I can or can understand the material given properly and correctly. And I also started to be able to read using English.
7. Yes, because using a combination of text, images, sound, video and the web is very helpful, so I can know how to pronounce the correct sentence, the correct sentence structure, the meaning of the sentence, and know when to use the word/sentence.
8. I enjoy and more understand
9. Happy
10. Yes, I do. Because, very interesting for me
11. Quiet good. Because the material is presented well and interesting. But it is better if the learning takes place in face-to-face meetings.
12. Yes, because when I didn't understand, my lecturer explained it again until I understood the English lesson
13. Cool
14. Yes, I enjoy
15. Yes I do, because I want to learning and can to study English. I want learning English because I want to expand my knowledge improve I can speak English with other people
16. Quite enjoy. It's just that the material described seems difficult to understand.
17. Yes, I do. Because the material become easier to understand with combination of text, images, etc. And I don't must to imagine the material, because the material has image, video, etc. To explain the material.
18. I enjoy it too, because learning does not require meeting face to face.
19. I enjoy it, because it makes me understand what is about learning because of the interesting visuals
20. Really enjoy it because it makes it very easy for students to understand the lessons taught by the lecturer
21. It's much more fun to learn a foreign language online with animation, sound, and text....we can know how to pronounce it properly and correctly.
22. During online learning I feel that I can still follow the lessons and understand the material given by the lecturer even though it is not as easy as understanding when learning face to face. Because online learning there are many obstacles, for example unstable signals, and others.
23. Because by using the multimodal method equipped with sounds, pictures, learning videos, you are not bored and happy

- yes, i enjoy learning when using a combination of text, images, sound, video and the web during a pandemic, because with this kind of learning, the level of boredom will be reduced and it can arouse enthusiasm or enthusiasm for learning in students.
24. Because learning media are also no longer based on just one book, but various variations of media that are able to foster a high level of interest and creativity to explore wider information or knowledge for each student.
25. No, because studying during the pandemic makes me lazy
26. I really enjoy because I can learn English with various media so i don't get bored and make me more interested in English
27. Enjoy because with English I can learn new things
28. Interesting. Easy to remember when looking at the material with the lecturer very happy
29. No, because learning English online lessons are difficult to understand
30. Quite interesting, because it makes it easier to learn
31. I understand better
32. I am so happy. It is more easy.
33. Because this learning concept can help remember vocabulary in English and also in other foreign languages.
34. Sometimes I understand
35. Enjoy a little while learning given during the pandemic. Because there are some materials that are less understandable or captured during online learning, they can be deeper when the explanation of the material is directly explained in front of the class or face to face
36. Enjoy, because learning by using this combination can reduce student boredom by viewing the videos or images provided
37. Yes, I enjoy
38. Enjoy, because with learning by using a combination, students do not feel bored because the way the learning is delivered can see videos or pictures
39. Interesting and makes me not bored
40. When I do learning using text, videos and images during a pandemic I really like it because with the fan text images that are given i understand more in understanding theory
41. I'm enjoy study English with combination text, images and sound because I feel it will be easier to learn.
42. Yes, because it's easier and more interesting
43. Don't really enjoy it because learning directly sometimes can't understand right away especially by learning online
44. Yes, I enjoy the material that give by the lecturer
45. Yes I quite enjoy it because my lecturer is quite active and often holds lessons using zoom so it is quite easy to understand and understand
46. During the pandemic I feel uncomfortable, because it doesn't let me know anything, that's why I don't enjoy studying online
47. There are advantages there are disadvantages. The advantages of being able to study remotely and the disadvantages of unstable internet connection and expensive internet

- package prices
48. Yes I quite enjoy it because my lecturer is quite active and often holds lessons using zoom so it is quite easy to understand and understand

Discussion

Based on the findings from the question no 1, It can be concluded that most of the respondents or 93.7 % were attracted to learn English. From question 2, the researchers concluded that most of the respondents or 97.9% stated that the material that given by the teacher can improve their English language skills. From question 3, the researchers concluded that most of the respondents or 77.1 % were interested in learning English online, while 22.9 % felt that they prefer to learn face-to-face in the classroom. Then from question 4, the researcher concluded most of the students choose Youtube and communication for the media in learning English online. There were 21 respondents or 43.8 % chose YouTube and 33.3% of respondents chose communication. From questions 5, the researcher concluded most of the students choose whatapps and zoom for media communication. There were 39.6 % chose WhatsApps and 35.4% of respondents chose zoom. Then, from question 6, the researcher concluded that 89.6 % students felt easy to access the material. From question 7 and 8, about multimodal approach, the researchers concluded that most of the students or more than 90% stated that that the material created using multimodal approach are fascinating. From the question number 9 and 10, the students joyful and happy when taught by multimodal approach.

CONCLUSION

This research is a study that to analyzes the multimodal approach theory and proposes an effective way to teach English in higher education under the multimodal vision. From the data and analysis that have been completed from the results of the questionnaire regarding the students' interest in learning English, it can be concluded that: 1) most of students (the respondents) are interested in learning English, 2) most of students (the respondents) state that the material that given by the teacher can improve their English language skills, 3) most of students (the respondents) were interested in learning English online, 4) Most of students (the respondents) chose to use YouTube media for learning English through a multimodal approach, 5) most of students (the respondents) choose Zoom and whatsapp as a communication in English learning. In addition most of students (the respondents) state that the learning carried out with this multimodal approach is very interesting, very good, and can help them learn English. They also felt happy when they taught by using multimodal approach. The students (the respondents) are motivated to learn to use a multimodal approach. The results of interviews revealing students' perspectives are: 1) Students were happy in learning English by using multimodal approach. According some students, they felt comfortable and got more easy for learning English. 2) They really enjoy the material because it makes it very easy for students to understand the lessons taught by the lecturer. 3) They were very helpful in understanding when the teacher use multimodal approach.

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