



Boosting Students' Reading Comprehension Skill Using Multimodal Descriptive Texts Based Google Site

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ABSTRACT

This study aims at explaining the implementation of using multimodality learning materials based Google Site to boost students' reading comprehension of descriptive texts. Secondly, to describe students' engagement of using these digital reading materials. It employed qualitative method. The research design was classroom action research which applied two cycles. The research participants were 40 of the third semester students of Arabic Education department at Islamic university in Indonesia in the academic year of 2022/2023. Data collection techniques used interview, observation, pre-test and post-test. The results of this study show that there is an improvement in every cycle of students' reading comprehension competence. They also enjoyed and enthusiastic in joining this reading class. It is recommended that multimodal descriptive text based Google Site can boost students' reading comprehension skills.

Keywords: descriptive text, google site, multimodality, reading comprehension

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INTRODUCTION

There are four language skills in English such as listening, reading, speaking and writing. Listening and reading are included receptive skills. Speaking and writing are included productive skills. All of those language skills have each different function and characteristic. They must be mastered by English learners integrated manner. Especially in reading skills, reading is one of the key skills in language learning. Reading as a language skill requires primary interest and passion, creativity and imagination. It requires deep skill and deep vocabulary expertise and prior experience with books. It reinforces students' skills which acquire in listening, speaking and writing.

Reading is a complex, multi-faceted activity, involving a combination of both lexical and text-progressing skills that are widely recognized as being interactive. Reading is a complex activity involving perception and to understand written text. Reading is a complicated cognitive process that is likely the most important competence acquired in all academic activities. This is in line with statements of (Aditya, E.S., Risnawati, Zasrianita, F.,

& Lismayanti, 2021), (Abdillah, 2021) & (Kepirianto, C., Mariam, S., & Ashari, 2022). It means reading is an activity of obtaining information and achieving understanding. Without understanding, readers are not able to interpret what read so that the message conveyed by the author does not reach the readers. Reading by comprehending will be better than only reading.

With strengthened reading skills, learners will make greater progress and development in all other areas of learning. The statement means that reading is crucial skill that should be mastered by learners because it can help learners in improving and developing their reading skill and their ability in other areas of learning. However, most students still face the difficulties to comprehend reading passages. This study aims at explaining the implementation of multimodal descriptive text based Google Site to boost students' reading comprehension of descriptive texts. Secondly, to describe students' responses of using these digital reading materials.

Based on the statement above the researcher can conclude that reading is an important skill in language learning and also a process for obtaining and understanding the contents of reading, generalized messages, obtaining information and knowledge from written languages that involve basic understanding with specific goals. Reading is also a process of communication between a writer and a reader. A writer has message in his/her mind, such as teaching, facts, ideas and argument that he/she wants to share the writer puts the message into word or printed verbal symbols. When the messages enter the reader's mind, it means that communication goes on. In comprehending the content of the text, reader not only uses eyes but also their mind concentration to catch the writer's idea.

According to (Grabe,W & Stoller, 2002), also supported by the study of (Ilahude, F.F., Fatsah, H., Lawiti, S.R.,& Otoluwa, 2021)&(Mariam, S., Kepirianto, C., Fadhilah, M.,& Mardhiana, 2022), there are some purposes of reading:

a. Reading to search for simple information and reading to skim

In reading to search, the readers typically scan the text for a specific word, or a specific piece of information. Similarly, reading to skim is a strategic, selective reading method in which learners focus on the main ideas of a text.

b. Reading to learn from text

Reading to learn usually uses in academic contexts in which a person needs to learn a considerable amount of information from a text.

c. Reading to integrate information, write and critique texts

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting and the likely restructuring of a rhetorical form to accommodate information from multiple sources on this respect, both readings to write and reading to critique texts may be task variants of reading to integrate information. Both require abilities to selective, critique and compose information from a text.

d. Reading for general comprehension

Reading for general comprehension when accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skills in forming general meaning representation of main ideas, and efficient coordination of many processes under very limited time constraints.

Teaching Reading

Teaching is the act or process of imparting knowledge or skills to another. Teaching as an art of inducing students to behave in ways that are assumed to lead to learning. It is included

an attempt to induce students to behave well. A good teacher must create situations to facilitate learning and then motivate learners to have interest in what is being transmitted to them. Teaching is the process of carrying out activities that experiences have shown to be effective in getting students to learn. In other words, teaching obtains results in learning. Learning is the responsibility of the teacher and that if students do not learn, it is the fault of the teacher. Teaching is also undertaking certain ethical tasks or activities. The intention of which is to induce learning. The statements above also are supported by (Sipayung, 2018), (Sari, F., Hafifah, G.N., & Mayasari, 2020) & (Leach, 2020).

From the definitions above it can be concluded that teaching is a process of transfer knowledge or skills by the teacher to the students in learning process. Teaching can be done everywhere. Because, there are no restrictions on space and time in teaching, and the importance of teaching process there is preparing the teachers to transfer the knowledge to students. However, teaching does not only transfer of knowledge, but also to transfer of moral values.

Teaching reading is an interesting job for an expert. It means learning to read is natural and easy, learning to read is a complex linguistic achievement. For many children, it requires effort and incremental skill development. Moreover, teaching reading requires considerable knowledge and skill, acquired over several years through study and supervised practice.

Teaching reading is very important and very much needed in language learning. Because, teachers need to prepare and mastery their knowledge and skills, teachers have to study in several years. Teachers must be creative and innovate in choosing effective learning strategies in order to achieve learning goals. The strategies are including visualization strategy, highlighting strategy, and anticipation guide strategy, as follow.

Visualization strategy

According to (Will, 2018) the strategy to comprehend information in the text using imaginary. It is supported by (Grabe, W & Stoller, 2002), (Mariam, 2016) & (Simatupang, A.S., & Siregar, 2022) who argue that visualization is the process of building object that describes the content of the reading; such as theme, character etc. In addition, (Dila, Y.R., Safitri, 2022) & (Mariam, S., & Kepirianto, 2021) insert that visualization is strategies that can help students to improve their idea and imagination in comprehension of reading. It means that visualization is a strategy to easier the learning process and improve students' abilities mainly to find important information of the ideas of written text.

To teach reading by using the visualization strategy here some steps proposed by (Will, 2018) should be followed:

- a. Introduce the topic to the students (teacher presents a selected topic of the text through brainstorming strategy.
- b. Model analysis of the text features. It means teacher conducts a text walk before read-aloud, nothing map, visual aids, and chapter heading. Selected key vocabulary words are presented in context and discussed.
- c. Read aloud selected passage. It means teacher reads aloud the selected passage and direct students to sketch their idea while listening.
- d. Discuss version of illustration. It means students share the image of the passage and discuss variation among them. Teacher asks the students to make patterns across image such as scenes, objects and emotions.
- e. Facilitate students' application to text. It means teacher asks students continue to write a summary of the passage based on the discussion. Students continue to read the text and use the visualization strategy to process the information.

Based on the explanation above, it can be concluded that visualization strategy is one strategy that can be applied by the teacher to help students enjoy reading. It can make the students easily find the important information without reading the story so often. This strategy then can also help the students make sense with the text by drawing it in their mind. It can make the students focus on the text that they read.

Highlighting Strategy

According to (Leutner,D., Leopold,C., & Den Elzen-Rump, 2007) state that highlighting is a strategy which uses emphasize the main ideas and supporting details to help teacher teach students to increase the organization of reading. Highlighted text which concerns with the key ideas is important a test and classroom discussion. It should be used in conjunction with other strategies that support students in reviewing and understanding the ideas presented in the text. To run this strategy, the following procedures can be considered as followed:

- a) Look carefully at first time and the last line of each paragraph: important information is often contained there.
- b) Highlight only necessary word and phrases, not entire sentence.
- c) Jot notes in the margin or on a stick note to paraphrase the information, merge your thinking with it, and better remember it.
- d) Do not get thrown off by interesting details.
- e) Make notes in the margin to emphasize a pertinent a highlighted word or phrase.
- f) Note signal words
- g) Pay attention to the vast array of nonfiction features that signals important.
- h) Pay attention to surprise information.
- i) When finished, check to see that no more than a half the paragraph is highlighted.

It can be concluded that highlighting is a strategy to look for key ideas, help students to improve the organization of reading. In short, the effective highlighting focuses primarily on key ideas in a passage and may identify key quotations that capture the sense of the text in the author's own voice.

Anticipation Guide Strategy

(Kozen, A.A., 2006) state that an anticipation guide is a pre reading strategy that combines literacy instruction and content-area learning. It provides teachers with the skills and tools necessary to address the needs of all learners, including those with disabilities. Similar to the statement above, according to (Muhassin, M., Annisa, J., & Hidayati, 2021)states that anticipation guide is an active pre-reading to activate prior knowledge and preconceptions strategy begin to read the texts, as well as to provide reinforcement of key concept after reading.

(Roozkhoon, M., Samani, 2013) found that using anticipation guide had positive effect on Iranian EFL learners' comprehension of culturally unfamiliar texts. This study encourages instructors to construct authentic environment in educational settings through employing beneficial strategies in an efficient manner in their instructional schedules.

From the ideas above, it could be concluded that the anticipation guide is a pre-reading comprehension strategy that offers several benefits:

- a) An anticipation guide takes the process of reading content material from a purely passive state to active participation and discussion. Through prediction, reaction,

and controversy, the guide acknowledges students' interests, knowledge about a topic, and personal experience.

- b) Anticipation guide is usable across content areas. Articles or selections from text can be taken from any content area.
- c) It is liked by students. Students appreciate the clear and direct format that anticipation guides afford. The strategy appeals to students because it is interactive and social, encourages discussion, is non-threatening, and engages them in controversy, which they love at the middle school stage
- d) It is fairly easy to implement. After constructing and implementing a few anticipation guides, teachers appreciate their ease and simplicity.
- e) It is appropriate for at-risk student or students with disabilities. Anticipation guide can be completed by individuals, peer duos, or small groups. In addition to instructional flexibility and the use of adaptations give teachers the means to address a variety of student needs.

Activities of Reading Process

In teaching reading, there are three stages of teaching reading process that should be considered by the teacher. This is in line with (Toprak, E.L., Almacioglu, 2009) (Mariam, 2016) & (Muhassin, M., Annisa, J., & Hidayati, 2021). They are as follow:

1. Pre-reading activity

In this activity the teacher tries to activate students' knowledge about the topic being discussed. The students guided to recognize the topic and some stated information through skimming and scanning activities and also lead to be familiar with some vocabularies included in the reading text. This activity is done only to attract students' interest, motivation and enthusiasm till the end of reading activity.

2. Whilst-reading activity

This activity is the most important in reading process. The students start to read the text and comprehend all information in the text. The teacher guides the students to identify main ideas on each paragraph, grasp all information comprehensively and try to make some clues of the vocabularies. In this activity the teacher encourages the students to focus on reading, so that the students will be easy to understand and know what they have read so far.

3. Post-reading activity

The teacher will guide the students to derive meaning from what they have read; how to be a good reader and realizing that reading itself should cover both understanding and comprehension.

From definition above, it can be concluded that in teaching reading process, a teacher should pay attention to the three activities that will be applied, namely pre-reading, whilst-reading, and post-teaching activity. Besides, it is also a crucial thing for the teacher to think a process of developing knowledge in reading which can help the students to transfer knowledge; how to be a good reader and realizing that reading itself should cover both understanding and comprehension.

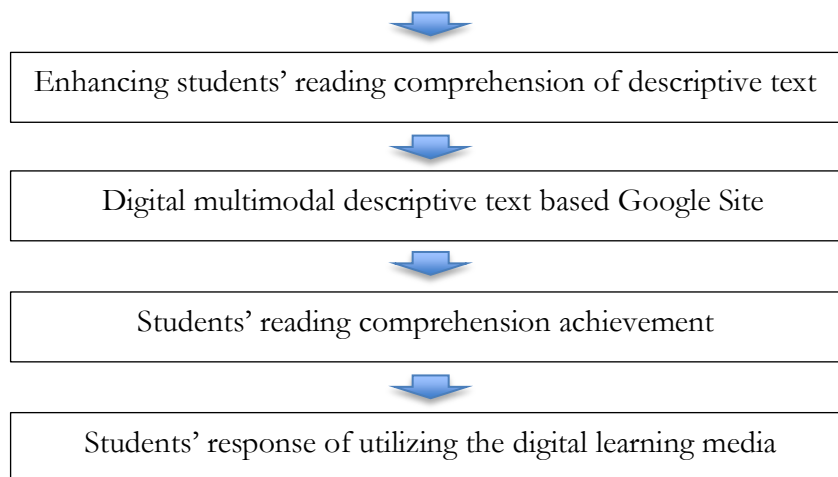
Conceptual Framework

The study can be explained below.

Figure 1 Conceptual framework

Students' problem on reading comprehension on descriptive text

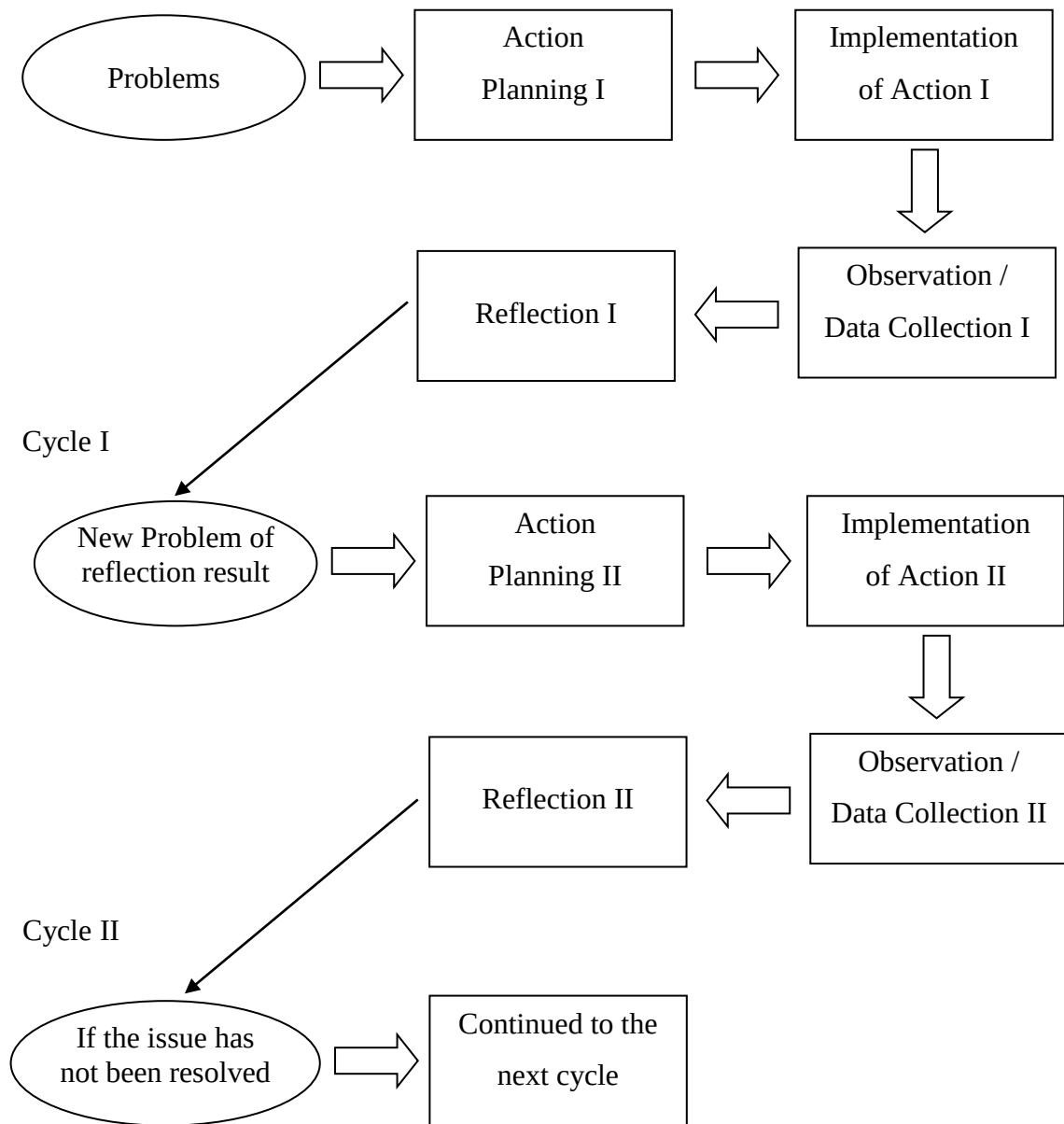
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METHOD

This study employed qualitative method. The research design was classroom action research which applied two cycles. Every cycle consists of planning, acting, observing, and reflecting. This is in line with (Mettetal, 2001), (Somekh, 2006), (Arikunto, 2007), (Burns, 2010), (McIntosh, 2010), (Efron, S.E., Ravid, 2013) & (Phillips, D.K., Car, 2014).

Figure 2: Model of Classroom Action Research



Data collection techniques used interview, observation, pre-test and post-test. In this case, classroom action research was used to test the digital multimodal learning media to help students enhance reading comprehension on descriptive text. It was to solve students' descriptive reading comprehension problems. The research participants were thirty-nine of the third semester students of Arabic Education department at Islamic university in Central Java, Indonesia in the academic year of 2022/2023. The research instruments used observation check lists, interview guidelines and reading comprehension assessment guidelines.

Research Procedure

Before conducting the research, the researchers gave the pre-test. The purpose was to find out how high the students are able to comprehend reading of descriptive text. In this phase,

the students answer reading comprehension test on descriptive text. The test contained a reading passage and consisted of twenty-five test items.

Cycle 1

Planning

In this phase, the researchers chose the learning materials: Animal. They also designed the lesson plan based on the learning materials. They prepared observation check lists. The collaborators got ready with their duty in observing students activities and their behavior towards the learning process.

Acting

The teacher gave treatment in teaching reading comprehension of descriptive text using multimodal descriptive text based Google Site. They used teaching learning cycles in giving treatment. They were Building Knowledge of the Field (BKoF), Modelling of the Text (MoT), Joint Construction of the Text (JCoT), and Independent Construction of the Text (ICoT) as stated by (Spycher, 2017) & (Andrews, M., Kezilas, D., Kontos, L., Sambell, 2021). They were explained as followed:

- Building knowledge of the Field (BKoF)

There were several activities in this step. Firstly, the researchers showed some pictures of animals. Secondly, they made brainstorming to the students about animals by asking some questions, for instance:

Do you like having cats?

How many cats do you have?

What are your activities during leisure time?

Do you like playing with your animal pets?

Why do you like animal pets?

When do you take care of animal pets?

Finally, the teacher explained about animal pets.

- Modelling of the Text (MoT)

The teachers asked students to download the digital media namely multimodal descriptive text based Google Site. This digital learning media have many examples of animal pets. Students started to open the menu. On the opening menu, students should follow the instruction such as praying before go to the lesson. After praying, then click the button labeled **Materials** to go to the materials. The students went to Reading Activity menu. They read the generic structure and language feature of descriptive text. In this menu, there some learning video, also vocabulary development and reading exercises. There are 5 reading topic related to descriptive texts. They are People, Place, Daily Activities, Animals and Things. All of students should learn about all the reading topics.

- Joint Construction of the Text (JCoT)

The teachers made 20 groups in this class. Each group was asked to answer the reading exercises. Each group supported the member. They were peer teaching. They learned the digital learning materials cooperatively.

- Independent Construction of the Text (ICoT)

After they made some preparations, the researchers divided reading test and worksheets. The teachers assessed students' answer in the test. The posttest was conducted to measure students' reading comprehension of descriptive text.

Observing

The researcher and the research collaborators observed students' activities using observation guideline and check lists, collected the data and monitored teaching learning process of reading comprehension. The observation consisted of implementing the multimodal descriptive text based Google Site in teaching reading comprehension. The research collaborator also observed students' behavior during the researchers provided treatments. In this website consists of multimodal learning media such as video, game, and colorful pictures which are attractive also students' response of using this learning model.

Reflecting

The researcher and collaborators analyzed and evaluated the treatment in cycle 1. They discussed students' results of the posttest. They still found students' problems in comprehending the descriptive reading test. Based on the mean score, the students' achievement was 75. Finally, they decided to continue the next cycle in order to achieve students' good results of reading comprehension of descriptive test.

Cycle 2

Planning

The researchers designed lesson plan which implemented in cycle 2. The topic remained about descriptive text namely about describing people. They also made observation check list and students' assessment. The authentic assessment was conducted in every cycles comprehensively related to students' cognitive, psychomotor and affective aspects.

Acting

In this phase, the researchers still conducted teaching reading comprehension by implementing BCoF, MoT, JCoT and ICoT. They gave samples of describing people in descriptive text. Then they pointed out two students as the model. The researcher discussed with the students how to describe people as one of the functions of descriptive text. The students also pronounced some unfamiliar words. Finally, students prepared their reading comprehension of descriptive text.

Observing

Students got ready to answer the reading comprehension test. The researchers gave assessment of their posttest. The collaborators observed students' behavior concerning this learning model. They also took some photographs of the learning activities.

Reflecting

The last step was to evaluate students' results of their posttest. Both of the researchers and collaborators discussed students' achievement of reading comprehension of descriptive text. They concluded that students' achievement had some significant improvement. It meant the second cycle was good. The mean score was 82.

FINDING

All of the participants were given pre-test. It aims to identify students' previous ability of reading speaking skill. The mean of students' pre-test was 65. It was understandable because most students still were difficulties of comprehending reading passages of descriptive text. Students also often made wrong grammar and pronunciation.

Analysis of the cycle 1

Planning

The teacher and research collaborators started to conduct the cycle 1. In this phase, they prepared all of the treatment equipment such as lesson plan, observation check lists and posttest. The observations were also for students and researchers.

Acting

They gave first treatment. Based on the research, all activities could run well. While explaining the learning materials, all of the students paid attention seriously. They did not look nervous. They were happy and enjoy because they applied the digital media namely multimodal descriptive text based Google Site. The students involved in using this digital learning media. They also were very enthusiastic. The teacher also made assessment by giving posttest after giving treatment. The average score of posttest in cycle 1 was 75. There was an improvement of students' reading comprehension of descriptive text if it was compared from pre-test results. But the score can be increased better than cycle 1 result.

Observing

The research collaborators examined students' engagement in following the cycle 1. They observed one by one student in applying the digital media. The students discussed with their partner to answer the reading exercises in the application. After they prepared they were given the posttest.

Reflecting

The researcher used this phase to evaluate the results of cycle 1 treatment. Although they had already reached the achievement but the improvement still was increased into the best achievement. Mostly students have problems of grammar and also understanding vocabularies. Realizing this students' condition, the researcher and collaborators agreed to continue in conducting cycle 2.

Analysis of the cycle 2

Planning

In this phase, the researchers prepared lesson plan as learning scenario, assessment forms and also observation guideline.

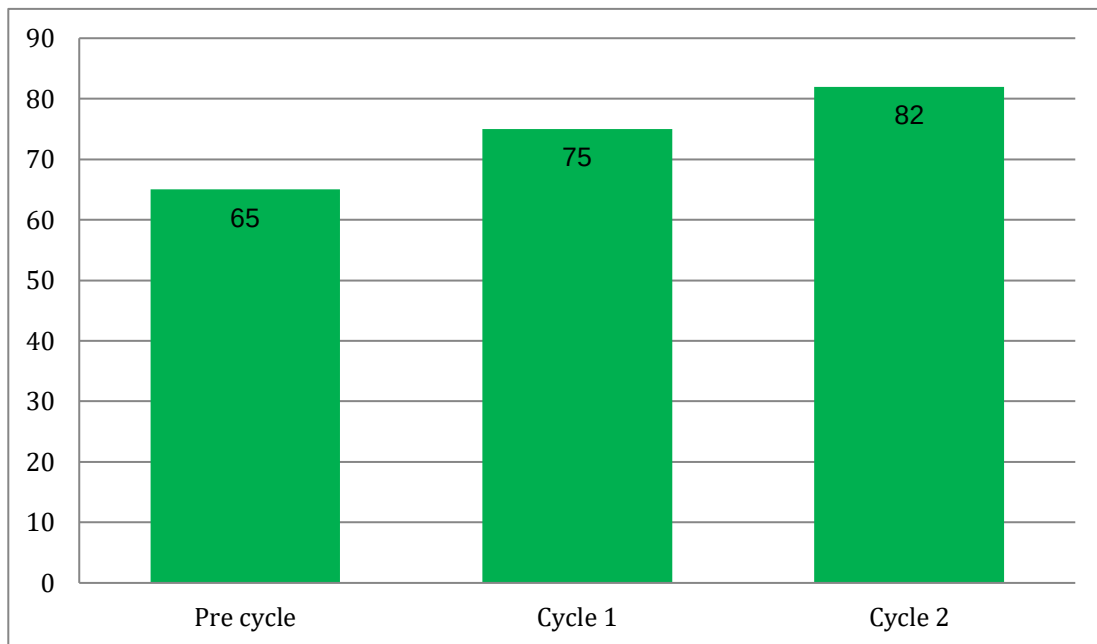
Acting

This step was conducted by giving treatment to the students. The activities were almost the same with previous cycle. In this meeting, students also answered the reading exercises. The researchers explained more detail in BKoF stage discussing more about grammar, how to pronounce difficult and unfamiliar words. Several words were drilled again and again.

Observing

The research collaborators carried out the observation of students' learning of reading comprehension. Students seemed to present their best. They learnt reading comprehension of descriptive texts using learning materials based Google Site. After that they answered the posttest. The researchers gave scoring and grading of students' achievement. Below the students' reading comprehension achievement test in every cycle.

Figure 3: The results of reading comprehension test on descriptive text



Based on the data, in the second cycle, students' performance had the indicators that the mastery of grammar good enough. Students also answered good sufficient, their vocabularies development also enriched. The reading achievement of cycle 2 was 82 above the passing grade. Beside cognitive and psychomotor aspects were assessed, the collaborators conducted students' assessment of their behavior in learning participation.

The results of observation on students' activities learning process.

Based on the observation sheet, all of students were present (100%).

- 20 students (50%) actively asked questions.
- All of students (100%) paid attention to the researchers' explanation.
- All of students (100%) were enthusiastic in applying the learning media.
- All of students (100%) have responsibility in group work.
- All of students (100%) were enthusiastic doing the reading comprehension exercises.
- * 4 students (10%) made noisy in the classroom.

The results of the researchers' activities

The assessment was not only for students but also the researchers' treatments were assessed by all of students from students' point of view. This was conducted by the research collaborators by interviewing students. The researchers were excellent in conducting students' achievement motivation; in organizing class management; in providing the tasks; in supporting group works; in giving feed back to the students' questions; in assessing students' achievement; in giving evaluation; in encouraging students' presentation.

DISCUSSION

One of the basic problems in teaching English as foreign language is to prepare students to be able to use the target language. However, most of English learners are usually afraid to learn English. Their reasons are various such as lack of grammar competence, vocabulary and poor pronunciation.

A reading lesson is made up of activities to activate students' background knowledge and present new vocabulary and tasks while students read the passages and after the reading is over. Teaching a reading lesson also requires that teachers are familiar with the framework used to teach a reading lesson.

Teachers should apply language learning strategies and learning media to make students enjoy in joining the reading class. Applying multimodal descriptive text based Google Site Using as learning media to solve students' problem of reading comprehension. It brings meaningful and joyful learning into the classroom. Students can learn the video and play the game in this digital media. This is supported by some studies conducted by (Elviana, R., Inderawati, R., & Mirizon, 2020), (Simatupang, A.S., & Siregar, 2022) & (Kepirianto, C., Mariam, S., & Ashari, 2022).

Teachers should also combine learning strategy and learning media in teaching learning process. In this study, the use of digital multimodal descriptive text significantly helps students' reading comprehension competence. Interesting learning digital media makes students enjoy and joyful. There is no denying that the internet has changed education dramatically over the past 20 years. It brings primary sources to every classroom and, among other things, enables more and faster communication between teachers and students. With digital acceleration, the education system in this country is changing. But the challenge is how quickly students and teachers adapt to teaching, learning and assessment methods. Both students and teachers can use this fast-changing digital gift consistently and wisely. This is in line with statements of (Sari, F., Hafifah, G.N., & Mayasari, 2020), (Aditya, E.S., Risnawati, Zasrianita, F., & Lismayanti, 2021) & (Mariam, S., Kepirianto, C., Fadhillah, M., & Mardhiana, 2022).

The success of teaching reading also depends on the teachers. Teachers should motivate and encourage students to have self-confidence to always practice reading. That is why teachers have many roles in EFL classroom. One of major responsibilities is the establish situation such as to promote written communication. In this study the researchers used Visualization strategy, Highlighted strategy and Anticipation guide strategy. This is supported by (Kozen, A.A., 2006), (Leutner, D., Leopold, C., & Den Elzen-Rump, 2007), (Will, 2018), also in accordance with the results of the study (Roozkhoon, M., Samani, 2013). The students also implemented pre-reading activity, whilst-reading activity and post-reading activity as suggested by (Toprak, E.L., Almacioglu, 2009), (Mariam, 2016) & (Muhassin, M., Annisa, J., & Hidayati, 2021).

Utilizing digital media through multimodal descriptive text based Google Site makes students enjoy in practice reading. They have self-confidence to learn the digital materials because it contains learning video and several pictures which support students' comprehension. It is recommended this digital media in the use of learning reading comprehension skills.

CONCLUSION

The result of the research showed that the success of teaching reading also depends on the teachers. Teachers should motivate and encourage students to have self-confidence to always practice reading as receptive skills. That is why teachers have many roles in EFL classroom.

One of major responsibilities is the establish situation such as to promote written communication. Utilizing digital media through multimodal descriptive text based Google Site makes students enjoy in practice reading comprehension. They have self-confidence to minimize reading anxiety using the learning media. It is recommended this multimodal descriptive text based Google Site to boost students' reading comprehension on descriptive text.

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