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Students' Perceptions of the Benefits of Multimodal Texts Used by English Teachers at SMA Uswatun Hasanah Padang Panjang

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ABSTRACT

In the rapidly evolving digital era, multimodal texts—integrating visual, auditory, and textual elements—have become increasingly essential in English language instruction. However, limited research exists on how students perceive the pedagogical value of these texts in secondary education, especially within the Indonesian context. This study aims to explore students' perceptions of the benefits of multimodal texts as used by English teachers at SMA Uswatun Hasanah Padang Panjang during the 2024/2025 academic year. Employing a quantitative approach with a descriptive design, data were collected from 28 eleventh-grade students selected through total sampling. A closed-ended questionnaire using a five-point Likert scale was administered, and data were analyzed based on Djemari's perception classification (as cited in Fitri, 2016). Findings revealed that the majority of students held favorable views: 46.4% had a positive perception, 42.9% had a strongly positive perception, and only 10.7% had a negative perception. Notably, students perceived multimodal texts positively in the cognitive and conative components and strongly positive in the affective domain. These results highlight the importance of integrating multimodal strategies to enhance student engagement and comprehension in English learning. The study contributes to current ELT practices by underscoring the pedagogical relevance of multimodal texts in fostering meaningful and emotionally engaging learning experiences.

Introduction

The process of interaction between students, teachers, and other learning resources needs to be supported by the use of appropriate media (Batubara, 2020). According to Kustandi and Sutjipto, as cited in Batubara (2020), media is a tool that helps the teaching and learning processthat allows teachers to achieve learning objectives better and perfectly. In line with this, Clark (2019), as cited in Maulidya et al., (2021) asserts that for a number of fundamental reasons,

the right instructional media will captivate students' curiosity and drive to learn. Additionally, the teaching media that teachers employ supports their creativity and innovation. It is clear that the media is important to help teachers and students achieve learning objectives.

Due to the importance of media in teaching English, teachers can use a variety of media. According to Smaldino et al. (2014), there are six basic kinds of media in English language teaching and learning. The first is text which is the most commonly used medium, composed of alphanumeric characters that may be shown in any format, including books, posters, whiteboards, computer screens, and more. The second is audio. It is anything that can be heard, including noise, music, mechanical sounds (such as a car engine running), and human voices. It can be watched live or recorded. The third medium is visual, such as diagrams, pictorial books, and cartoons. The fourth is video. The fifth is objects or manipulatives that can be touched and handled by students. The sixth medium is human, such as teachers and students.

Of the six kinds of media mentioned above, text is one of the most important media used in teaching English in accordance with the *Kurikulum Merdeka* (Independent Curriculum). The English learning as specified in the Independent Curriculum uses a Genre-Based Approach (GBA) in which learning is focused on text (Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2022). The types of texts used in accordance with this approach and curriculum are diverse, for example, narration, description, exposition, procedure, argumentation, discussion, special texts (short messages, advertisements), and authentic texts. These various texts are presented not only in the form of written texts, but also spoken texts (monologues or dialogues), visual texts, audio texts, and multimodal texts. The text can be audio texts or multimodal texts (texts that contain verbal, visual and audio). They can be authentic or texts created for teaching purposes that are produced in single or multiple texts, or produced on paper or screen (Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2022).

Based on the explanation of English text in accordance with the *Kurikulum Merdeka* (Independent Curriculum), English teaching in Indonesia focuses on the development of students' language skills by using various types of texts, including multimodal texts. Multimodal text is a text that combines two or more semiotic systems (linguistic, visual, audio, gestural, and spatial) (Anstey & Bull, 2010; Chen, 2022; Trisanti et al., 2022; Anis & Khan, 2023). Therefore, in the learning process, learners read not only written texts, but also texts that contain other media, such as pictures, colours, and sounds. Examples are pictorial book, website homepage, newspaper, magazines, film, video, graphic, novel, comic, poster, animation, slide show, and podcast (Anstey & Bull: 2010; Walsh, 2006; Erza, 2022; Lim et al., 2022; Ponzio & Deroo, 2023).

The use of multimodal texts that contain not only writing but also other systemic symbols can

be used to teach four language skills to students, and it will enhance their language skills (Sakulprasertsri, 2020). To teach reading, teachers can use written text with visual images, graphs, and figures (Erza, 2022; Januarty & Nima, 2018). To teach writing, teacher can also use multimodal texts, such as asking students to write in social media and Vlog (Xie et al., 2021). To teach listening, teachers can use YouTube to improve students' listening skills (Erza, 2022). To teach speaking, teachers can use movies with subtitles, and at the end of learning, students will explain the movie that they watched in English (Muzammil & Salwa, 2016).

The use of multimodal texts in English language learning has been widely researched and has several advantages. First, according to Erza (2022), students who read multimodal texts are more engaged and at ease with the materials assigned by the teacher. Additionally, students thought that the multimodal texts helped them guess the lesson and helped them get better at speaking English. Second, using multimodal texts can improve students' speaking ability (Muzammil & Salwa, 2016). Third, students were able to fully understand the multimodal texts and develop their micro and macro reading comprehension skills by reading multimodal materials (Nurviyani et al., 2020). Using multimodal texts in teaching English can engage students and make them feel more comfortable with the assigned materials, help them to guess lessons, improve their English-speaking abilities, and help them fully understand and develop their reading comprehension skills.

Given the newly implemented multimodal texts in the Independent Curriculum, it is important to see how students perceive the use of such texts. According to Safitri (2021), perception is the process of analyzing data with the use of human senses. People use their senses and brains to observe objects; the information they get is interpreted as having significance and might elicit positive or negative reactions in others. Therefore, by knowing students' perception of the use of multimodal text, the positive or negative reactions of students to multimodal text can be known.

According to Yunita and Maisarah (2020), identifying students' perceptions can be considered to know the factors that affect their understanding of the material presented. Students' understanding and academic performance may be impacted by how they perceive their teacher's knowledge, attitude, and methods of instruction. Good perceptions can increase motivation and engagement, which improves academic performance. On the other hand, negative perception decreases motivation and engagement and finally decreases students' academic performance.

The present study conducted preliminary observations to assess students' views on the use of multimodal texts by English teachers at SMA Uswatun Hasanah Padang Panjang on the 31st of August 2024. The observation was carried out through an interview with the grade XI English teacher of SMA Uswatun Hasanah, as well as with two of her students. Based on the observations, it was found that the teacher utilized comic strips and animated videos with subtitles to teach English to the eleventh-grade senior high school students at SMA Uswatun Hasanah Padang

Panjang. Additionally, the interview results indicated that the teacher employed various multimodal texts for different language skills. For reading activities, comics and pictorial books were used, while animated videos were incorporated for listening exercises. For speaking activities, students were asked to retell the contents of the pictorial books by using sequences of pictures.

The interviews with two students revealed different perceptions of the use of multimodal texts. The first student expressed a positive perception, noting that the vocabulary in the text was simple and easy to understand. The images were engaging, and the use of pictures in comics and captions in videos helped enhance comprehension of the text. On the other hand, the second student had a mix of both positive and negative views. The positive aspects included her enthusiasm for using the text, as well as the ease of understanding the video speakers due to the captions. However, her negative perception was related to difficulty in determining the correct order of the comics being read, which hindered her understanding. These findings clearly show that students had varying perceptions of the multimodal texts used by the English teacher, with some benefiting from the multimodal elements while others faced challenges.

There have been many studies that discuss the use of multimodal texts in teaching English. For example, research was conducted by Varaporn & Sitthitikul (2019) entitled "The Effect of Multimodal Tasks on Students' Critical Reading Ability and Perception", research by Fitriani et al., (2024) entitled "Students' Responses to Multimodal Texts in Learning Reading Course", research conducted by Erza (2022) entitled "The Use of Multimodal Text in Teaching English: A Case Study at Sriwijaya Negara", research conducted by Warman (2011) entitled "The Effect of Multimodal Text on Students' Reading Comprehension", and research conducted by Januarty & Nima (2018) entitled "Energizing Students' Reading Comprehension through Multimodal Texts".

The present study builds upon previous research on the same topic. While previous studies have been qualitative, focusing on how teachers use multimodal texts in English classrooms and their impact on students' reading comprehension, responses to texts, and perceptions of the materials, the present study adopts a quantitative approach. It specifically examines students' perceptions of the use of multimodal texts by English teachers at SMA Uswatun Hasanah Padang Panjang.

In this way, the present study contributes new insights into the use of multimodal texts, particularly from the perspective of the learners. The study, titled "Students' Perception of the Use of Multimodal Texts by English Teachers at SMA Uswatun Hasanah Padang Panjang," aims to reveal both the positive and negative perceptions that students have regarding the use of multimodal texts in their English learning experience.

Method

This research employing a quantitative type with a descriptive design. Quantitative research is gathering and analyzing numerical data in order to explain, predict, control, or describe phenomena (Gay et. al., 2012; Fischer et al., 2023; Ghanad, 2023; Jamieson, et al., 2023). This research described the perceptions of the eleventh-grade students of SMA Uswatun Hasanah Padang Panjang in the 2024/2025 academic year, consisting of 28 students of the benefit of multimodal text used by English teacher at SMA Uswatun Hasanah Padang Panjang. The respondents were selected because they follow English learning with a teacher who uses multimodal texts at SMA Uswatun Hasanah Padang Panjang. Since the number of the population does not reach a hundred, in line with Sugiyono (2013), the total sampling technique was applied.

The study collected the data by distributing closed-ended questionnaires with a five-point Likert scale. The questionnaires are based on a questionnaire grid about the advantages of multimodal texts according to several experts (Erza, 2022; Sari, 2022; Nurviyani et al., 2020; Varaporn & Sitthitikul, 2019) and components of perceptions according to Walgito as cited in Lele (2019), which totals 100 statement items. The questionnaire had previously been validated by 3 validators and was scored 0.80 (Very High Validity). Meanwhile, the reliability of the instrument was 0.969. Based on the Cronbach's Alpha Score Range, this reliability was categorized as very high validity. The data were then classified based on several categories suggested by Djemari, et. al., as cited in Fitri (2016).

Table 1. The Categorization of students' Perception

Class Interval	*Interpretation*
≥ (0.80 x max score)	Strongly Positive
(0.60 x max score) – (0.80 x max score)	Positive
(0.40 x max score) – (0.60 x max score)	Negative
< (0.40 x max score)	Strongly Negative

Discussion

A. Findings

1. Data Description

The questionnaire was distributed to 28 eleventh-grade senior high school students at SMA Uswatun Hasanah Padang Panjang who were enrolled in the 2024/2025 academic year on Wednesday, December 11th, 2024. The data were collected in separate classes, categorized by gender. Table 2 presents the scores reflecting the students' perceptions of the benefits of multimodal texts used by the English teacher.

Table 2. The Score of Students' Perception of the Benefit of Multimodal Text Used by English
Teacher at SMA Uswatun Hasanah Padang Panjang

Res	Score	Mean Score
R1	416	4.16
R2	427	4.27
R3	420	4.2
R4	399	3.99
R5	420	4.2
R6	330	3.3
R7	271	2.71
R8	261	2.61
R9	361	3.61
R10	332	3.32
R11	375	3.75
R12	366	3.66
R13	321	3.21
R14	374	3.74
R15	423	4.23
R16	434	4.34
R17	385	3.85
R18	270	2.7
R19	437	4.37
R20	358	3.58
R21	434	4.34
R22	437	4.37
R23	346	3.46
R24	451	4.51
R25	454	4.54
R26	398	3.98
R27	421	4.21
R28	345	3.45
Total Score	10666	
Mean Score	380,93	
Maximum Score	454	
Minimum Score	261	

Table 2 shows that the total score of students' perceptions of the benefits of multimodal texts used by the English teacher at SMA Uswatun Hasanah Padang Panjang was 10,666, with an average score of 380.93. The highest score was 454, while the lowest score was 261. The frequency for each perception was reported in Table 3. Table 3 categorizes students' perceptions of the benefits of multimodal texts used by the English teacher at SMA Uswatun Hasanah Padang Panjang.
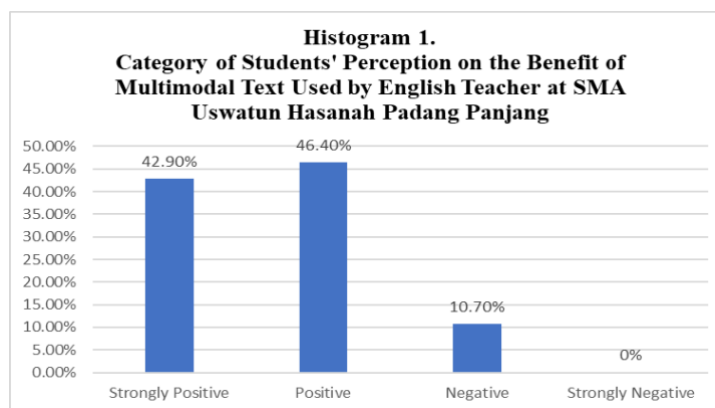
Table 3. Category of Students' Perception on the Benefit of Multimodal Text Used by English
Teacher at SMA Uswatun Hasanah Padang Panjang

Class Interval	F	%	Interpretation
≥ 400	12	42.9%	Strongly Positive
300-399,5	13	46.4%	Positive
200-299,5	3	10.7%	Negative
<200	0	0%	Strongly Negative
Total	28	100%	

The table reported that the majority of students (46.4%) had a positive perception of the benefits of multimodal texts used by the English teacher at SMA Uswatun Hasanah Padang Panjang. Specifically, 13 (46.4%) of the 28 students had a positive perception, while 12 (42.9%) of the 28 students had a strongly positive perception. Additionally, 3 (10.7%) of the students had a negative perception, and none (0%) of the students had a strongly negative perception of the benefits of multimodal texts used by the English teacher at SMA Uswatun Hasanah Padang Panjang. The histogram is presented below.

Fig. 1. Category of Students' Perception on the Benefit of Multimodal Text Used by English Teacher at SMA Uswatun Hasanah Padang Panjang

Moreover, the intensity of students' perceptions of the benefits of multimodal texts used by the English teacher at SMA Uswatun Hasanah Padang Panjang, can be categorized into three components: cognitive, affective, and conative.

2. Data Analysis

The students' perceptions of the benefits of multimodal texts used by the English teacher at SMA Uswatun Hasanah Padang Panjang were divided into three components: cognitive, affective, and conative. These components were explored through a research questionnaire, which included 60 items for the cognitive component, 20 items for the affective component, and 20 items for the conative component. The data collected for each of these components are presented below.

a. Students' Perception on the Benefit of Multimodal text Used by English Teacher at SMA Uswatun Hasanah Padang Panjang in Terms of the Cognitive Component

Table 4 shows the respondents' scores regarding perceptions of the benefits of multimodal texts used by English teachers at SMA Uswatun Hasanah Padang Panjang in relation to the cognitive component.

Table 4. The Score of Students' Perception on the Benefit of Multimodal Text Used by English Teacher at SMA Uswatun Hasanah Padang Panjang in terms of Cognitive Component

Res	Score	Mean Score
R1	250	3.125
R2	257	3.2125

Res	Score	Mean Score
R3	252	3.15
R4	227	2.8375
R5	257	3.2125
R6	207	2.5875
R7	165	2.0625
R8	150	1.875
R9	226	2.825
R10	200	2.5
R11	213	2.6625
R12	204	2.55
R13	189	2.3625
R14	228	2.85
R15	252	3.15
R16	253	3.1625
R17	231	2.8875
R18	204	2.55
R19	260	3.25
R20	204	2.55
R21	250	3.125
R22	258	3.225
R23	192	2.4
R24	275	3.4375
R25	270	3.375
R26	258	3.225
R27	256	3.2
R28	231	2.8875
Total Score	6419	
Mean Score	229.25	
Maximum Score	275	
Minimum Score	150	

The data above were obtained from the students' perception scores regarding the benefits of multimodal texts used by English teachers in terms of the cognitive component. The total score was 6,419, with an average score of 229.25, which falls into the category of a positive perception. The highest individual score recorded was 275, while the lowest was 150. Table 5 presents the category of students' perception in terms of the cognitive component.

Table 5. Category of Students' Perception on the Benefit of Multimodal Text Used by English Teacher at SMA Uswatun Hasanah Padang Panjang in terms of Cognitive Component

Class Interval	F	%	Interpretation
≥ 240	13	46.4%	Strongly Positive
180-239,5	13	46.4%	Positive
120-179,5	2	7.1%	Negative
<120	0	0%	Strongly Negative
Total	28	100%	

Table 5 shows that most students held a positive perception of the benefits of multimodal texts used by English teachers in terms of the cognitive component, with an average score of 229.25. Specifically, 13 out of 28 students (46.4%) demonstrated a strongly positive perception, while another 13 students (46.4%) showed a positive

perception. Only 2 students (7.1%) expressed a negative perception, and none (0%) reported a strongly negative perception. The distribution of students' perceptions is illustrated in the following histogram.
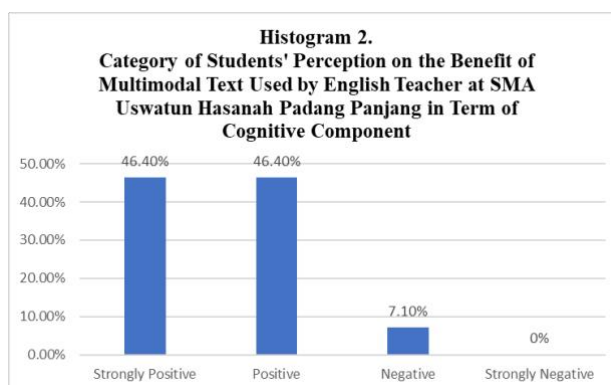

Fig. 2. Category of Students' Perception on the Benefit of Multimodal Text Used by English Teacher at SMA Uswatun Hasanah Padang Panjang in terms of Cognitive Component

b. Students' Perception on the Benefit of Multimodal text Used by English Teacher at SMA Uswatun Hasanah Padang Panjang in Terms of Affective Component.

Students' perceptions of the benefits of multimodal texts used by English teachers at SMA Uswatun Hasanah Padang Panjang in terms of the affective component are presented in the table below.

Table 6. The Score of Students' Perception on the Benefit of Multimodal Text Used by English Teacher at SMA Uswatun Hasanah Padang Panjang in Terms of Affective of Component

Res	Score	Mean Score
R1	81	4.05
R2	83	4.15
R3	84	4.2
R4	88	4.4
R5	83	4.15
R6	66	3.3
R7	54	2.7
R8	58	2.9
R9	76	3.8
R10	66	3.3
R11	98	4.9
R12	94	4.7
R13	70	3.5
R14	86	4.3
R15	95	4.75
R16	93	4.65
R17	76	3.8
R18	32	1.6
R19	90	4.5
R20	72	3.6
R21	96	4.8
R22	88	4.4
R23	74	3.7
R24	88	4.4

Res	*Score*	*Mean Score*
R25	98	4.9
R26	88	4.4
R27	76	3.8
R28	71	3.55
Total Score	**2224**	
Mean Score	**79.43**	
Maximum Score	**98**	
Minimum Score	**32**	

Table 6 presents total score of students' perceptions regarding the benefits of multimodal texts used by English teachers. The results shows the affective component was 2,224, with an average score of 79.43. This average indicates a strongly positive perception. The highest score recorded was 98, while the lowest was 32. Furthermore, the students' perceptions were categorized based on their scores, as shown in the following table.

Table 7. Category of Students' Perception on the Benefit of Multimodal Text Used by English Teacher at SMA Uswatun Hasanah Padang Panjang in Term Affective Component

Class Interval	F	%	Interpretation
≥ 80	16	57.1%	Strongly Positive
60-79,5	9	32.1%	Positive
40-59,5	2	7.1%	Negative
<40	1	3.6%	Strongly Negative
Total	**28**	**100%**	

The table shows that the majority of students (57.1%) had a strongly positive perception of the use of multimodal texts by the English teacher at SMA Uswatun Hasanah Padang Panjang in terms of the affective component. Specifically, 16 out of 28 students (57.1%) demonstrated a strongly positive perception, while 9 students (32.1%) had a positive perception. Meanwhile, 2 students (7.1%) showed a negative perception, and 1 student (3.6%) expressed a strongly negative perception. The distribution of these responses is illustrated in the following histogram.
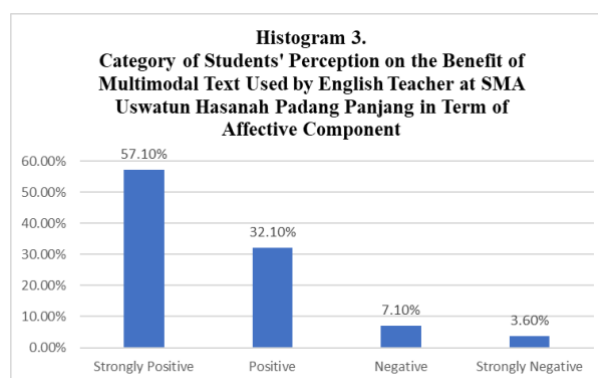

Fig. 3. Category of Students' Perception on the Benefit of Multimodal Text Used by English Teacher at SMA Uswatun Hasanah Padang Panjang in Term Affective Component

c. Students' Perception on the Benefit of Multimodal text Used by English Teacher at SMA Uswatun Hasanah Padang Panjang in term conative component.

The table below presents the respondents' scores regarding students' perceptions of the benefits of multimodal texts used by the English teacher at SMA Uswatun Hasanah Padang Panjang in terms of the conative component.

Table 8. The Score of Students' Perception on the Benefit of Multimodal Text Used by English Teacher at SMA Uswatun Hasanah Padang Panjang in terms of Conative Component

Res	Score	Mean Score
R1	85	4.25
R2	87	4.35
R3	84	4.2
R4	84	4.2
R5	80	4
R6	57	2.85
R7	52	2.6
R8	53	2.65
R9	59	2.95
R10	66	3.3
R11	64	3.2
R12	68	3.4
R13	62	3.1
R14	60	3
R15	76	3.8
R16	88	4.4
R17	78	3.9
R18	34	1.7
R19	87	4.35
R20	82	4.1
R21	88	4.4
R22	91	4.55
R23	80	4
R24	88	4.4
R25	86	4.3
R26	52	2.6
R27	89	4.45
R28	43	2.15
Total Score	2023	
Mean Score	72.25	
Maximum Score	91	
Minimum Score	34	

Table 8 shows the score of students' perceptions regarding the benefits of multimodal texts used by the English teacher at SMA Uswatun Hasanah Padang Panjang. The results show the conative component was 2,023, with an average score of 72.25. This average falls into the category of a positive perception. The highest individual score recorded was 91, while the lowest was 34. The students' perceptions were categorized as shown in table 9.

Table 9. Category of Students' Perception on the Benefit of Multimodal Text Used by English Teacher at SMA Uswatun Hasanah Padang Panjang in terms of Conative Component

Class Interval	F	%	Interpretation
≥ 80	14	50%	Strongly Positive
60-79,5	7	25%	Positive
40-59,5	6	21.4%	Negative
<40	1	3.6%	Strongly Negative
Total	28	100%	

Table 9 shows that most students had a positive perception of the use of multimodal texts by English teachers at SMA Uswatun Hasanah Padang Panjang in terms of the conative component, with an average score of 72.25. Of the 28 students, 14 (50%) demonstrated a strongly positive perception, 7 students (25%) had a positive perception, 6 students (21.4%) expressed a negative perception, and 1 student (3.6%) showed a strongly negative perception. These results suggest that while the overall perception was positive, a small number of students still held negative views. The distribution is illustrated in the following histogram.
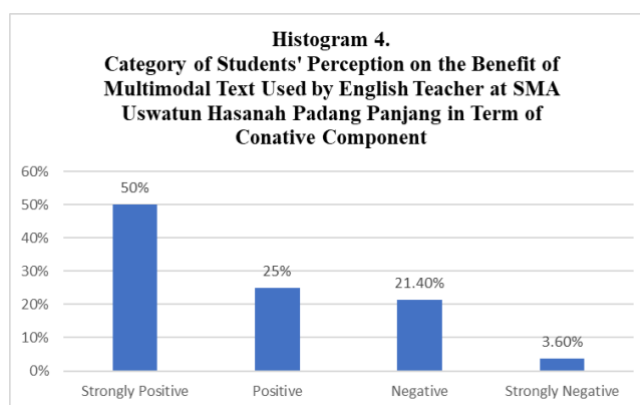
Fig. 3. Category of Students' Perception on the Benefit of Multimodal Text Used by English Teacher at SMA Uswatun Hasanah Padang Panjang in terms of Conative Component

B. Discussion

The findings of the study revealed that students' perceptions of the use of multimodal texts by the English teacher at SMA Uswatun Hasanah Padang Panjang were categorized as positive. This indicates that the students agreed that the use of multimodal texts in English learning provided benefits to their learning process. In general, they accepted and supported the integration of multimodal texts as an effective tool in learning English. This finding is in line with Varaporn & Sitthitikul (2019) who conducted a research to find out students' perception on the use of multimodal text by using qualitative research. They found that most students had a positive perception of multimodal texts, particularly in three main areas. First, students generally held a favorable impression of multimodal tasks. Second, they viewed multimodal tasks as effective reinforcement tools in the learning process. Third, these tasks were perceived as beneficial for enhancing critical reading skills.

Specifically, the present study found that students had varying perception categories across the three components of perception. In terms of the cognitive component, most students' perceptions of the use of multimodal texts by the English teacher at SMA Uswatun Hasanah Padang Panjang were categorized as positive. This indicates that students generally agree and believe that using multimodal texts in learning English offers benefits to their learning process. They understand, accept, and acknowledge the value of multimodal texts in enhancing their comprehension and engagement in English lessons. This finding is in line with Fitriani et al., (2024) who found that the majority of the pupils agree that multimodal texts were beneficial for helping students comprehend the text's overall information, enhance their reading comprehension, identify the text's topics, and increase their vocabulary mastery. The majority of students reported that the different modes presented in multimodal texts helped them stay focused and made learning more enjoyable, which in turn enhanced their understanding of the overall content.

In terms of the affective component, the study revealed that most students' perceptions of the use of multimodal texts by the English teacher at SMA Uswatun Hasanah Padang Panjang were categorized as strongly positive. This indicates that the students strongly agree that using multimodal texts in learning English provides benefits to their learning process, and they enjoy using this type of text in their English lessons. This finding is in line with Fitriani et al., (2024) who found that students agreed that they were interested, enjoyed, and motivated in learning reading courses using various kinds of modes in multimodal texts.

As for the conative component, the study found that most students' perceptions of the use of multimodal texts by the English teacher at SMA Uswatun Hasanah Padang Panjang were categorized as positive. This indicates that students agree that using multimodal texts in English learning offers advantages to their learning process. They accept and appreciate the use of multimodal texts in their studies and intend to continue using them in future learning. In contrast with it, Fitriani et al., (2024) found that most of students were neutral in conative aspect. Those who were neutral to this statement mostly had similar reasons. The reason is stated that they were not always motivated to read after class by the multimodal texts, but rather by themselves.

Conclusion

The findings of the study show that the overall perception of the use of multimodal texts by the English teacher at SMA Uswatun Hasanah Padang Panjang falls into the positive category. Specifically, students' perception in terms of the cognitive component was categorized as positive, the affective component as strongly positive, and the conative component also as positive. These results indicate that the majority of students recognized the benefits of multimodal texts in supporting their learning experience. However, a small number of students demonstrated

negative perceptions, particularly in the affective and conative components. This suggests that while multimodal texts are generally well-received, there may be individual or contextual factors that influence students' attitudes and engagement differently. Therefore, it is recommended that future researchers investigate the underlying factors contributing to students' negative perceptions, especially in terms of affective and conative components. Understanding these factors could provide valuable insights for educators and curriculum developers to enhance the effectiveness of multimodal text usage in English language teaching.

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