



Needs Analysis of Multimodal-Based Reading Comprehension Teaching Materials for Level A1 French Language Education Study Program Students

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Abstract

This study aims to obtain information about French Language Education Study Program students' perception of using multimodal texts in Réception Écrite (RE) learning or reading, followed by a needs analysis of multimodal text-based teaching materials. Réception Écrite learning is currently carried out using the book *Alter Ego Plus A1*. The book is not multimodal. Therefore, it is necessary to develop teaching materials for multimodal-based Réception Écrite courses. Questionnaires were employed to get students' perceptions of the need for multimodal-based Réception Écrite teaching materials. The respondents to this questionnaire were 40 students for the 2021 academic year. The questionnaire employed has been validated by experts. The data obtained from the questionnaire were analyzed using descriptive statistics by calculating percentages. Generally, students already knew and understood a multimodal text. However, in the Réception Écrite course, only 40% of students studied multimodal texts. Students agreed to the use of multimodal texts. They needed multimodal-based Reception Ecrite teaching materials because, currently, there were no multimodal-based textbooks in the French Language Education Study Program. The development of multimodal-based teaching materials in the Réception Écrite course in the French Language Education Study Program must be carried out because this learning provides many benefits to students and lecturers. Benefits for students include interesting, easy to understand, not boring, encouraging students, fun, and others.

INTRODUCTION

Teaching materials are indispensable in classroom learning as basic materials for developing knowledge. Teaching materials also have an essential role when the learning process takes place because they are an important component that is indispensable during the learning process. Teachers teaching in class must certainly be based on predetermined teaching materials. The teacher is not advised to teach without using teaching materials. Teachers can employ teaching materials not always in print or textbooks; teachers can also use various forms of teaching materials.

In this digital era, teachers and students can find various online materials that can be used for learning. Various products that exist on the Internet can be employed for various teaching purposes. Forms of service on the Internet are a good means for teachers and students to develop themselves in the fields studied. We can access many things to gain knowledge, such as electronic books (*e-books*), electronic journals, blogs, wikis, *Facebook*, and so on (Sari, Maman Suryaman, Berniati, 2013: 246). Teachers and students can use electronic books, electronic journals, magazines, and electronic newspapers as teaching materials, provided that these materials must be selected in advance and adjusted to the needs of teaching in the classroom. Danielsson & Selander (2021) stated that currently, teachers should use multi-modal texts in teaching in the classroom.

Nowadays, the development of multimodal-based teaching materials certainly cannot be separated from the development of this digital era. Teaching materials in printed books or printed materials have become less attractive, and teachers should develop their teaching materials according to the digital era. Teachers should no longer consider that text is a symbol or writing in print because now the text is not only in print or printed writing but also written on the Internet, in movies, in videos, in e-books, in electronic newspapers, in electronic



magazines, and so on. These texts are called multimodal. Kayati (2022) has utilized multimodal texts in her learning, and as a result, students have become more interested in and like her lessons. In addition, a study conducted by Siagian and Sihombing (2022) conveys that multimodal is a variety of language modes used in communicating. They stated that multi-modal text has been done a lot, but it is still not optimal. The multimodal text employs a combination of two or more language models simultaneously. According to Abdi, Afinda, Pramudya DA, and Aris SB (2023), the development of teaching modules is beneficial for teachers and students because teaching modules developed by teachers are commonly based on the needs of students and teachers. Hence, the classroom discussion is based on the curriculum and learning objectives.

The development of multimodal-based teaching materials provides many benefits; one of which can improve students' thinking skills following the times (Sahidah, Tjandra K., and Suryani, 2021: 372). With multimodal teaching materials, students get various advantages, i.e., easier text understanding, more exciting and not boring learning, and thinking skills in the 21st century.

Currently, the use of multimodal texts is necessary because it can develop students into knowledgeable readers and producers of multimodal texts, help students use their learning styles, and enable teachers to meet the needs of different students in a learning environment (Fajri, 2019). Students with auditory, visual, and kinesthetic learning styles can be fulfilled.

Based on the information and communication technology (ICT) advances, ICT affects how we communicate, even our way of life because ICT elements can be found in almost all elements of life. Nowadays, students and millennials depend on mobile devices and the Internet because they were born and live in the digital era; they are commonly called *digital natives*. We can use this situation for learning by allowing them to dig up various documents online through mobile or computer devices.

This technological development can also be employed to help students' proficiency in French because on the Internet can be found many resources related to French language learning, such as TV5, *Le Francais dans le monde*, *Francais facile*, *Le Francais avec la Machine*, and so on. Students can be directed to use ICT and the Internet to develop French language skills. Teachers and students can use learning resources available on the Internet. Hence, the Internet is not only used to play games or read things that are entertaining but also for things that are beneficial for language progress.

Students still experience various obstacles to understanding the French text discussed in class. Not infrequently, they cannot understand the message in the text; therefore, the multimodal text is needed to help students understand the message in certain documents, also known as *literacy*. The multimodal text consists of more than one modality, e.g., text accompanied by sound, with images, or with sound and images.

According to Firmansyah (2019: 60), multimodal literacy is an ability that students need to master in the millennial era, which requires students to be able to master not only reading, writing, and mathematics but also data literacy, technological literacy, and human literacy. Thus, multimodal texts are vital in learning. It is necessary to develop teaching materials for reading multimodal-based French texts. Multimodal literacy is an effort to understand various ways of knowledge representation and meaning-making (Jewit and Kress, 2003 in Firmansyah). In addition, there are also many benefits to reading text combined with image applications that can be used as a reference to understand information (Ruhama Desy M. et al., 2020). Text accompanied by images or sounds helps students to understand the meaning contained in the text. Ikasari et al. (2019) also stated that learning English with multimodal texts could help students' text comprehension.

Learning text reading skills in the French Language Education program at Universitas Negeri Jakarta currently refers to CECRL (*European Version of Language Learning Reference*) and employs the Alter Ego Plus A1 level or Alter Ego elementary level book. For the study of reading skills, the book's author provides written texts selected according to their level. The texts selected are generally excellent and contain aspects of French social culture. However, according to the research team, these written texts do not support reading learning in the 21st century, where ICT is needed in learning, and the book does not yet have multimodal texts as ICT support. Therefore, multimodal texts are needed to learn reading comprehension skills; hence, ongoing learning in

reading comprehension classes becomes learning that integrates ICT and follows the 21st-century learning model.

Learning Reading Comprehension Skills Level 1 in the French Language Education Study Program, Universitas Negeri Jakarta

The reading comprehension skills course is compulsory for French Language Education Study Program (PBP) students. In the first year, students take courses in *pre-élémentaire* reading comprehension skills and *élémentaire* reading comprehension. Each course has three credits. The book used as the main reference is Alter Ego Plus A1. The book was published by Hachette FLE France in 2012 and written by Annie Berthet, Emmanuelle Daill, Catherine Hugot, Véronique M Kizirian, and Monique Waendendries.

Furthermore, the second year has *pre intermédiaire* and *intermédiaire* reading skills courses, each weighing three credits. The textbook used is Alter Ego Plus A2, published by Hachette France and written by Annie Berthet, Emmanuelle Daill, Catherine Hugot, Véronique M Kizirian, and Monique Waendendries.

The objective of the *pre-élémentaire* reading comprehension (*Reception Ecrite Pre Elementaire*) course is to examine production communication activities and strategies, reception activities and strategies, interactive activities and strategies, mediation activities and strategies, non-verbal communication, and also *savoir* and *savoir-faire* (French Language Education Study Program Curriculum Document 2021). Meanwhile, the *Reception Ecrite Elementaire* reading comprehension skills course will examine the same things as above, the difficulty level is different. This research discussed the *Reception Ecrite Pre Elementaire* course only; thus, the textbook employed for research was Alter Ego Plus A1.

METHOD

This descriptive quantitative research was used to explain students' perceptions of using multimodal texts in French language learning. It was followed by analyzing their needs for teaching materials on multimodal-based reading comprehension courses (*Reception Ecrite Pre Elementaire*). The research subjects were 40 French Language Education Study Program FBS students at the Universitas Negeri Jakarta. They were first-year students who had only studied French for one semester. A little idea of their French background is approximately fifty percent did not learn French in high school; thus, the French learning in class is basic-level French. To find out their perception of multimodal texts and their needs for multimodal texts in reading comprehension learning, questionnaires were carried out. The questionnaires were prepared based on the components of perception and multimodal teaching material needs obtained from the theory referenced. The classifications of these components are: (1) Student knowledge of multimodal texts; (2) Have you ever experienced multimodal text-based learning? If so, what course is it carried out in?; (3) What about the reading skills course? Has it been multimodal text-based?; (4) Student willingness to learn with multimodal texts; (5) Student reasons to learn with multimodal texts; (6) Benefits of multimodal text and reading comprehension learning; (7) Are there any shortcomings in multimodal text implementation?

A questionnaire was compiled from these components, which was then validated by experts; thus, it could be used to analyze student needs for multimodal texts. Twenty statements needed to be filled out by respondents in the form of a *Google Form*. The respondents were 40 first-year or first-semester French Language Education study program students. After students filled out the questionnaire, it was then analyzed; furthermore, the questionnaire was calculated by percentage, and the results were discussed and concluded.

RESULTS AND DISCUSSION

The questionnaire consisted of 20 questions with four answers: strongly agree, agree, disagree, and strongly disagree. The questions given are in the form of questions with positive answers with a score of 4 (*strongly agree*), then a score of 3 (*agree*), a score of 2 (*disagree*), and a score of 1 (*strongly disagree*). Based on questionnaires given to students about knowledge of multimodal texts, almost all students were familiar with multimodal texts. A total of 36 students, or 90 percent, knew a multimodal text.

According to the students, the texts in the AE Plus A1 book are good. 60% of students strongly agreed, and the remaining 40% agreed. It implied that college students like the AE Plus A1 book. The texts employed are easy to understand. The questionnaire outcomes indicated that 45% of students strongly agreed, and 65.7% agreed. Thus, the texts are understandable.

Reading comprehension and learning whether it meets the requirements of 21st-century learning: 37 people, or 92.5 percent, stated that learning in reading comprehension classes does not meet the requirements of 21st-century learning. Teachers have not used much text outside the textbooks; they focus on only textbooks.

Whether they experienced learning with multimodal texts; 55% of students conveyed that they had experienced learning with multimodal texts, and 45% experienced it with a frequency of more than twice.

Regarding the need to develop reading comprehension teaching materials that meet 21st-century skills, 75% of students stated that they strongly agreed, 14.3% agreed, and 10.7% disagreed. The need for the use of multimodal texts in learning reading comprehension; 75% of students stated that they strongly agreed, and 21.4% of students agreed.

The research results reveal that the development of multimodal texts must be carried out to hone skills and increase knowledge in learning reading comprehension. 75% of the students state that they strongly agreed, and 25% agreed. Based on these answers, comprehension should be employed in multimodal texts in learning to read.

The development of multimodal texts in reading comprehension is necessary for 21st-century learning. 75% of students stated that they strongly agreed, and 25% agreed. It indicates that students need multimodal texts in their learning.

The multimodal-based teaching materials needed are supplements. 92% stated that they strongly agreed, and 7.1% agreed. The required multimodal text can be made as supplements because there was already a main book as a reference in learning reading comprehension.

Furthermore, in the statement of whether, in the "*Réception Écrite*" course, lecturers have used multimodal texts in their lectures, there were 60% stated that lecturers have not added multimodal texts, and 40% stated that lecturers had used multimodal texts in the form of homework that must be done at home. Therefore, they agreed 100% if the *Réception Écrite* course employs multimodal texts as complementing an existing textbook.

Respondents also stated 100% that multimodal texts in the *Réception Écrite* course provide benefits and it is necessary to develop multimodal text-based *Réception Écrite* teaching materials.

The respondents explained why a multimodal text in the *Réception Écrite* course was necessary. These reasons include: 1) to make it attractive; 2) easier to understand; 3) if it is just boring written text; 4) can be learned through a device (HP); 5) prevent sleepiness; 6) prevent bored feelings; 7) to make it fun; 8) to be enthusiastic about learning; 9) I like multimodal texts; 10) videos are more interesting; 11) YouTube is better; and 12) the book is better substituted.

Discussion

Generally, students already know and understand a multimodal text. They also get learning experiences with multimodal texts in the courses they take. 60% of students studied using multimodal texts. However, in the *Réception Écrite* (Reading Comprehension) course, only 40% of students studied multimodal texts, and the remaining 60% had never experienced learning with multimodal texts. Students consent to the use of multimodal texts in *Réception Écrite* learning. In addition, they also need multimodal-based *Réception Écrite Pre Elementaire* teaching materials. They considered that multimodal text must be employed in the *Réception Écrite* class.

The use of multimodal texts in the *Réception Écrite* course needs to be applied for various reasons. Multimodal texts can make learning reading skills more interesting and easier to understand. Various forms such as video, audio, and electronic texts, other texts increase interest in learning and do not make students

easily bored or sleepy during learning. In addition, this varied form of multimodal text also makes learning more effective and flexible because it can be accessed easily anywhere and anytime, even using a smartphone.

CONCLUSION

Students need multimodal-based texts because multimodal-based learning helps students understand texts, making learning clearer and more interesting. In the 21st century, multimodal-based learning has become a necessity. Teachers and learners can find multimodal texts on the Internet. However, they must pay attention to the selection of texts because the selected text must support the main text in the textbook. Teachers can choose multimodal texts in video, audio, electronic texts, texts on the web, and so on. This multimodal text is highly useful for 21st-century learners who are passionate and technologically literate.

Based on the research results and discussion, it is necessary to develop teaching materials based on multimodality in the *Réception Écrite* course in French Language Education Study Program because the books used today are not multimodal. Currently, the learning trend is 21st-century learning, where learning must use ICT, and multimodal text is one form of ICT that can be used in the classroom.

The teaching materials for the *Réception Écrite* course must be developed because this learning provides many benefits to students and lecturers. Benefits for students include learning to be interesting, easy to understand, not boring, encouraging students, fun, and improving learning outcomes.

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