TEACHING MULTIMODAL LITERACY THROUGH INTEGRATED LEARNING OF ADVERTISEMENT TEXTS

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Abstract: Multimodality is a term that has been widely discussed by linguists and semioticians, even education and technology experts in recent years. Then, the selection of multimodal literacy is quite reasonable as an effort to develop student competence. Regarding multimodal texts in comprehensive learning, reading, listening, writing, and speaking are the four modalities that make up multimodal texts and can be integrated into classroom learning. This study aims to analyze what types of multimodal texts are used in this study, how is the application of advertising texts is in integrated learning, and how the students improve their skills in analyzing advertisement texts after being taught using the multimodal texts. The method used in this study is descriptive qualitative through observation during teaching. The participants were the first-semester students in the "learning buddy" program, which totaled 11 people. The research findings showed four types of multimodal advertising text products and multimodal descriptive texts. The multimodal product that is applied includes listening and reading as input. Meanwhile, writing and speaking became the participant's output through the writing of ad text and act it out. The overall results show their progress in understanding and producing the multimodal texts in the class.

Keywords: *advertisement texts, multimodal texts, multimodal teaching*.

INTRODUCTION

Research conducted by Bao (2017) regarding the application of multimodal teaching in teaching reading involved two experimental classes which showed that learning in the experimental class using multimodal exposure became more effective. Also, the classroom atmosphere became more active, and the multimodal texts motivated students to build their confidence as well as their reading skills, especially reading English texts.

Yi et al. (2019) conducted in-depth research in methodological and theoretical terms regarding the practice of teaching K-12 by English teachers who utilize multimodal texts. The research found that the multimodal teaching applied by teachers in K-12 education has a variety of media. There is physical media in the form of posters, pictures, and also reading text in the form of narrative stories, graphic novels, and others. Digital media is also used at various stages of teaching, such as powerpoint when giving material, and kahoot for student enrichment sessions.

Mudra (2020) examined the benefits and barriers of multimodal literacy in online teaching for young learners who take teachers and students as participants for

interviews. The benefits that became the result of the research were obtained by students, such as developments in reading, writing, listening and speaking abilities. Collaborative interactions in teaching have also increased, both between teachers and students and between students. However, behind these benefits, a weak signal becomes an external inhibiting factor for teaching. Meanwhile, what is crucial is the difficulty of students in converting and interpreting multimodal material content into simple informational forms.

Then, research by Fajriah et al. (2021) which examined the ability of teachers to apply multimodal teaching of verbal-visual relations, showed that the teachers who were included in the purposive sampling participants only knew about multimodal texts. Meanwhile, their ability to apply them is still not qualified, so that innovation and competitive abilities of teachers must be increased in the current era.

Based on our review of the previous studies, we can conclude that research that utilizes multimodal text in the form of advertising texts which not only provide visual examples of advertisements, but also explore the content of the advertising material itself is non-existent. The existing gap motivates the researchers to carry out research utilizing multimodal texts in the form of advertisement to develop students' integrated skills.

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advertisements, but also explore the content of the advertising material itself is non-existent. The existing gap motivates the researchers to carry out research utilizing multimodal texts in the form of advertisement to develop students' integrated skills.

RESEARCH METHODOLOGY

This study used qualitaitve descriptive research method aimed to create an objective picture or description of a situation using numbers, starting from data collection, interpretation of the data as well as the appearance and results (Arikunto, 2006). This research was conducted using a qualitative method through observation in the classroom. The research was applied to see the teaching phenomena, the activities in multiomodal text teaching which were carried out systematically. This study also collected factual data on the student's skill as the results of the application of the multimodal texts. Meanwhile, this observational research did not manipulate or intervene in research subjects, instead made observations on research subjects through an ongoing learning process.

Participants consisted of 11 students as data sources, where they were semester 1 students in the English Literature study program who were joined in an additional tutoring program under the auspices of SAC (Self Access learning) lecturers and guided by affiliated study program student associations. The program was held to provide basic English guidance to English Literature undergraduate students who feel they were unable to understand lecture material. Then, data collection was done through observation which is also a research instrument. Observations were made on the responses and interactions of student learning when teaching took place, both from students with teachers or students with other students. Meanwhile, the data analysis was carried out by mapping the the advertisment created as multimodal texts, the stages of systematic learning activities, and students' responses and improvement after the teaching learning process.

RESULT AND DISCUSSION

Advertisements as Multimodal Texts

In this research, the researchers focused on making ads text in several aspects, namely the type of ads, the text elements in the ads poster, and also the descriptive text of the ads.

Image 1. Event Advertisement

Event advertisements are advertisements that aim to attract the attention of certain audiences through information or notifications. The above-mentioned multimodal product advertisement that the researchers have created information on an eating contest event from a food brand which is accompanied by promotions and prizes. Many advertising elements are also listed, including product names, address information, time, and also persuasive invitations. This type of advertisement usually informs events, such as reunions, public events from a brand, and announcements of obituary events. Eriyanto (2001, p. 225) sees how the text is further connected with the social structure and knowledge that develops in society for a discourse. It means that a poster or text advertisement like what is displayed above is formed from the social structure and knowledge that develops in society for a discourse, just like event advertisements that are formed from the community around the brand being present in the brand's event (Widyastuti, 2021).
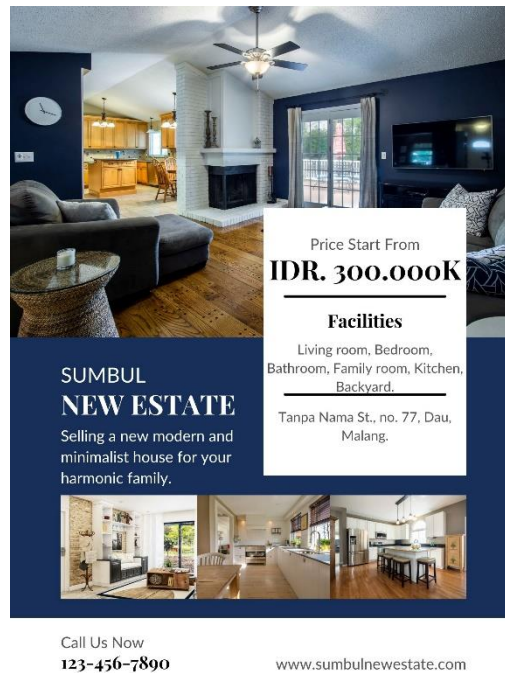
Image 2. Product Advertisement

As the name suggests, product advertising is a message conveyed to influence people to buy and use a product offered. With product advertisements, brand product owners can promote the properties they sell. Through advertising, manufacturers try to reach an audience and highlight the response of a product and how it appeals to customers. Information in product advertisements in the form of property above conveys messages to the target market regarding property or house offers to them with various furniture and also discounted prices. In addition, many multimodal elements are included, such as spatial, linguistic, visual, and other types. The information generated by advertisements such as product promotion above is formed due to the power of consumers in the product market, and the nature of that strength will be very different from the nature of the advertised product (Nelson, 1974).

Image 3. Application Advertisement

Application advertisements are usually in the form of announcements informing the public that a job position is available or the opening of registration for certain members. Generally, information like this is written in an interesting diction and not only about the availability of quotas, but also explains the institution and the benefits that potential applicants will get. There are many elements like job seekers, students, researchers, career advisers, and curriculum developers are now looking to online job advertisement data as a practical resource for exploring the dynamic nature of today's labor market (Carnevale; Jayasundera; Repnikov, 2014). Besides, they also state that online job advertisement data are very promising, especially when combined with other education and labor market data.

Image 4. Service Advertisement

Service advertising is a campaign activity for a product or service which is always marked by the provision of incentives or rewards to stimulate the market to take immediate buying action right away. This way of marketing tries to create a perceived demand or need for something by potential customers. Service advertisements usually provide information about costs for routine services, availability, and specific talents or skills that are targeted by consumers (Hite & Bellizzi, 1986). Therefore, the completeness of the text listed must be accurate and accompanied by discounted costs which are generally displayed to attract consumers who need it.

Image 5. Descriptive Text of Advertisment

The description in the ads text contains certain information that explains what is advertised or information about the company that has published the ad, aims to inform readers or viewers about the advertised product. Advertising, like mass communication media in general, has a direct communication function, while a product design has an indirect communication function (Piliang, 2004). With the description of the advertisement which is an indirect communication, consumers as readers can clearly understand the meaning of the advertisement poster which is displayed in the form of descriptive text.

In short, the multimodal texts used for the teaching-learning activity consists of four types of ads and the descriptive text of the ads.

Multimodal Application: Advertisements in the Classroom

The implementation of the advertisement to promote students' multimodal literacy is conducted in three main stages, that is, pre-activities, main activities and post activities.

Pre-Class Activities

During the first class meeting, it was confirmed that the students as participants had never received the text material that the teacher was going to teach. Thus the initial introduction to the material in the class is done by explaining on the basis of what advertising is like, especially advertising that is developed in the current era. With their digital literacy skills, The teacher took advantage of it by giving instructions to curate several examples of advertisements found on their respective social media as basic examples that they could understand. Then, the teacher gave them a short of time to ask what they don't understand. That way, they can learn fundamental knowledge about ad text as well as multimodal in visually, linguistics, audio, or gestures aspects from the examples they get. This unit contains useful information to support learning materials, especially language (Yulitasari, 2019).

Learning to read comprehension has a close relationship with the reading and texts used by students to answer questions from students. Reading comprehension is an active activity. Reading comprehension is not just understanding written symbols, but also understanding, accepting, rejecting, comparing, and believing the opinions in the reading. Reading comprehension is what will be nurtured and developed gradually in schools (Tampubolon, 1987).

In the next session, which is still within the scope of pre-class activities, the teacher provides a difference between the text found on fish posters and descriptive text in advertisements. These two things are conveyed in order to explain to them each of the intentions conveyed from the two types of text. As mentioned in Image 5, the descriptive text of the advertisement was created to give a clear picture of the product being advertised. Meanwhile, advertising text in the form of posters that include pictures, writing, gestures, empty space (Kress & Van Leeuwen, 2020) is a combination of modes which are understood as socially and culturally formed resources to communicate meaning to give an element of interest to consumers (Bezemer & Kress, 2008:171).

Main Activities

In the main session of this class meeting, after the students knew the basics of advertising material, I began to give examples of each type of advertising text. Examples of fish multimodal text posters are in the form of product advertisements, application

advertisements, service advertisements, and event advertisements. This main activity has a function to invite and encourage students to seek and find facts, knowledge, problems, and solutions (Syaodih 2007). In the search process, students practice developing skills in interacting, participating, and communicating. Thus it aims to continue their understanding of matters relating to advertisements and examples that researchers display. The following things such as what keywords are familiar with the ad, what type of ad they know when the poster is displayed, and what elements are included in each given multimodal advertising poster.

The detailed steps carried out in providing multimodal text in the form of advertising posters in this main activity are carried out systematically per type of example of advertising posters displayed. In each provision of material for this type of advertising, interaction is carried out by asking about the type of advertisement, the keywords associated with the advertisement, what products or services are advertised, and the completeness of the elements contained in the advertisement poster (Rossiter & Percy, 1987). The elements in question are the arrangement of words, pictures, movements, and colors.

Then, after understanding the multimodal advertising text, I provide descriptive advertising text to be understood by students as a support for conveying messages to consumers from all the elements of the advertisement contained in the posters and videos provided previously. The descriptive text of this ad is a generic structure of an ad that only contains visual and linguistic elements, where only writing (linguistics) can be seen to be read (visual). The enhancer constructs or modifies the meaning derived from the interaction between the core and the announcement. Enhancers also function to persuade and influence viewers to buy products (Yuen, 2004, 173).

The last session carried out in the core learning activities is enrichment. Enrichment is carried out by giving instructions to students to make examples of descriptive advertising text in groups and pronounce the text according to the intonation used in the advertising videos that they have learned in the previous session. Group assignments like this are heterogeneous in that each member of the group has different abilities, different genders, even different races and ethnicities. The goal is to train students to be able to accept the differences that exist in the group, so that cooperation within the group can run in a conducive manner (Nurdyansyah & Fahyuni, 2016). Afandi and Irawan (2013) also stated that cooperative learning is applied to motivate students so that students dare to ask questions, express opinions, and respect the opinions of their friends.

Post Class Activities

At the end of the class learning activities in post-activity, I gave some feedback from written and spoken texts. This feedback is carried out by returning students' work results which are given verbally in correcting their writing related to multimodal descriptive texts. The same goes for the results of their spoken exercise, by providing some correct wording and intonation corrections to review their pronunciation according to the examples that have been analyzed. This is expected to provide motivation to students towards improving and increasing student learning achievement (Windarsih 2017). Feedback will be useful if the teacher and students review the answers to the test questions, whether they were answered correctly or incorrectly and students are given the opportunity to correct wrong answers. The benefits of feedback for teachers can be used in making decisions, whether the subjects that have been implemented need to be improved or continued (Cooper, 1982, 8) and for students it will increase learning achievement consistently (Blocks, J.H., 1971: 36).

Students' Improvement in Multimodal Literacies

This part answers research question number three regarding the students' improvement in multimodal literacies. In the enrichment activity, the teacher gave instructions to students to make advertisement description text as their writing output from the input of reading advertising texts. By presenting the text that the teacher gave, there were many stimuli that were channeled to students which could be understood through the question-and-answer interactions as proof. This question and answer activity can train students to express opinions in discussions so as to create enjoyable learning conditions (Djamarah & Zain, 2010).
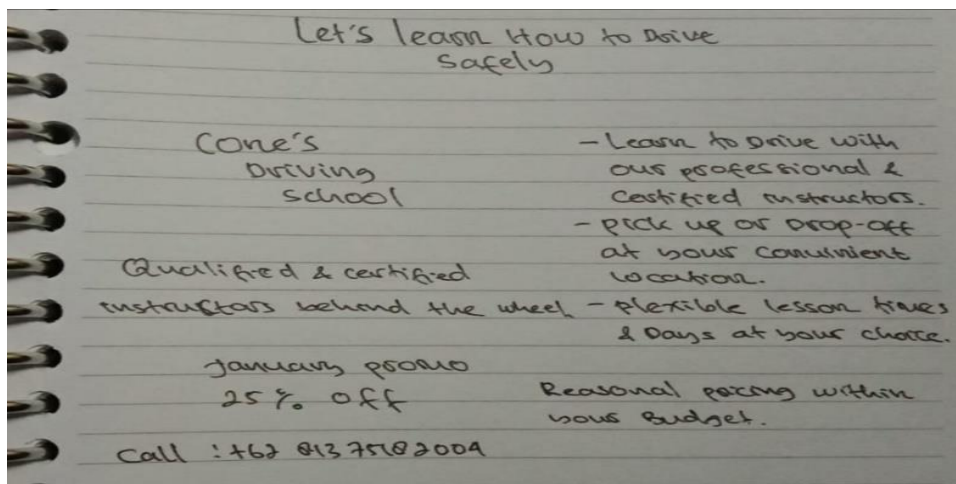

Image 6. Written advertisement text exercise from group 1

From image 6, there is an indication that students can write advertising text that visually resembles the example of the advertising text that the researchers provided in the main class activity. The ad text that the students made in the image above is an advertisement for driving course services. There is a product/institution name that provides the service, namely "Cone's Driving School". Then, there is a persuasive sentence at the beginning of the section inviting viewers to use the service. The branding offer from the institution is also listed below the initial sentence regarding the advantages and advantages that the institution has to apply to viewers, such as licenses, pick-up for courses, and also flexible time. Other aspects, such as, contacts and promos can be found at the end of the text. However, the absence of address information is a shortcoming in the text produced by this group of students. Thus, it can be concluded that this group of students has developed their output in understanding the advertising text and also some of its elements.
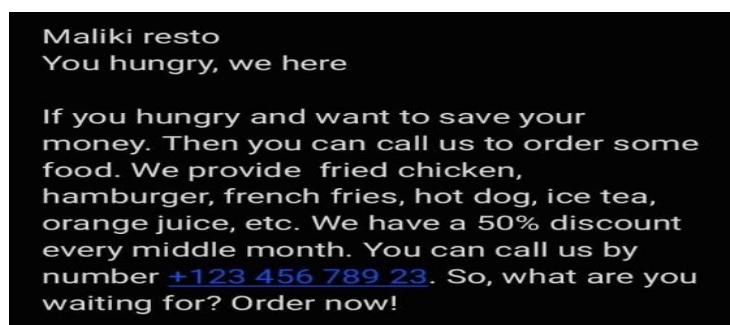
Image 7. Written advertisement text exercise from group 2

Students from group 2 write advertisement text descriptively through one of their members' gadgets which the researchers allow to do. The ad text they made indicated that it was a product advertisement, namely food from a restaurant called "Maliki Resto". Just like the ad text produced by group 1, this group 2 does not appear to include a description of the restaurant's address. From the questions I asked regarding the absence of the address, they answered that they did not include it because the name "Maliki" of the restaurant is a restaurant located in the campus area. So, the target market made in this advertisement is the surrounding community who already know the location of the campus. On the other hand, this descriptive ad text displays quite a lot of clear information in the form of persuasive sentences, slogans, restaurant contacts, promos, and also the various types of products provided. Thus, their understanding as outlined in writing descriptive text is quite good because they can write descriptive text sequentially and in sufficient detail.
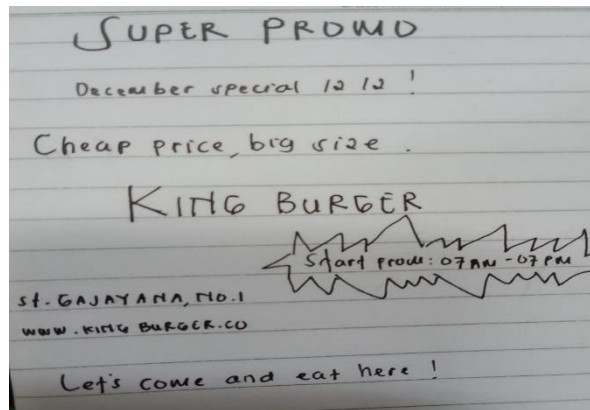

Image 8. Written advertisement text exercise from group 3

In the example above in Image 8, the advertisement text written by group 3 students is a promotion for a product called "King Burger", which is in the form of food. The completeness of the elements of the advertising text they wrote included promos, slogans, product addresses for sale, persuasive sentences, and also time information. It can be concluded that the elements of the text they wrote are complete, which are usually included in the text of the advertisement poster, not the descriptive text of the advertisement. The ad invites the target market to buy the brand's food, especially with the existence of a promo that will consciously increase consumer interest in consuming this product. In addition, the slogan they include is also a powerful tool that functions as a "hook" to help customers understand the meaning of a brand, including what it is about and what makes it special (Kusuma, 2020).

Technically, the learning process in applying multimodal texts in class all went smoothly. There are several innovations that I have made in the elaboration of material such as an understanding of the world of advertising which is slightly developing in the current era, as well as certain advertising contexts that they have encountered but have not understood. This should be conveyed because of technological developments that indirectly require audiences, including students, to increase their digital literacy.

In addition to the writing skills mentioned above, the development of their skills in the speaking aspect can be indicated from their practice when voicing the ad text they make with the

appropriate intonation. This is supported by the argument that by paying attention to voice intonation as one of the elements of direct communicative advertising, it can indirectly generate buying interest from target consumers (Nuryadi, Faisal, & budiman, 2018). Thus, students' speaking ability related to multimodal advertising text can be said to be directly proportional to their writing ability as two outputs which are indicators of successful learning in the classroom.

In providing multimodal text in learning, the students were very active in responding to the multimodal text that the researchers used, because they had never studied this advertising material before and could hone their writing skills. The students who stood out the most in responding often helped their friends in answering questions from the teacher regarding the multimodal text analysis of the advertisements that I provided and were also active in interacting with other students. On the other hand, students who are weak in responding to learning activities are two third semester students. From the observations that the researchers made during the learning process, the researchers saw that the weakness in responding was not because they did not understand, but because they felt inferior. In this teaching situation which consisted of 12 participants, only two of them came from their class, so they felt they could not stand out enough to respond to the many interactions in the learning process.

From the lesson plan that I made, in my opinion there are still some deficiencies. For multimodal material, visually related to the pictures, posters and brochures that I created, it was enough to make them understand. However, examples of implementing multimodal text descriptions related to advertisement material that I made into ad text or sentences have not been fully exposed. The limited duration of teaching makes me estimate that it is not enough to provide all the exposure to the text of advertisements from every example of the type of advertisement that I teach them.

Some of the factors that are lacking in this learning process are when the researchers provide examples of video advertisements that take a long time for them to provide feedback during the debriefing process to analyze it. They need to replay or rewind the given video. On other occasions, if any, the researchers wants to deepen the learning material for them in providing more complete examples of advertising sentence text according to each type of advertisement so that the stimulus they get is maximized.

CONCLUSION

Conclusion

All of the multimodal text advertising products that the researchers make have an impact on the development of the students' skills. Students do not only understand the text of advertisements, but also the types of advertisements and the ways in which the advertisements are delivered, they can also learn their own material in this learning activity. The transformation of their understanding experienced changes between the initial class meeting and the results of learning at the end of the class. Those who at first do not understand at all about descriptive text, especially about advertisements, finally understand and are able to express their understanding both orally and in writing. The early stages of learning provide clues and basic stimuli to them about advertising. The main learning activities provide detailed material as a whole and enrichment as their output. The post class activities provide feedback and repeat the material provided. The aspects of reading and listening that are carried out in the main learning activities become their input in understanding the material. Their abilities in the aspects of

writing and speaking that are developed in the enrichment activities are the two outputs resulting from the input earlier. If reviewed as a whole, multimodal texts related to advertising can be well understood by students with the achievement of appropriate indicators. The researchers hope that the evidence presented in this analysis may inspire teachers to improve their digital literacy skills and develop teaching media that suit the needs of their students.

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