ABSTRACT

Fitriani, Siti Amalia. (2023). Students' Responses to Multimodal Texts in Learning Reading Course: A Qualitative Study at Ninth Grade Students of MTs Miftahul Huda. A Paper. English Education Department, Faculty of *Tarbiyah* and Teacher Training, State Islamic University of Sunan Gunung Djati Bandung.

Multimodal text is one of the media in learning reading courses commonly used in this advanced technology era, since multimodal texts combine a variety of modes, such as movements, images, sound, and printing (Bearne, 2009). Moreover, multimodal texts have some positive effects in learning reading course, including increasing the students' reading comprehension (Astarilla, 2018). However, the reality of the students' situations is probably different from how effective multimodal text is in learning reading course. Reading aloud without comprehending the text's meaning is likely to occur among EFL students in Indonesia. Thus, this research aims to explore the students' responses to multimodal texts in learning reading course, and the contribution of multimodal texts to the students' reading comprehension.

This research employed a qualitative approach with a case study design. A questionnaire and a test were applied to conduct the data. Additionally, the homogeneity and convenience strategies of purposeful sampling were used in selecting participants. Fourteen ninth-grade students of MTs Miftahul Huda were chosen as participants to answer the questionnaire and the test regarding multimodal texts in learning reading course. Furthermore, the data were analyzed qualitatively using the six steps form Creswell (2012), and descriptive statistical method by Sugiyono (1998).

This study revealed that most of the students had positive responses to multimodal texts in learning reading course. They were interested, enjoy, and motivated in the learning process using multimodal texts, since it was fun and clearer. They also stated that it helped them understand the information of the texts and improve their reading ability, especially the non-printed multimodal text, which made them able to pronounce the words correctly. Moreover, the research also found that multimodal texts had a good contribution to the students' reading comprehension, since most of the students were excellent on the test regarding reading comprehension of multimodal texts.

In conclusion, multimodal text is a beneficial media in learning reading course. It may make the students enjoy, interested, and motivated in the learning process, and help them understand the information of the text. Besides that, multimodal texts may have a good contribution to the students' reading comprehension. Nevertheless, the role of teacher is critical in the learning process. Teacher can use a variety of multimodal texts in teaching reading course, and present the material interestingly to take the advantages of multimodal texts in learning reading course.

Keywords: Multimodal Texts, Reading Course, Students' Responses