



Multimodality in the Textbook “English In Mind 3” For Tenth Grade Students of SMAN 7 Binjai

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ABSTRACT

This study aimed to investigate multimodality component, verbal and visual modes in textbook “English in Mind 3”. This study was conducted by using descriptive qualitative research method by Miles, Huberman and Saldana (2014). The data used from 4 welcome sections and 14 chapters in the textbook “English in Mind 3” for Tenth Grade Students. The data were collected through observation checklist. The data collected relates to the components of multimodality, verbal modes and visual modes, in the reading section of each welcome section and chapter. This study applied the theory of multimodal, for verbal modes is Systemic Functional Linguistic by Halliday (1994) and for visual modes is Reading Images by Kress and van Leeuwen (2006). The results of this study are verbal and visual modes have been represented in each chapter of the textbook. Overall, the compatibility between verbal modes and visual modes in supporting the conveying of meaning has also been described well, although there are still some discrepancies. It was also found that this textbook is suitable for use in learning English related to multimodality.



INTRODUCTION

English is a global language that many people use to interact with each other. Learning English involves four skills: speaking, listening, reading, and writing. According to Khasanah (2019), writing is one where individuals collaborate more. It has taken up space in most English courses. The purpose of the introduction is to arouse the readers interest and provide relevant information needed to understand the rest of the article. You should summarize the problem you are trying to solve give background on the topic discuss previous research on the topic and explain the why and how of this article.

Recount text is one of the courses taught in the tenth grade of secondary school. While retelling a text student must understand the social function general structure and linguistic features of the text. Recount text writing usually gives the reader information about an event. Recount text writing describes events that someone experiences for the purpose of information or entertainment. Common structures in retelling texts are orientation, events and re-orientation.

Nowadays, many students feel they need more time to write. Many students think unenthusiastic, afraid, and need help with writing. Ramadian (2020), the difficulties the learners face while learning writing are generating, organizing, and translating ideas into readable text. Writing will be easier if the learner's language proficiency is strong. However, it can be accepted that writing is produced in many different forms and is used for various purposes, like occupational or academic purposes. People need to learn how to write correctly.

Teaching recount text Instruction in schools, especially in Indonesia, still need to improve compared to more developed countries. Sallis (2002), this is reflected in the good quality of teachers, ethical principles, excellent test scores, support from parents, the business world, and society; sufficient resources; use of advanced technology, and a strong and decisive sense of leadership, care about pupils and students; and a balanced and rigorous curriculum.

The student writing and academic performance may be impacted by how they are taught. Kusuma (2020), the effectiveness of teaching strategies can also have an impact on student's motivation and writing abilities. To attain learning objectives, teachers must experiment with innovative teaching techniques in addition to traditional ones. For instance, Laili et al. (2020) found that Teachers need to understand how to teach the four skills of English especially writing. According to Siregar (2020) before teachers start writing activities teachers should prepare well such as choosing materials and resources teaching style and teaching methods as well teach students the proper preparation steps or writing process. Sulak (2018) suggests that digital tools have become an indispensable part of our lives today and as a result teachers instructional writing models have also changed.

Based on the interview conducted by researchers in SMAN 1 Palangka Raya, researchers were interested in studying describing recount text instruction because the instruction can provide benefits to students in writing. Because researchers observed

many students, they focused on teaching them to retell written texts. SMAN 1 Palangka Raya still needed clarification about making recount text.

METHOD

The research was conducted at the SMAN 1 Palangka Raya, located at AIS Nasution No.2 Street, Palangka Raya. This study was conducted in the second semester of grade 10 at SMAN 1 Palangka Raya in the academic year 2022/2023. The subjects of this study are three teachers who teach English subjects in 10th grade students. researchers collected information by writing interviews based on related research and converting them into an organized form. Data was collected through interviews and document review. The interview helped to get right information from sources, and documents gave information related to the contents of the document for its users. The purposive technique is applied in this study. Therefore, the data in the form of teacher's perception will be collected descriptive qualitative. The data of this research will be in form a list of responses which is taken by the subject. Here is the list of the questions:

Table 1

Topics of Questions	Question Interview
1. Questions for teaching recount text instruction conducted by a teacher at SMAN 1 Palangka Raya	How long have you been teaching at SMA Negeri 1 Palangka Raya?
	When you are going to teach a skill, an example of a language skill is writing, what does the teacher need to plan?
	Is there any special preparation before you
	teach writing skills?
	Before making a lesson plan, what does the teacher do and how do you compile this into a lesson plan?
	Does the lesson plan originate from the needs of the students?
	Does the lesson plan originate from the needs of the teacher?

2. Questions for teaching recount text instructions used directly by teachers at SMAN 1 Palangka Raya	Is there a method that you use in the process of teaching and learning writing recount text skills?
	Are the indicators, preparation, organization, and evaluation in accordance with the lesson plan made or not?
3. Questions for the teacher evaluates their teaching recount text instruction at SMAN 1 Palangka Raya	How do you do an evaluation in learning Recount text?
	What are the results of student scores in learning the Recount text?

Researches used requires testing the collected data sources and testing them with triangulation techniques (Moeleong, 2017:330). In this study researches examined the data of English language teachers of tenth grade students. Data from the interviews were then analyzed through documents. The result of qualitative research is in the form of an information or thesis statement.

Data analysis procedures

The focus of this research is examining recount text instruction in Indonesian Secondary school. The process involves interviews and is supported by documentation. Another is data reduction using data analysis techniques as well as data display and inference. Moving forward, data reduction (data collection), namely data obtained from research will be presented as it is, then data relevant to the object of research will be omitted. Subsequently, data display (presentation of data), namely the step of explaining the results of the research which is displayed systematically so readers can easily understand the sequence of questions in this study. In this research, the data can be presented in the form of text. Finally, the Drawing Conclusion, namely the last step of drawing conclusions from the data obtained so that they do not deviate from the objectives and can answer research problems.

FINDINGS

This research uses descriptive qualitative research methods. This method the after the data is known as presented in the facts above, then as a further action of this research is to analyze the collected data using a detailed descriptive method. The things that will be analyzed are teaching writing recount text quality at SMA Negeri 1 Palangkaraya. Based on the above data description, teaching writing recount text quality at SMA Negeri 1 Palangkaraya is described as follows:

1. The Teaching Recount Text Instruction Conducted by Teachers at SMAN 1 Palangka Raya

From interviews with results 3 informants stated teaching recount text instruction conducted by teachers at SMAN 1 Palangka Raya. English teachers teach using an independent curriculum so that the material they teach has the freedom to teach students. For example, teachers teach using media such as pictures or videos, or also use audio. Apart from this, teachers can also form groups for their students so that they can discuss the material they will study. Teaching recount text also follows developments with the times so that teachers and students can also use technology such as using approved applications. When used in the teaching and learning process, this should also be monitored so that students do not always open their smartphones.

2. The Teaching Recount Text Instructions Used Directly by Teachers at SMAN 1 Palangka Raya

From interviews with results 3 informants stated the quality of teaching recount text instruction used directly, all English teachers use base learning projects to teach writing and almost all use the same teaching media, namely using LCDs to play pictures, videos, audio and also using music so that the atmosphere is more enjoyable and students can learn well.

3. The Teacher Evaluates Their Teaching Recount Text Instruction at SMAN 1 Palangka Raya

From interviews with results 3 informants stated teacher evaluates their teaching recount text instruction by giving students assignments, homework, and also by giving tests to find out whether the students understand the material they have studied during learning. The English teacher has implemented various strategies to accommodate instructional writing and learning process among 10th grade students.

DISCUSSION

The research focused on examining recount text instruction in Indonesian secondary schools. This study employed a qualitative descriptive research. The finding indicate that the field conducted by researchers on teaching recount text instruction at SMAN 1 Palangka Raya established data collection methods such as written interviews were used. The data in this study were presented in a descriptive and narrative form corresponding to a sequence of questions. Details of interviews are outlined in the research field notes in the appendix. Meanwhile, the data obtained by researchers from the documentation is the teacher's lesson plan (ATP) and CP for teaching English. Researchers also took some pictures as documentation. The picture was taken while researchers was conducting research at SMA Negeri 1 Palangka Raya. In addition, researchers also recorded the conversations that were carried out during the interviews with the English teachers.

Describing Teaching Recount Text Instruction, we collected and analyzed various types of data required with the research topic. The subject of this research is a teacher who teaches in grade 10 at SMAN 1 Palangka Raya. 3 respondents in this study are teachers, namely the 10th grade English teacher who taught in X (10,11) namely Teacher 1, and the 10th grade English teacher who taught in X (7,8,9) namely Teacher 2, and the 10th grade English teacher who teach in X (4,5,6) namely Teacher 3, The object of this study is teaching recount text instruction in X Sman 1 Palangka Raya.

Researcher took all data related to teaching instruction in tenth grade students of SMAN 1 Palangka Raya in June 2023.

This conclusion was made based on the results of the study: (1) From interviews, the teaching recount texts conducted by teachers at SMAN 1 Palangka Raya was not in accordance with proper teaching procedures. There are still deficiencies in carrying out existing procedures. There are still procedures that have not been implemented. (2) From the results of interviews, the teaching recount texts instruction carried out by teachers at SMAN 1 Palangka Raya, teachers prepare lessons without special preparation. Preparation is carried out according to the material to be taught. In preparing for learning, the teacher must prepare the lesson plan. Then choose the material according to the ability of students. In this case the preparation made by the teacher is still not optimal. (3) From the results of the interviews, the teachers evaluated their teaching recount text instruction assessed, the teachers at SMA Negeri 1 Palangka Raya tends to be good because it can be seen from the interview made that the teachers are appropriate in teaching their students based on the RPP that has been made, however, this can change if seen from the situation and conditions that occur when teaching. English teachers are alert in dealing with situations that occur, but it would be even better if the preparation made by the teacher was more thorough. Then based on the students' grades, because what I researched was only the teacher recount text instruction, so I only got the students' grades from the teacher's explanation. This statement is also supported by Hidayati (2022,p3271) Teaching writing involves identifying the characteristics of effective writing that students need to write effectively and providing feedback on how to write effectively. This statement also supported by Gore et al, (2023, p2). What is the relationship between a teacher's years of experience and teaching quality?

CONCLUSION

This study present from the results of qualitative research using interview and documentation techniques conducted at SMAN 1 Palangka Raya, it can be concluded as follows: 1). Teaching recount text instruction conducted at SMAN 1 Palangka Raya made by a teacher in the tenth-grade went well because the teachers had taught or delivered the text material well. However, the techniques taught by each teacher are different. Directly used of teaching recount text at SMAN 1 Palangka Raya. 2). Teachers teach material according to the independent curriculum syllabus, which is adapted to the needs of students. However, the material taught can be finished after one meeting because the time allotted is limited, so that unfinished material can be continued to the next day.3). Evaluation of teaching recount text instruction at SMAN 1 Palangka Raya. The teacher evaluates through practice questions, then through daily tests, and also through student worksheets (LKPD), and this evaluation has its provisions and methods for assessment, both in the form of questions, multiple choice, and essays. The grades obtained by students also variative.

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