

**STUDENTS' RESPONSE TOWARD MULTIMODALITY IN  
BOOKTRACK  
TO ASSIST THE STUDENTS ENGLISH LANGUAGE  
LEARNING AT TENTH GRADE IN SMA N 13 SURABAYA  
ACADEMIC YEAR 2017-2018**

**THESIS**

Submitted in partial fulfillment of the requirement for the degree of  
Sarjana Pendidikan (S.Pd) in Teaching English



By:

**Riza Rosita**  
**NIM D75213094**

**ENGLISH TEACHER EDUCATION DEPARTMENT  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL  
SURABAYA  
2018**

## PERNYATAAN KEASLIAN TULISAN

Saya yang bertandatangan di bawah ini:

Nama : Riza Rosita  
NIM : D75213094  
Semester : X (Sepuluh)  
Jurusan/Program Studi : PENDIDIKAN BAHASA INGGRIS  
Fakultas : TARBIYAH DAN KEGURUAN

Menyatakan dengan sebenarnya bahwa skripsi yang saya buat ini benar-benar merupakan hasil karya saya sendiri bukan merupakan pengambil-alihan tulisan atau pikiran orang lain yang saya akui sebagai hasil tulisan saya atau pikiran saya sendiri.

Apabila kemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini hasil jiplakan, saya bersedia menerima sanksi atas perbuatan tersebut.

Surabaya, 25<sup>th</sup> July 2018

Pembuat Pernyataan



*Riza Rosita*  
**Riza Rosita**

**NIM. D75213045**

## ADVISOR APPROVAL SHEET

This thesis by Riza Rosita entitled "*Students' Response toward Multimodality In Booktrack to Assisst the Students English Language Learning at Tenth Grade in SMAN 13 Surabaya*" has been approved by advisors for further approval by the Board of Examiners.

Surabaya, 20<sup>th</sup> July 2018

Advisor 1



**Dr. Siti Asmivah, M.TESOL**  
NIP. 199704142006042003

Advisor 2



**Fitriah, Ph.D**  
NIP. 197610042009122001

EXAMINER APPROVAL SHEET

This thesis by Riza Rosita entitled "Students' Response toward Multimodality in Booktrack to Assist the Students English Language Learning at Tenth Grade in SMAN 13 Surabaya Academic Year 2017-2018" has been examined July, 27<sup>th</sup> 2018 and approved by the board of examiners.



Dean.

Prof. Dr. H. M. Mas'ud, M. Ag. M.Pd.I

063011231993031002

Examiner I.

M. HANAFLI, MA

NIP. 197408042000031002

Examiner II.

Rizka Safrivani, M.Pd

NIP. 198409142009122005

Examiner III.

Dr. Siti Asmivah, M. TESOL

NIP. 197704142006042003

Examiner IV.

Hilda Izzati Madiid, MA

NIP. 198602102011012012



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA  
PERPUSTAKAAN

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300  
E-Mail: perpustakaan@uinsby.ac.id

LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI  
KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama : Riza Rosita  
NIM : 075213094  
Fakultas/Jurusan : FTK / PBI  
E-mail address : Rizarosita8@gmail.com

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Perpustakaan UIN Sunan Ampel Surabaya, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah :

Sekripsi  Tesis  Desertasi  Lain-lain (.....)

yang berjudul :

Students' Response Toward Multimodality in Booktrack

to Assist the students English Language Learning

At tenth grade in SMAN 13 Surabaya Academic Year 2017-2018

berserta perangkat yang diperlukan (bila ada). Dengan Hak Bebas Royalti Non-Eksklusif ini Perpustakaan UIN Sunan Ampel Surabaya berhak menyimpan, mengalih-media/format-kan, mengelolanya dalam bentuk pangkalan data (database), mendistribusikannya, dan menampilkan/mempublikasikannya di Internet atau media lain secara *fulltext* untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan atau penerbit yang bersangkutan.

Saya bersedia untuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan UIN Sunan Ampel Surabaya, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah saya ini.

Demikian pernyataan ini yang saya buat dengan sebenarnya.

Surabaya, 10 Agustus 2018

Penulis

Riza Rosita

nama terang dan tanda tangan

## ABSTRACT

Rosita, Riza. (2018). *Students' Response Toward Multimodality In "Booktrack" To Assist The Students English Language Learning For Tenth Grade At Sman 13 Surabaya In Academic Year 2017/2018*. Athesis. English Teacher Education Department, Faculty of Education and Teacher Training, State Islamic University Sunan Ampel Surabaya. Advisor: Siti Asmiyah, S.Pd, M. TESOL and Fitriah, Ph.D

Key words: *multimodality, booktrack, response*

Improving student skill in English learning is very important for reading and writing. They are also considered as the difficult language skills. Multimodality media can be used as a way to support their English language learning. One of the tool that multimodality is Booktrack. Booktrack is a free web application that synchronizes digital books to audio, resulting in an immersive reading experience. The research discussed the multimodality features in Booktrack, the responses of the students toward multimodality in Booktrack and identify whether Booktrack assists students' language learning. To answer these cases, this research used descriptive qualitative approaches by interviewing the students. The findings showed that Booktrack application has contribution in the students' English language learning. They did not only consume the information of the Booktrack application but also create their own product from their writing. Then, students have positive respond toward the use of Booktrack as multimodal media in their English learning. The ways are multimodality in Booktrack assist the students English language learning by the features, learning style, quality, channels, frequency and genres. They can develop the students' language skill.

## ABSTRAK

Rosita, Riza. (2018). *Respon siswa terhadap Multimodality pada aplikasi "Booktrack" Students' Response Toward Multimodality In "Booktrack" To Assist The Students English Language Learning For Tenth Grade At SMAN 13 Surabaya In Academic Year 2017/2018*. Athesis. English Teacher Education Department, Faculty of Education and Teacher Training, State Islamic University Sunan Ampel Surabaya. Advisor: Siti Asmiyah, S.Pd, M. TESOL and Fitriah, Ph.D

Key words: *multimodality, booktrack, response*

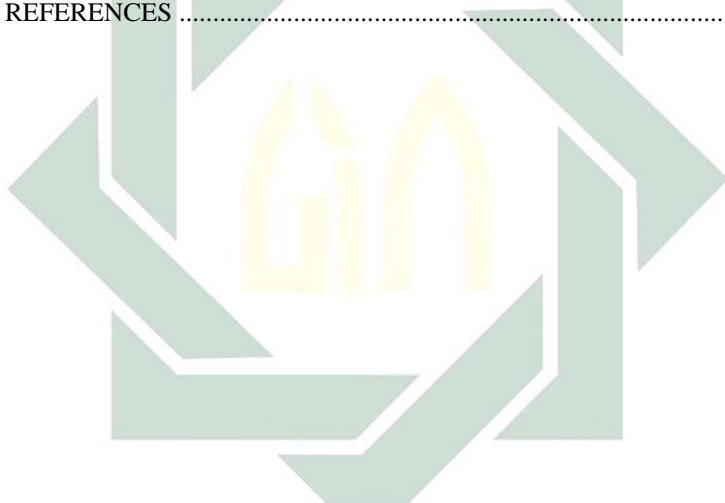
Meningkatkan skil siswa dalam pembelajaran bahasa Inggris itu sangat penting dalam membaca dan menulis. Mereka juga dipertimbangkan sebagai skill bahasa yang sulit. Media yang multimodal dapat di gunakan sebagai cara untuk mendukung kemampuan belajar bahasa Inggris mereka. Salah satu media yang multimodal adalah Booktrack. Booktrack adalah aplikasi tak berbayar yang menyeimbangkan antara buku digital kepada audio dan menanamkan pengalaman membaca. Penelitian ini mendiskusikan fitur yang multimodal pada aplikasi Booktrack, respon siswa terhadap multimodality pada Booktrack, dan mengidentifikasi cara pada Booktrack dalam membantu pembelajaran bahasa mereka. Untuk menjawab permasalahan ini, peneliti menggunakan kualitatif deskripsi dengan mewawancarai siswa. Hasil dari penelitian ini menunjukkan bahwa aplikasi Booktrack memberi kontribusi pada pembelajaran bahasa Inggris siswa. Mereka tidak hanya mengkonsumsi informasi yang terdapat pada Booktrack tetapi mereka juga bias membuat karya tulis mereka sendiri. Lalu, siswa memberikan respon positif terhadap penggunaan pada aplikasi Booktrack sebagai media yang multimodal. Cara multimodality pada Booktrack aplikasi membantu pembelajaran bahasa Inggris siswa melalui fitur, gaya belajar, kualitas, channel, frekuensi, dan jenis.

## TABLE OF CONTENTS

|  |      |
|--|------|
| COVER .....                                | i    |
| ADVISOR APPROVAL SHEET .....               | ii   |
| EXAMINER APPROVAL SHEET .....              | iii  |
| MOTTO .....                                | iv   |
| DEDICATION SHEET .....                     | v    |
| ABSTRACT .....                             | vii  |
| ABSTRAK .....                              | viii |
| ACKNOWLEDGEMENT .....                      | ix   |
| PERNYATAAN KEASLIAN TULISAN .....          | xi   |
| TABLE OF CONTENTS .....                    | xii  |
| LIST OF TABLES .....                       | xiv  |
| LIST OF FIGURES .....                      | xv   |
| LIST OF APPENDICES .....                   | xvi  |
| CHAPTER I INTRODUCTION .....               | 1    |
| A. Background of the Study .....           | 1    |
| B. Research Questions .....                | 5    |
| C. Objectives of the Study .....           | 5    |
| D. Scope and Limitation of the Study ..... | 6    |
| E. Significance of the Study .....         | 6    |
| F. Definition of Key Terms .....           | 6    |
| CHAPTER II LITERATURE REVIEW .....         | 8    |
| A. Review of Related Literature .....      | 8    |
| 1. Learning Style .....                    | 8    |
| 2. Multimodality .....                     | 13   |
| 3. Booktrack as Multitmodal Media .....    | 14   |
| 4. Response .....                          | 15   |
| 5. Students response .....                 | 19   |
| B. Previous Study .....                    | 19   |
| CHAPTER III RESEARCH METHOD .....          | 22   |
| A. Research Design .....                   | 22   |
| B. Research Presence .....                 | 23   |
| C. Research Location .....                 | 23   |
| D. Data and Source of Data .....           | 23   |
| E. Data Collection Technique .....         | 24   |
| F. Research Instrument .....               | 25   |
| G. Data Analysis Technique .....           | 27   |
| H. Validity of Data .....                  | 28   |

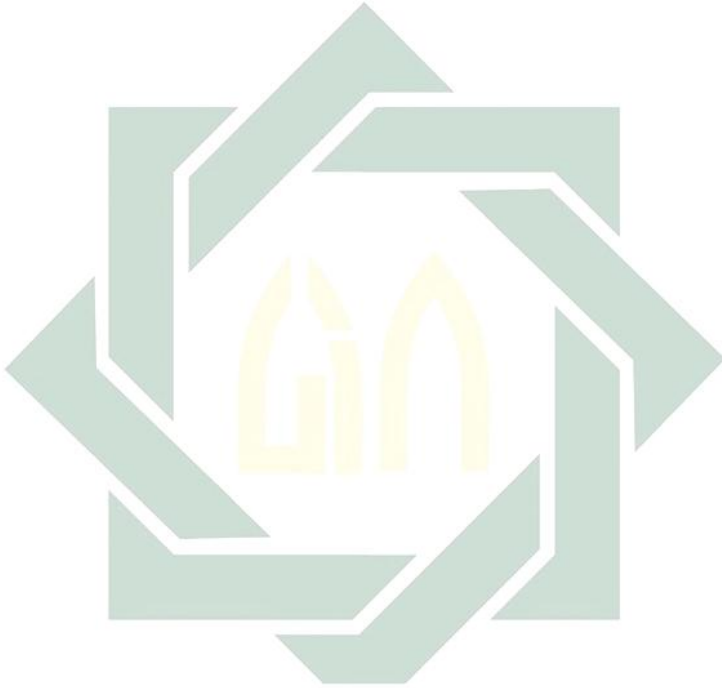


|  |    |
|--|----|
| I. Research Stages .....   | 29 |
| CHAPTER IV FINDINGS AND DISCUSSION.....  | 31 |
| A. Research Findings.....  | 31 |
| 1. The Multimodal Features in Booktrack .....  | 31 |
| 2. The Students' Response toward Multimodality in<br>Booktrack .....                           | 35 |
| 3. The Ways Multimodality in Booktrack Assist the<br>Students' English Language Learning ..... | 39 |
| B. Discussion.....   | 43 |
| CHAPTER V CONCLUSION AND SUGGESTION .....  | 50 |
| A. Conclusion .....  | 50 |
| B. Suggestion .....  | 51 |
| REFERENCES .....   | 53 |



## LIST OF TABLES

|  |    |
|--|----|
| Table 3.1 Table of Collecting Data ..... | 24 |
| Table 4.1 Results of questionnaire ..... | 36 |



## LIST OF FIGURES

- Figure 4.1 Screen shoot of auditory and reading feature.....32  
Figure 4.2 Screen shoot of uploading and downloading feature .....34

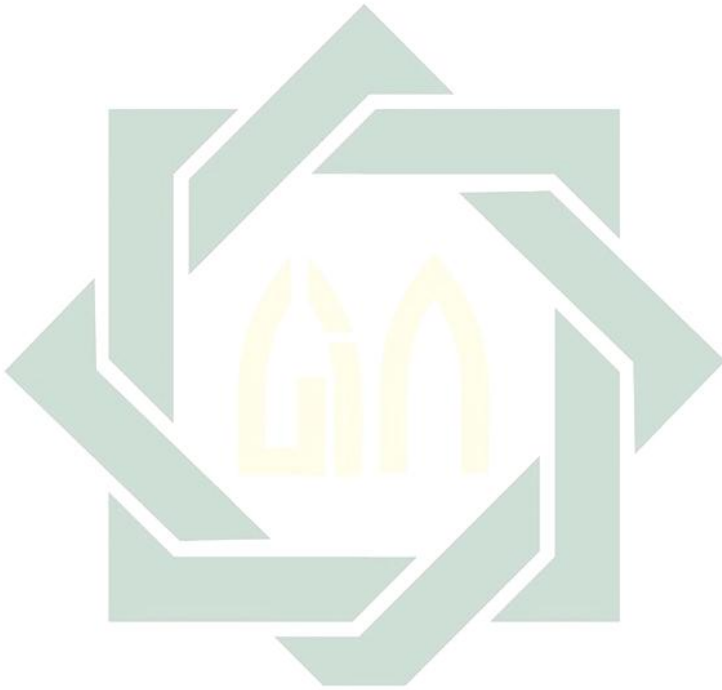


## **LIST OF APPENDICES**

Appendix 1. Questionnaire

Appendix 2. Interview Guideline

Appendix 3. Transcription of interview



# CHAPTER I

## INTRODUCTION

This chapter presents introduction of the study that explains the issues related to the research. Besides, it contains the research questions that come up from some case, objectives of the study that explain the aims of conducting this research, significances of the study. Furthermore, scope and limitation of the study are also presented in this chapter. The last, definition of key terms defining the variables used in this research is also provided in this chapter.

### A. Background of The Study

Learning foreign language incorporate several things, including students multiple intelligence and media that can accommodate various intelligence. According to Amstrong, every child was born with the potential to enable them to be intelligent.<sup>1</sup> Multiple intelligences theory sees intelligence not only based on logic or language skills, but also has other intelligences that have not been of concern. Intelligences cannot be seen only from performing tests or remembering tasks, but also the ability to solve problems and produce something in the environment. According to Kuhn; a) intelligence is not fixed or static price at birth, b) intelligence can be learned, taught, and enhanced, c) intelligence is multidimensional phenomenon and can arise in varying degrees in the brain/ mind/ system of our needs.<sup>2</sup>

Multiple intelligences require multimodal media; multimodal is a significant way for the “*digital natives*” in this era. The term “*digital natives*” recognizes that children grow up in a digital world and are more proficient in technology than traditional literacy such as printed media.<sup>3</sup>As a “*digital natives*” student in this digital era seems to grow with their multiple intelligences covering this is because they grow with technology that requires them all the

---

<sup>1</sup>Amstrong, Thomas “*Multiple Intelligence in The Classroom*” Third Edition

<sup>2</sup>Kuhn, Thomas “*The Structure of Scientific Revolutions*” Second Edition. Vol.2

<sup>3</sup>Burke, A., Butland, L., Roberts, K., & Snow, S. (2013). Using Multiliteracies to “Rethink” Literacy Pedagogy in Elementary Classrooms. *Journal of Technology Integration in the Classroom*, 5(1), p.41–53.

Retrieved from  
<http://ezproxy2.drake.brockport.edu/login?url=http://search.ebscohost.com/login.aspx?>

auditory, visual and kinesthetic abilities. In the context of learning, to get good result of learning, most of students need to apply these three combinations of learning styles.

According to Vester, learning type divided in three types, they are<sup>4</sup> : Learning type 1: Auditive learning (by listening and speaking), Learning type 2: Visual learning (through the eyes, by watching), Learning type 3: Haptic learning (by touching and feeling). Harmer states that, “All students can respond to various stimuli (such as picture, sound, music, movement, etc)”. It means that every student in the class has a different learning style and preference. Multimodality involves the complex interviewing of word, image, gesture and movement and sound. This multimodality can combine in different ways and presented through a range of media.<sup>5</sup>

Based on preliminary research that has been done by researchers on 19 February 2018 at SMAN 13 Surabaya, evidently that school requires the students to read the reading on any book. According to teachers who interviewed by the researcher, the program has been running smoothly a few years ago, also had not running due to something. But she said that entering this New Year 2018 this program started on the run back. This needs to be applied as each student is required to get the latest insights at home, school or out of school. This program is in accordance with the regulation of the Minister of Education and Culture No. 23 of 2015 on the growth of manners.<sup>6</sup> One of the main points set forth in the regulation is the obligation to read non text lessons for 15 minutes before the start of each day. In addition to reading non-text lessons using reading books that in Indonesian language, the school also requires every student to read reading in English language, either novel or various articles.

Due to the limitations of reading books or English language articles provided by the school, the teacher gives an innovation so that each student downloads one of the applications

---

<sup>4</sup>Vester. F, *Learning, thinking, forgetting* (1998, 25 edition), p.49

<sup>5</sup>Wolstencroft, H. 2007 *Visual Approaches to Teaching Writing Multimodal* 5-11. 1<sup>st</sup> edition by association with the UKLA

<sup>6</sup>Content of *Permendikbud (2015)*, Retrieved from <http://www.lmpmbanten.net/wp-content/uploads/2017/03/Permendikbud-No.-23-Tahun-2015-Tentang-PBP.pdf>

that are believed to have a good impact on the knowledge of students, especially on learning English. On the other hand, the teacher also said that so far she has not really know the response of students who have read the reading from the application. But the teacher still believes that this innovation will have a good impact and get a positive response from the students.

To strengthen the relationship between teachers and students, it takes some easy and practical learning media in the learning process in the classroom. Learning media is a tool, method, and technique used to make teacher and student communication more effective.<sup>7</sup> Media is not only used as a tool in teaching and learning process but also a tool to assist assesment process. For example at present National examination in Indonesia is used computer to evaluate students' understanding. It is one of prove that digital tool can change education to be more simple. In addition, teachers are challenged to meet the demands of integrating technology in their teaching to enhance student's learning.

Since literacy, learning is important, especially reading and writing, digital literacy is meaningful resource to enhance students' learning, incorporate their interest, and increase students' motivation and achievement. Thus, equipping students to be technology perceptive and globally competitive. Teachers are responsible for preparing students in order to face the standart for academic, which include reading, writing, listening, speaking and viewing. Digital literacy can be the tools that teachers use to help students face some standards through different literacy resource that are available. So, one of the digital tools that possible with multimodality is Booktrack. Based on Ryan O'Rourke, Booktrack is a free web application that synchronizes digital books to audio, resulting in an immersive reading experience.

Some studies about student's response, multimodality, and media in connection with English Language Learning have been undertaken. For example, Effect of a Multimodal Approach on ESL/EFL University Student's Attitude towards Poetry in Ecuador. The finding showed that this research confirms the use of a

---

<sup>7</sup>Oemar Hamalik, *Media Pendidikan* (Bandung: Citra Aditya, 1989), p.12 Bearn, E. and Wolstencroft, H. 2007 *Visual Approaches to Teaching Writing Multimodal* 5-11. 1<sup>st</sup> edition by association with the UKLA

multimodal approach to teaching poetry will improve students' attitudes towards poetry, students also reported that the poetry unit was fun, interactive, and they saw poetry in a new light as a tool to learn English.<sup>8</sup> Another study is using a Multimodal Learning System to Support Music Instruction in Taiwan. The researcher focus on multimodality approach that helps primary-school students improves their learning performance during music instruction. She found multimedia instruction is an effective way to help learners create meaningful knowledge and to make referential connections between mental representations. Also those multimodal presentations are helpful to scaffold learning.<sup>9</sup> Another study in Malaysia investigated that the students appear to be positive minded of multimodality approach, enhance the student's learning styles based on multimodality.<sup>10</sup>

Those previous studies show that multimodality is bring some advantages and challenges toward students learning. The above studies, however, here in the context as arts. In fact, study by Amy L. Freyn, Ed. D was on students' attitudes toward poetry but the researcher just focus on the implementation of a multimodal teaching approach to teaching poetry. The researcher did not take an example about how the students' respond after they learn multimodal toward poetry. Therefore, those need a further research to understand how multimodality influence student's being and how students as "digital natives" respond to multimodality media.

This research conducted in SMAN 13 Surabaya because English is one of lessons that still become the biggest problem for some students. Based on a survey conducted by a researcher in one of the tenth grade, almost one class still get low scores in English lesson especially when they make a paragraph in narrative text that given by the teacher. They feel difficult to know what are they want to write, in the other hand they did not get information clearly from the teacher. Another reason is because the school is an Adiwiyata school and has a school literacy movement program, here the

---

<sup>8</sup>L. Freyn, Amy. "*Journal of Education and Practice*". Vol.8, No.8, 2017

<sup>9</sup>Tsai, H.S, Lay, Yu. P, T & Y. H, Chang "*Educational Technology & Society*" 2010, 13, p.151-162

<sup>10</sup>Ganapathy, Malini "*The Effects of Using Multimodal Approaches in Meaning-Making of 21st Century Literacy Text Among ESL Students in a Private School in Malaysia*". Vol.7, No.2, 2018



teacher also wants to know how the responses of the students after doing school literacy movement program.<sup>11</sup> The researcher used Booktrack in this research because Booktrack is suitable media from the students personality. Recommend this product for the school because it connects media and literacy. Engages students to create and become editors and producers themselves and feel empowered.

Because of the problem above, the researcher is inspired to do the research entitled Students' Response toward Multimodality in "Booktrack" to assist the Students English language learning at Tenth grades of SMAN 13 Surabaya. The researcher try to find out the students response and the ways multimodality assist their English language learning. This research takes of this issue by study Booktrack as multimodality media in Learning English.

## **B. Research Question**

Based on the background above, the research questions will in this research are:

1. What are the multimodal features in Booktrack that assist the students English language learning?
2. How do Tenth grade students of SMAN 13 Surabaya respond toward the multimodality of Booktrack to assist student's English language learning?
3. In what ways does multimodality in Booktrack assist Tenth grade students of SMA N 13 Surabaya's English language learning?

## **C. Objectives of The Study**

Based on problems of the study above, the objectives are to investigate:

1. To find the multimodal features in Booktrack that assist the students' English language learning of SMAN 13 Surabaya.
2. To know tenth grade students of SMAN 13 Surabaya's response toward multimodality of Booktrack to assist students' English language learning.
3. To find out the ways multimodality in Booktrack assists the tenth-grade students of SMA N 13 Surabaya' English language learning.

---

<sup>11</sup> The result of short interview conducted on Monday, 19<sup>th</sup> February 2018.

#### **D. Scope and Limitation of The Study**

Due to the topic discussion as the problems have been identified above, the scope of this study is the students' response in language learning toward multimodality of Booktrack application and this study, therefore, does not further explore if Booktrack can improve students English ability. The researcher limits the study only on tenth grade students of IPA-2 at SMA N 13 Surabaya.

#### **E. Significance of The Study**

The researcher expects that the result of this research can be shared as a contribution in education for these following people:

##### **1. For the English Teacher**

It is expected to give a reference for the teacher in selecting multimodal media to assist students language learning while at the same time accommodate students multiple intelligence.

##### **2. For the Students**

The finding of this research is expected to be able to give accomplishment to the students why the media is important to assist their learning. They can explore more media in order to get information or knowledge by themselves.

##### **3. For the Readers**

The finding of this research is expected to be able to give information to the readers about using Booktrack to assist the students English language learning.

##### **4. For the Future Researchers**

The result of this study helps other researchers to enhance their knowledge on deciding the research topic. Since there is limited researcher on learning strategies, especially research on students' response toward multimodality in Booktrack. Researcher can consider the area of skill that relates to multimodal assisting the students that can be the research topic. Those it can enlarge the research on multimodal assisting students in English education or learning process.

#### **F. Definition of Key Terms**

##### **1. Multimodality**

According to Kress Multimodality is a theory, which looks at the many different modes that people use to communicate

with each other and to express themselves.<sup>12</sup>Multimodality is the combination of modes in communication (whether it be through text, visuals, animations, sounds, etc) used to deliver a message to a particular audience. In this research multimodality is the combination of text and sounds in Booktrack.

## 2. Booktrack

As Ryan O'Rourke said that Booktrack is a free web application that synchronizes digital books to audio, resulting in an immersive reading experience.<sup>13</sup> Peter Thiel as co-founder and former CEO of PayPal also state that Booktrack will change the way people read, writes, and publishes their stories.<sup>14</sup> The students can learn everything especially in writing and reading independently. In the Booktrack there are many kinds of reading text, science fiction, non-fiction, poems, romance, scary stories, biography, etc. in this research Booktrack is application that students need to assist their English language learning.

## 3. Response

A response is a reaction to a question, experience, or some other type of stimulus.<sup>15</sup> A response can come in many forms, including an answer to a question, an emotional reaction or a reply. Students who active and respect fast, they directly show up and give many respond related with the teacher questions. For example if the teacher asks about their experiences in holiday, the students who has high confident will give their statements or opinion about that without waiting for the teacher instruction to answer. In this research response is defined as students' reaction toward multimodality in Booktrack to assist their English language learning.

---

<sup>12</sup>Kress, G. (2009). *Multimodality: A social semiotic approach to contemporary communication*. Routledge

<sup>13</sup> Ryan O'Rourke blogs, [info.marygrove.edu/MATblog/bid/101002/Booktrack-Classroom-Creates-an-Immersive-Reading](http://info.marygrove.edu/MATblog/bid/101002/Booktrack-Classroom-Creates-an-Immersive-Reading)

<sup>14</sup>Booktrack 2014, [Info.booktrack.com/about](http://Info.booktrack.com/about)

<sup>15</sup><https://www.vocabulary.com/dictionary/response>

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the researcher focuses on review of related literatures that used as the theoretical background and previous studies which related to the research. The review of related literatures is described as follows:

#### **A. Review of Related Literature**

##### **1. Learning Style**

###### **a. Definition of Learning style**

Learning styles refer to the highest and best individual way to learn. Every student actually has different ways in learning. They have their own way to get the information from outside. Some students learn by seeing, some students learn by listening and other students learn by touching and moving. Each individual has speed in receiving information or lesson but also processes that information in different ways. Therefore, they often have to use different ways to understand similar information or lessons. How to process the information obtained is known as the learning style. Learning styles are an important characteristic of the various qualities that influence how the students learn. DePorter and Hernacky state that learning styles are a combination of how one absorbs information, then organizes information and processes information into meaning.<sup>1</sup> While learning style according to Slavin is orientation to approach learning tasks and process information with certain ways.<sup>2</sup>

Many experts define what learning style actually is. According to Dunn and Dunn in Dunn and Griggs, learning style is the foundation way of students to focus on, process, attract, and remember new and difficult information in which it is resulting from natural and

---

<sup>1</sup>DePorter, B and M. Hernacky. 2005. Quantum Learning, Kaifa. Jakarta, p.10

<sup>2</sup>Slavin, R. E. 2008. Psikologi Pendidikan. PT Indeks, Jakarta. p.168

developmental characteristics.<sup>3</sup> DePorter and Hernacki also state that students' learning style is the combination of how students manage and process the information they get in the learning process.<sup>4</sup> Learning style is one of the main factors that help make a decision how and how well the students learn a second language or foreign language which can influence their comprehension both in reading, writing, listening and speaking skills.<sup>5</sup> It means that learning styles have a deep relationship through English skills comprehension. Some researchers on learning styles and language learning performance show that there is a relationship between learning styles of the students and the accomplishment of the students in language learning.<sup>6</sup> Zhang and Stenberg in Santrock also define that students' learning style is students' preferred ways to use their abilities in learning.<sup>7</sup>

In addition, Nasution states that students' learning style is students' way of receiving information in the learning activity.<sup>8</sup> From the definition above, it can be concluded that students' learning style is a term used to describe the students' beginning way to obtain any information. It also refers to the students' easiest, highest, an ideal way to obtain and understand any information in the learning activity. It is possible for every student to have the combination of learning styles, but every student usually has a dominant learning style or their own

---

<sup>3</sup>Rita Dunn, "Capitalizing on College Students' Learning Styles: Theory, Practice, and Research", in Rita Dunn and Shirley A. Griggs (ed.), *Practical Approaches to Using Learning Styles in Higher Education*, (Westport: Bergin & Garvey, 2000), 8.

<sup>4</sup>Bobbi DePorter and Mike Hernacki, *Quantum Learning: Membiasakan Belajar Nyaman dan Menyenangkan*, Translated from *Quantum Learning: Unleashing the Genius in You* by

Alwiyah Abdurrahman, (Bandung: Penerbit Kaifa, 1999), 4th Edition, 110.

<sup>5</sup>Rebecca L. Oxford, *Language Learning Styles and Strategies: an Overview*, (Oxford: GALA, 2003), 1.

<sup>6</sup>Nabiollah Sadeghi *et al.*, Learning Styles, Personality Types and Reading Comprehension Performance, *English Language Teaching*, 5, 2012, 120.

<sup>7</sup>John W. Santrock, *Educational Psychology*, (New York: McGraw-Hill, 2011), 5th Edition, 129.

<sup>8</sup>Nasution, *Berbagai Pendekatan dalam Proses Belajar Mengajar*, (Jakarta: Bumi Aksara, 2008), 11th Edition, 93.

preferred learning style. Language learning includes English language skills comprehension such as reading, writing, speaking, and listening. From the explanation above, the writer believes that the students' learning style also correlates with the students' response toward multimodality in Booktrack to assist their English language learning.

#### **b. Types of Learning Style**

According to the research which was done in the USA by Prof. Ken and RitaDunn, and some programming Neurolinguists there are three types of learning style. Those types are:<sup>9</sup> 1). Visual; learn by seeing something. We prefer to see pictures and diagrams. We prefer to see exhibition, modeling, or watching the video. 2). Auditory; learn by hearing something. We prefer to listen to the audio cassette, causerie-lecturing, discussion, debate, and verbal instruction. 3). Kinesthetic; learn by physical activity and direct involvement. We prefer to move, touch, feel, and experience by ourselves. Furthermore, students' behavior with one of those types of learning style is explained as follow:

##### **1. Visual Learning Style**

Students with visual learning style like to learn by seeing and observing things.<sup>10</sup> It includes seeing and observing books, pictures, diagrams, demonstrations, displays, handouts, films, flip-chart, etc. Visual students are also careful and disciplined.<sup>11</sup> They have regular handwriting and they usually learn with regular books and pens. This type of student cannot stand if their room is chaotic. They also usually pay attention to their appearance both inside and outside of school. They usually forget to convey verbal messages

---

<sup>9</sup>Colin Rose and Malcolm J. Nicholl, *Cara Belajar Cepat Abad XXI*, Translated from *Accelerated Learning for the 21th Century* by Dedy Ahimsa, (Bandung: Nuansa, 2002), 3rd Edition, 130—131.

<sup>10</sup>Joy M. Reid (1998), *op.cit.*,162.

<sup>11</sup>Bobbi DePorter and Mike Hernacki (1999), *op.cit.*,116.

and also find it difficult to choose words when they want to express something. Therefore, visual students prefer to demonstrate something rather than present it.<sup>12</sup> Visual students usually have problems remembering verbal instructions.<sup>13</sup> They usually forget to convey verbal message and also feel hard to choose words when they want to reveal something. Therefore, visual students prefer to demonstrate something than to present it. Mostly, students with visual learning styles understand well about position, shape, number, and color. These students remember things visually. These students can accurately remember the image of an object even though its position changes.<sup>14</sup>

## 2. **Auditory Learning Style**

Students with a hearing style prefer to learn by listening.<sup>15</sup> They will find it easier to understand lessons or information by listening to lectures, discussions, or recordings. Therefore, they will be very disturbed when there is noise around them. This type of student also has problems with visual works.<sup>16</sup> They find it difficult to read small characters and easily tired of reading. They have more sensitivity through music. They can repeat and mimic tones, rhythms, and sounds.<sup>17</sup> They can repeat and imitate tone, rhythm, and sound of the voice. These students also like to listen to music. Usually, these students prefer to spend their holiday by listening to music than to play with their friends. They also can remember lyric easily. Furthermore, this type of students likes oral reports.<sup>18</sup> They like to speak, discuss, and explain

---

<sup>12</sup>Gavin Reid, *Learning Style and Inclusion*, (London: Paul Chapman Publishing, 2005),93.

<sup>13</sup>Bobbi DePorter and Mike Hernacki (1999), *loc.cit.*

<sup>14</sup>Blue Wooldridge, "Increasing the Effectiveness of University/College Instruction: Integrating the Results of Learning Style Research into Course Design and Delivery", in Ronald R.Sims and Serbrenia J. Sims (ed.), *The Importance of Learning Styles*, (Westport: Green wood Press, 1995), 53.

<sup>15</sup>Gavin Reid (2005), *op.cit.*,92.

<sup>16</sup>Bobbi DePorter and Mike Hernacki (1999), *op.cit.*,118.

<sup>17</sup>*Ibid.*

<sup>18</sup>Grace Fleming, *Auditory Learning Style*, 2014, (www.homeworktips.about.com)

things. They prefer to get oral test or assignment than to get written test or assignment. In discussing activity, they have usually become a vocalist and they usually master the conversation.

### 3. **Kinesthetic Learning Style**

In kinesthetic style, students have an orientation to do a trial-error activity. They are brave to take a risk.<sup>19</sup> In answering the question, they prefer to just answer than to read the instruction before. They also learn practical and learn through manipulation. These students always have the orientation to physics and movement.<sup>20</sup> They cannot stand still for a long time. Because of that, these students need more time to do anything. In class, these students prefer to learn by playing games that incite themselves. In explaining information or talking, they usually gesticulate. Mostly, the students with kinesthetic learning style learning through physical activity.<sup>21</sup> When they are reading a book, usually they point toward words that they read. Usually, they also understand and comprehend lesson easily by rewriting the material that they have learned. They also give a response to physical attention and touch people to get their attention.<sup>22</sup> Because of that, to get people's attention they usually touch and stand near the people whom they talk to. Moreover, these students are also sensitive to the people's expression.

In this research, the researcher will describe combination all types of learning style. The diverse learning style needs to be accommodated. It is called multimodality. The deeper explanation of multimodality will be explained on the following point.

---

<sup>19</sup>Gavin Reid (2005), *op.cit.*,121.

<sup>20</sup>Ronald R. Sims and Serbrenia J. Sims (1995), *loc.cit.*

<sup>21</sup>Joy M. Reid (1998), *op.cit.*,163.

<sup>22</sup>Bobbi DePorter and Mike Hernacki (1999), *loc.cit.*



## 2. Multimodality

Multimodality can accommodate a variety of learning style. As Kress says, multimodality is a theory that looks at many different modes that people use to communicate with each other and to express themselves. This theory is relevant as improving technological tools, and related access to multimedia compilation software had led to people to easily use many modes in art, writing, music, dance and daily interaction with each other. Modes are generally defined as a cultural channel of communication. Examples of modes are writing, gesture, posture, views, font color choices, images, videos, and even the interaction between them. While many of these modes are always existed, they are not always being recognized as a form of legitimate or culturally accepted communication or expression.

Theorists who advocate multimodality emphasize that people communicate must be noticed and acknowledged.<sup>23</sup> Other theories from Chen define that multimodality as understand how the source is semiotic verbal and visual can be used for realizing the type and level dialogic engagement, engagement deep dialogical a textbook.<sup>24</sup> Multimodal research contributes significantly to research methods for the collection and analysis of digital and environmental data in social studies. It provides new methods for the collection and analysis of visual data types, video data and innovative methods of multimodal transcription and digital data management.<sup>25</sup> From the definition above it can be conclude that multimodality is a theory which looks at how people communicate and interact with each other in social, not just through writing (which is one mode) but also through speaking, gesture, views, and visual forms (which are many modes).

From the explanation above, it can be concluded that in using multimodal learning here is also very necessary for

---

<sup>23</sup> Krist2366, "Multimodality (Kress)", in Learning Theories, September 4, 2014, <https://www.learning-theories.com/multimodality-kress.html>

<sup>24</sup>Chen, Y. 2010. Exploring Dialogic Engagement with Readers in Multimodal EFL Textbooks in China. Visual Communication.

<sup>25</sup>Bezemer, J. and Mavers, D. (2011) Multimodal Transcription as Academic Practice, International Journal of Social Research Methodology Vol.14, No. 3, May 2011,

multimodal media to support the fluency of teaching and learning English. It helps the students to understand how they use many modes in their learning. One of the media that multimodal is Booktrack. The deeper explanation about Booktrack as a multimodal media will be explained on the following point.

### **3. Booktrack as Multimodal Media**

#### **a. Definition of Media**

The media are all kinds of formats, things used to convey information.<sup>26</sup> Gerlach and Ely state that the media is any person, matter or event that sets the conditions for which the learners or students to acquire knowledge, skills, and attitudes.<sup>27</sup> Each media is a means to achieve the goal, for example in this study the author uses Booktrack to assist the students' ability in learning process, especially in English language learning. From this, the media can be defined that the type of substance used by the teacher to teach English skills in the classroom and help the students more easily to understand the lesson.

From the explanation of the definition of media above, it can be concluded that the media is the type of substance used by teachers in teaching and learning process. In using media in teaching and learning process can support lesson presentation. Media provides motivation for students to be more interested in the learning process, especially in learning English. Students can send messages and more easily when lessons are presented in a certain way.

#### **b. Definition of Booktrack**

According to Paul Cameron as CEO, Co-Founder, and Director, Booktrack is changing how to read the sound of mute films changed. Booktrack offers a new content creation and distribution platform that turns reading into experiences like immersive movies. Booktrack patented

---

<sup>26</sup>Types of Media, retrieved from <http://oasis.fiu.edu/ch8/ch8page3.htm> (Accessed on March 14th 2017).

<sup>27</sup>Gerlach and Ely, *Teaching and media a Systematic Approach*, (New York: Prenticehall, Inc, 1980), p. 241.

technology allows anyone to add sync movie-style soundtracks to e-books or other digital text content, with audio adjusted for individual reading speeds.<sup>28</sup> Funded by investors including Peter Thiel (co-founder and former PayPal CEO), Booktrack will change the way people read, write, and publish their stories.

From the above explanation, it can be concluded that Booktrack is a great way to help students in learning English, as new media Booktrack also gives students more choice to express their knowledge. It helps students be more confident in language learning. They also know how they use their new knowledge to be shown to others. In addition, they will automatically know their response in using the Media (Booktrack). Booktrack provides students to add sound and text based on their interests. In addition, students become more creative, active and interested in learning English with confidence. Below are all types of learning styles and strategies related to multimodal learning in Booktrack media. Researchers want to ascertain and link how students respond and strategy when they use Booktrack as a multimodal medium in English learning. The multimodal media also has correlate with the response of the students who using Booktrack as a media in English language learning. The deeper explanation about response will be explained as the following point.

#### **4. Response**

##### **a. Definition of Response**

According to Skinner, there are two responses, namely; 1) Response respondents or flexible, is the response generated by stimuli (certain stimuli). Such stimuli are called elitist stimulation because they produce a relatively fixed response, 2) the response of the operand or the response involved is the response that arises and is then developed followed by certain stimuli or stimulants. This

---

<sup>28</sup> Paul Cmeron, *Booktrack Information*, 2014, All rights reserved  
info.booktrack.com/paul-cameron

stimulus is called strengthening the stimulus or strengthening because it reinforces the response.<sup>29</sup>

According to John H. Harvey in Ahmadi states that the response is "response as one of the main functions of the soul can be interpreted as a memory image of observation, has stopped, just an impression."<sup>30</sup> Meanwhile, according to Rachmat, the response is the activity of organizing it, not just a positive movement, of all types of activity caused by stimulants, can also be interpreted as a result or impression gained (left behind) from observation. As for this is what is meant by the response is the experience of the subject, event or relationship obtained by summing up information and interpreting the message.<sup>31</sup> The term response in communication is a communication activity that is expected to have a result or effect. Communication activities are communication between two or more people that give effect in the form of a response from communication to the message launched by the communicator. This is what they can cause the response is divided into three parts by Steven M. Chaffe, namely:

- a. Cognitive, is a response that is closely related to knowledge skills and information about a person. This response arises when there is a change to the understood or in perception by audiences.
- b. Affective, is a response related to *emotions*; as explained emotion is a conscious mental reaction (as anger or fear) subjectively experienced as strong feeling, while *attitude*; is a position assumed for a specific purpose, and one's judgment of something. This response arises when it exists a change in what the audience liked about something.
- c. Conative, which is responses related to real behaviors, includes *action or habits*. As explained *action* is happened one at times while *habits* happened continually.

---

<sup>29</sup>Skinner theory in Notoatmodjo, Soekidjo. Pengembangan Sumber Daya Manusia, Jakarta: Rineka Cipta, 2003.

<sup>30</sup>John H. Harvey in Abu Ahmadi, Psikologi Sosial, (Jakarta, PT. Rineka Cipta. 2009) p.150

<sup>31</sup>Jalaludin Rachmat *journal of response*

The conclusion is that the response is formed from the process of stimulation or the giving of action or causes that result in reaction and result from the stimulus process. Response will arise from message reception after a series of communications. Subandi posed a response with the term “feedback” that has a significant role or influence in deciding whether a communication.<sup>32</sup> Below are the factors that cause a person respond, either positive response or negative response.

#### **b. The Factors of Response**

A person's response can occur if the causal factor is met. In the initial process, the individual not only responds to the stimulus caused by the circumstances around him. Not all stimuli get an individual response, because individuals do the appropriate stimulus and withdraw. Hence then the individual besides dependent on the stimulus also depends on each country itself.

Factors that will get individual stimuli are two factors:

1. Internal factors are the factors that exist in the individual human being. It consists of two elements: spiritual and physical. Then someone who responds to something from the stimulus still affects one of the elements alone and they will stand the result of a different response of intensity in the individual that responds or will differ the response between the person and the other person. Physical or physiological elements include the existence, integrity, and workings of sensory devices, nerves and specific parts of the brain. Spiritual and physiological elements of existence, feeling, reason, fantasy, mental, mind, and motivation.
2. External factors are factors that exist in the environment. It's the intensity factor and the type of stimulant or people call it by the stimulus factor. According to Bimo Walgito in his book, states that the psychic factors associated with the object because of the

---

<sup>32</sup>Subandi Ahmad. *Psikologi Sosial*. (Jakarta: Bulan Bintang. 1982)

stimulus, and the stimulus will be about the sensing device.<sup>33</sup>

**c. The Process of Stimulus-Response**

The response stimulus theory assumes that the accumulation media has a direct effect that can affect the individual as the audience. Theory of stimulus-response or also called SR theory is generated from psychology, which emerged between 1930 and 1940. Being a theory of communication, the object of psychology and major communication is the same human that includes the components of attitude, opinion, behavior, cognition, affection, and agreement. According to the effect of the stimulus-response is a special reaction to a special stimulus, so that people can expect and predict the suitability between the message and the reaction of the communicant. The elements in this theory are a). Messages (stimulus, S), b). Communism (organism, O), c). Effect (response, R).

In the communication process related to attitude change are aspects of "how" not "what" and "why". Prof. Mar'at in his book "Human Attitude", also resizes, quotes Hovland, Janis and Kelly states that in examining the new attitude there are three important variables: a) attention, b) understanding, c) acceptance. Stimulus or message conveyed to the communicant may be accepted or rejected. Communicators will take place if there is attention from the communicant. The next process communicant understands the ability of this communicant who continues the next process. After the communicant processes it and receives it, then there is an enthusiasm to change attitudes. The response is the opposite of what is communicated to the people involved in the communication process. Communication shows a complete and significant connection with the system, so the communication process will only work effectively and efficiently if there is timekeeping in its essentials.

---

<sup>33</sup>Bimo Walgito, *Pengantar Psikologi Umum* (Yogyakarta: UGM, 1996). p.55

A person who responds to a one-time receives at the same time with a stimulus. For the stimulus to be realized by the individual, the stimulus must be strong enough, if the stimulus will not be responded or manifested by the individual concerned, so there is a minimum power limit of the stimulus. The minimum strength limit of the stimulus raises the individual's awareness called the unqualified projection at the bottom or also called the projection of the stimulus. Less than the power of people will not realize it. In this situation, the researcher will connect student responses with one type of media to ensure the learning process in English language learning.

## 5. Students Response

According to Rosenberg and Hovland, there are three components of attitude called tripartite models.<sup>34</sup> The first component is cognitive. This component can be identified by the representation of what a person believes or thinks about something.

The measured dependent variable of the cognitive component is based on perceptual responses and verbal belief statements. The second component is effective which is defined as the emotional feeling toward something. Generally, emotional reactions are influenced by beliefs or what someone believes about something. It can be profitable and unprofitable to something. The third component is conative, which is responses related to real behaviors, includes *action or habits*. As explain *action* is happened one at the times while *habits* happened continually.<sup>35</sup>

## B. Previous Study

Many researchers study Multimodality in different focus and different branches like Multimodality in Literacy, Multimodality in Writing, etc. Multimodality in learning media is different with other,

---

<sup>34</sup>Rosenberg, M.J. and Hovland, C.I. (1960) Cognitive, Affective and Behavioral Components of Attitudes. In: Rosenberg, M.J. and Hovland, C.I., Eds., *Attitude Organization and Change: An Analysis of Consistency among Attitude Components*, Yale University Press, New Haven.

<sup>35</sup>Subandi Ahmad. *Psikologi Sosial*. (Jakarta: Bulan Bintang. 1982)

in learning English majority of people or students still does not know that there are many modes in their Learning. Most of them just focus in one mode without know the other mode that they used.

In this study the researcher wants to analyze the Students response toward Multimodality in Booktrack to assist English Language Learning in SMAN 13 Surabaya. Then many researches discuss about Multimodal in literacy, in Socio-culture, in English for young learner. So, it will be different with other studies about Multimodality in Booktrack.

Then the researcher considers seven previous studies related of this study, the first previous study done by Halim, Abdul entitled *Students' Response towards The Use of Video in Teaching Listening at the English Department of Tarbiyah and Teachers Training Faculty at Antasari State Institute for Islamic Studies Banjarmasin*. This study discusses about the students' response toward the use of video in teaching listening. The researcher concludes that the student's response categorized in positive response. It can be seen from the result of the questionnaire, the students also said that the use of video in teaching listening is easy and makes them interested. The lecturer also said that using video in teaching listening class make students happier, attracted and interested. The difference between these studies with the researcher study is the researcher's study do not use video but use Application to know the response of the students.

The second previous study by Maureen Walsh, entitled *"Multimodal Literacy: what does it mean for Classroom Practice"* discusses about Multimodal that affect the literacy of students in classroom practice. Walsh talks that sixteen teachers work in teams in primary school to develop new ways of embedding technology for learning literacy, the literacy needed in contemporary times for reading, responding, and producing multimodal of students. The difference with this study is the researcher use the application that provides multimodal features to assist the students without any treatment. The students learning by themselves open the application (Booktrack) in every time they want. It can be called autonomous learning.

The third previous study by Elizabeth K. O'Donell with the title *"What the Using Technology and Multimodal Literacy to Actively Engage Struggling and Disengaged Readers"* discusses about using



Bookflix to enhance students that having difficulties in reading while my study talks about Multimodality happened while using Booktrack.

The fourth previous study is a study with the title “*Literacy in the Digital Age: Nine Great Speaking and Listening Tools*” by Kate Baker talks that Booktrack is the only tool that have found to help students connect with author’s purpose and tone in writing.<sup>36</sup>

The last previous study is a study with the title “Multimodality: Menafsir Verbal, Membaca Gambar dan MemahamiTeks” by Budi Hernawan talks about multimodality as the way in which a person in this century can understand some reading that associated multimodal element not only by using one semiotic mode. He also recommends to the readers that they can choose understanding multimodal reading from verbal and visual texts.<sup>37</sup> There are many differences with this research conduct in SMAN 13 Surabaya, but those are also having the same benefit in each research.

---

<sup>36</sup> [www.teachingchannel.org/blog/2015/09/02/literacy-in-the-digital-age-speaking-and-listening-sap/](http://www.teachingchannel.org/blog/2015/09/02/literacy-in-the-digital-age-speaking-and-listening-sap/)

<sup>37</sup> Ejournal.upi.edu/index.php/BS\_JPBSP/article/view/756, Vol 13, No 1. 2013

## CHAPTER III RESEARCH METHOD

This chapter presents and discusses some aspects of the research methodology. This chapter explains about the research design, the research setting; including time and place of the study, the data and source of the data, research procedure, data collection technique, research instrument, and data analysis technique.

### **A. Research Design**

Most popular approaches in research are qualitative and quantitative. According to James Dean Brown and Rodgers, they stated that qualitative research approach is typically the label for non-numerical research and quantitative research approach is a numerical research, a data conversion is needed for this approach. In another analysis by Grotjahn, he stated that experimental or non-experimental is data collection method, qualitative or quantitative is type of data the resulted, and statistical or interpretative is type of analysis conducted on the data.<sup>1</sup>

According to Creswell, he also state that qualitative method demonstrate a different approach to scholarly inquiry that method of quantitative research. Although the processes are similar, qualitative method rely on text and image data, gave unique steps in data analysis, and draw on diverse design.<sup>2</sup> This study is qualitative research, Creswell argue that qualitative research means study which researcher trusts on the view of contributors like asks board, general questions, gather data from participants, defines and investigates for themes, and conduct the inquiry in a subjective, biased manner.<sup>3</sup> Therefore, in this study the researcher will analyze the data with qualitative method in order to know the student's response toward multimodality in Booktrack.

---

1 Brown, J. D., and Rodgers, T. S. *Doing Second Language Research*. New York: Oxford University Press. 2003, 15

2 John W. Creswell, *Educational Research; Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. (New Jersey: Pearson Education, 2008), 232

3John W. Creswell, *Educational Research; Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. (New Jersey: Pearson Education, 2008), 46

## **B. Researcher Presence**

In this study, the researcher conducted the research directly to the subject of the study as a participant observation. The researcher took the data from students in tenth grades science class of SMAN 13 Surabaya. The students downloaded the Booktrack application and they will try to apply that application based on the researcher instruction. After they know all the features in Booktrack application they will be interviewed by the researcher. They also full fill the questionnaire from the researcher.

## **C. Research Location**

This research took the data of students from Tenth Grade of Science class at SMAN 13 Surabaya. The selection of the school as the research setting is based on the researcher purpose, the school did school literacy program and another reasons is the teacher in that school whom teach the tenth grade students also want to know the response of the students in learning English with the school literacy program movement that runs there all along, especially after using new media (Booktrack) that recommend by the researcher outside or in teaching learning process. Other than that, the teacher thinks that she needs a media or strategy which increases student's motivation in learning English. She also said that in her teaching process the students never give full attention when she teach or explain any material which concerned with reading skill. Based on that, the researcher thinks that the selection of this school has benefit for the research.

## **D. Data and Source of the Data**

### **1. Data**

The data that used in this study is students' response toward multimodality in Booktrack. The researcher analyzed documentation of students response after using Booktrack in English language learning and interviewing them to recognize their way in English language learning by using Booktrack as media. The researcher also analyzes the quantitative results that have been present in the questionnaire and the qualitative results in the interview.

## 2. Source of Data

The sources of both primary and secondary are from students, and the document as the supporting data at tenth grade student of SMAN 13 Surabaya. The primary data is taken from questionnaire. On the other hand, the secondary data obtain by the copies of documents that related to the students' response toward multimodality in Booktrack to assist English language learning and form of interview.

## E. Data Collection Technique

The researcher needs the instrument to collect data of the research. According to Creswell, interview can give information that cannot observe directly and it provides personal detail information.<sup>4</sup> Moreover, the researcher also collect the data by distribute questionnaire. Questionnaire is a technique of collecting data by delivering or distributing a questionnaire to the respondent with the hopes that they was respond the questionnaire.<sup>5</sup> In this research, the researcher collects the data by interviewing and distributing questionnaire to social student of eleventh grade at SMAN 13 Surabaya. For more specific this is table for explain the process of collecting the data:

**Table 3.1 Table of Collecting Data**

| <b>RQ</b> | <b>SUBJECT</b>                                    | <b>INSTRUMENT</b>       |
|-----------|---|-------------------------|
| RQ 1      | Students IPA-2 of Tenth Grade at SMAN 13 Surabaya | Rubric Content Analysis |

<sup>4</sup>John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research, 4th Edition*, (Boston: Pearson Education, Inc., 2010), 212

<sup>5</sup>Dr. Juliansyah. Noor, S.E., M.M. *Metodologi Penelitian Skripsi, Tesis, Disertasi, dan Karya Ilmiah*, 87.

|      |   |                     |
|------|---|---------------------|
| RQ 2 | Students IPA-2 of Tenth Grade at SMAN 13 Surabaya | Questionnaire       |
| RQ 3 | Students IPA-2 of Tenth Grade at SMAN 13 Surabaya | Interview Guideline |

1. To answer the first research question about what multimodal features in Booktrack are, the researcher gets the data by analyzed the content of Booktrack application.
2. To answer the second research question, the researcher distributed questionnaire to IPA-2 students of tenth grade at SMAN 13 Surabaya to get the data. The questionnaire will find out how the students' response toward multimodality in Booktrack assists them in English language learning. there are thirty students in IPA-2 class, and all of them must answered the question in questionnaire which distributed by the researcher.
3. To answer the third research question about in what ways multimodality in Booktrack assist the students in English language learning, the researcher gets the data by interviewing also five students of IPA-2 intenth grade at SMAN 13 Surabaya who interviewing in the first research question. Then the result of interview used to know students' response toward multimodality in Booktrack.

## F. Research Instrument

In order to collect the data, the researcher uses some instruments. The researcher follows the theory of Creswell to

conduct the qualitative method research in this research. The sources of the data include observations, and documents.<sup>6</sup>

**a. Rubric Content Analysis**

Rubric content analysis is a rubric for finding the content which needs to analyze by the researcher.

**b. Questionnaire**

According to Maria Teresa Siniscalco and Nadia Auriat, once the indicators and variables of interest have been identified and their components have been defined, one may begin designing the corresponding questionnaire items. It is important to note that the number of questions in a questionnaire does not coincide necessarily with the number of variables. Sometimes more than one question needs to be asked to operationalize one variable. There are three key types of question structure: open-ended, closed, and contingency questions.<sup>7</sup> The type of the questionnaire that used in this research is close ended questionnaire. The researcher will asks some questions about feature and channels in Booktrack application that often they used. Also asks about how the time was managed when they used Booktrack application, maybe they open Booktrack application in many times.

The researcher used questionnaire to get specific data that could not be done by interviewing all the students. Questionnaire that would be used by the researcher is based on Steven M. Chaffe Theory about Response related with this research.

**c. Interview Guideline**

According to Creswell, the researcher conducts face to face interviews with participants, telephone, and interview or engages in focus group interview with five to six in each group.<sup>8</sup>In this research the researcher will conduct face to face interview with five students from tenth grade. The researcher will ask about many things in Booktrack application deeply, the

---

<sup>6</sup> John W. Creswell., *Research Design: Quantitative, Qualitative, and Mixed Method Approaches*, Second Edition. (California: Sage Publications, Inc, 2013), 17

<sup>7</sup>Maria Teresa Siniscalco and Nadia Auriat, “*Quantitative research methods in educational planning*”, UNESCO. p.22

<sup>8</sup>John W. Creswell, *Educational Research; Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. (New Jersey: Pearson Education, 2008), p.240

questions are also related with the questions that already exist in questionnaire. The purpose of the interview is to collect data on students' response toward multimodality in Booktrack and the ways multimodality in Booktrack assist their English language learning in grade tenth students of SMAN 13 Surabaya.

## **G. Data Analysis Technique**

As discussed above, this research used descriptive qualitative method. Cited by Creswell, Dey stated that there is no exact technique to analyze qualitative data; eclectic.<sup>9</sup> However, the guidelines or steps are provided to analyze the qualitative data. As stated by Creswell, there are six steps to analyze the qualitative data: 1). organize the data, 2). transcribing the data, 3). coding the data, 4). coding to build the description, 5). interrelating with the theory, 6). interpreting the findings.<sup>10</sup> The six steps as applied in this research as the following steps:

### **1. Organize the Data**

In this step, the researcher has collected the data. It involves the questionnaire and the result of interview. Then, the researcher prepared and structured the collected data before going to the next step. The data is arranged into different types depending on the source of information and the purpose of collecting the data.

### **2. Transcribing Data**

After all data has structured, the researcher has transcribed those data into words data. It is the process of converting audiotape recordings or field notes into text data. The researcher was transcribed the audiotape recordings (interview with five student) and field note into words data.

### **3. Coding the Data**

The researcher started to analyze by labeling the data or information. This is also to identify which information needs to

---

<sup>9</sup>John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research, 4th Edition*, (Boston: Pearson Education, Inc., 2010), 238

<sup>10</sup>John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research, 4th Edition*, (Boston: Pearson Education, Inc., 2010), 237

be used in this study or need to be reduced. The researcher reduced the data that has not qualified with students' responses. The researcher was used information related to the students' response. Additionally, by doing this, it automatically selects specific information that focus on the study.

#### **4. Coding to Build Descriptions or Theme**

After all of the data are coded, the researcher divided the data into some theme, then, describes the theme. Those data that are categorized based on the research questions, while the descriptions are the information following it.

#### **5. Interrelating the Data with the Theory**

The researcher has analyzed the data and making connection with the theory in previous chapter. The researcher analyzed the students' response toward multimodality in Booktrack by using Skinner Theory and to strengthen the theory the researcher also used Steven M.Chaffe.

#### **6. Interpreting the Findings**

In the last steps, the researcher concluded the whole research. The researcher explored and explained the data finding in the chapter four of this study; finding and discussion. The findings relate to the theory mentioned above.

### **H. Validity of Data**

After analyzing the data, the researcher desired to validate the findings of this study. There are three techniques to validate the findings based on Creswell; triangulation, member checking and auditing.<sup>11</sup> Specifically, this study used triangulation to validate the findings. Further, Creswell explained that triangulation is the process of justifying evidence from different individuals, type of data, or methods of data collection.<sup>12</sup> The action or effort to get more information from different sources is to support the theme and description of the findings.

On data triangulation, the researcher got the data not only form documentation but also interview and questionnaire. Moreover, the researcher used investigators triangulation as well;

---

<sup>11</sup>John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research, 4th Edition*, (Boston: Pearson Education, Inc., 2010), 259.

<sup>12</sup> *Ibid*, 259



the students that know about their responses in language learning also included ensuring the findings. The theory of students' response and multimodality in Booktrack also used to do theory triangulation to help interpret and explain the data. By doing this triangulation technique, this study will be more reliable and accurate.

## **I. Research Stages**

The analysis in this research was concerned with difficulties in learning adjective clause. There were some stages which were done by the researcher in this research. They are preliminary research and conducted the research.

### **1. Preliminary Research**

Preliminary research is very useful for the researcher before the researcher done the research. The researcher has found out whether the researcher can continue the research or not. The researcher has conducted the preliminary research by some steps. The first step is the researcher asked permission to the headmaster and asked whether the researcher could conduct the research in the school or not. The second step is after getting permission from the headmaster, the researcher meets the one of English teacher that chose by the school. The third step, the researcher did small observation to the students' answering question based on reading material using Booktrack work and the researcher also did small interview to the students about the responses toward multimodality in Booktrack to get the description about the students responses and the way multimodality can assist the students in English language learning. Based on the result of preliminary research, the researcher has conducted the research to the tenth grades students in academic year 2017/2018.

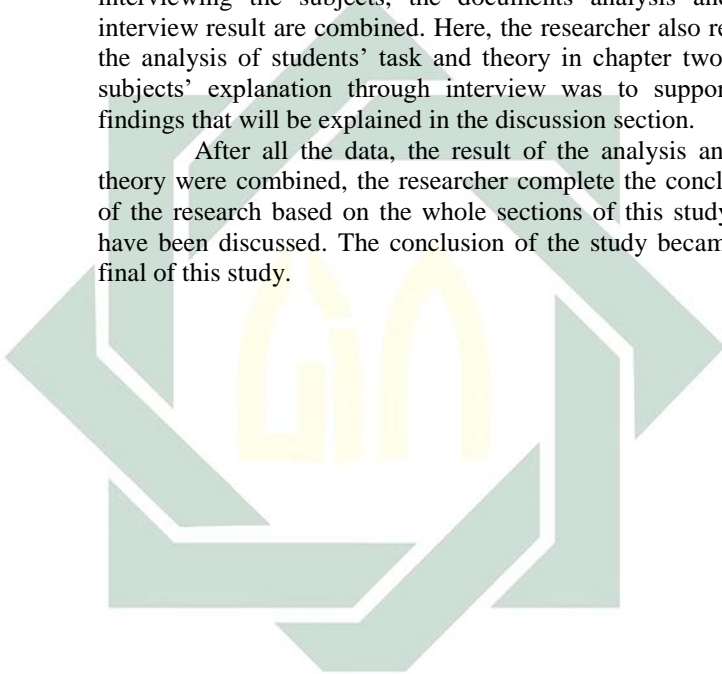
### **2. Conduct the Research**

The researcher collected the students answering questionnaire based on reading material in Booktrack work that have conducted by the researcher, then the researcher analyzed them. The researcher also collects the data from interview to find out the ways multimodality assist them in English language learning. Then the researcher asked the subjects about some particular information based on the result of the analysis.

This is predictable that the subjects can give clear explanation about the data. Thus, the researcher can clearly explain the result of the data.

After all students' work, questionnaire, and the result of interview have been collected, the researcher analyzed the data based on the theoretical framework in chapter two. After interviewing the subjects, the documents analysis and the interview result are combined. Here, the researcher also related the analysis of students' task and theory in chapter two. The subjects' explanation through interview was to support the findings that will be explained in the discussion section.

After all the data, the result of the analysis and the theory were combined, the researcher complete the conclusion of the research based on the whole sections of this study that have been discussed. The conclusion of the study became the final of this study.



## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter presents research finding and discussion of the study. The researcher describes the data result in findings part. In discussion, the researcher deduces the findings about what are the multimodal features in Booktrack, students' response toward the multimodality and the ways multimodality in Booktrack assist the tenth grades students at SMAN 13 Surabaya. The further information will be discussed in this chapter.

#### **A. Research Findings**

The researcher had done the research and completed the data from all the research instruments. The researcher was conducted the research through the techniques of collecting data as stated in the research method. The result of the data for this study informs to the reader about what are multimodal features in Booktrack, then students' response toward the multimodality in Booktrack and also the ways multimodality in Booktrack assists the students in English language learning.

To gain the objectives of the research, the researcher had analyzed the data systematically and accurately. Then the data was analyzed in order to draw conclusion about the objective of the study. The research had been conducted on 23<sup>rd</sup> April 2018. Before the researcher conduct this research on that date, the tenth grade students of IPA-2 had done installed and used the Booktrack application by them. There were 30 tenth grades students of IPA-2 at SMAN 13 Surabaya who become the research respondent here. The 5 students answered the researcher questions of research question one, then the 30 students answered the researcher questions of research question two and research question three. To show the result of this research clearly, those findings are categorized based on the research question as follows;

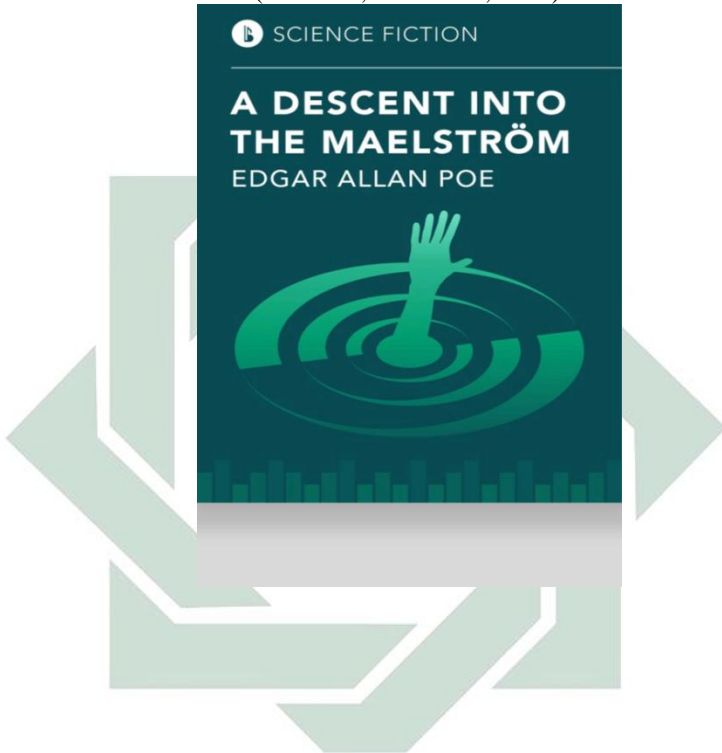
##### **1. The Multimodal Features in Booktrack**

In Booktrack application has been available two features which multimodal that can be used and selected by the users to support the completeness of the application. It is felt to provide comfort to the readers when open Booktrack, those features are;

**a. Auditory and Reading**

**Picture 4.1 Screen shoot of auditory and reading feature**

(Cameron, Booktrack, 2014)



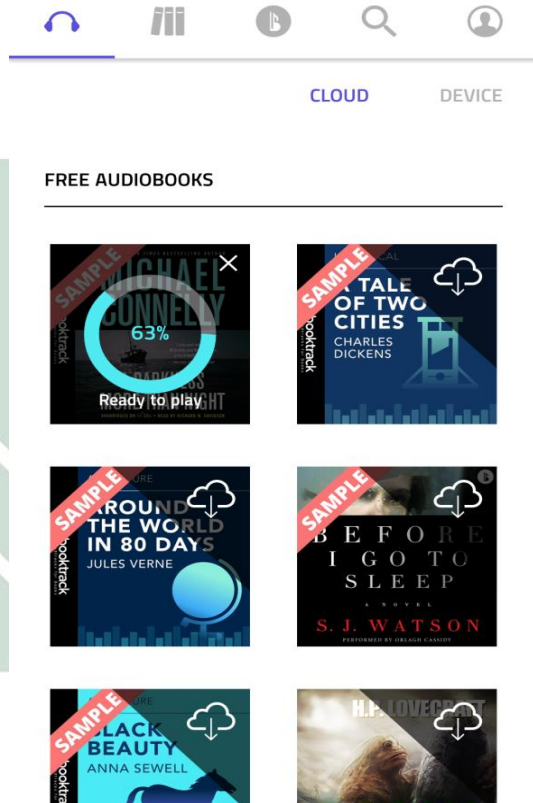
whose character of gloom was but the more forcibly illustrated by the surf which reared high up against its white and ghastly crest, howling and shrieking forever. Just opposite the promontory upon whose apex we were placed, and at a distance of some five or six miles out at sea, there was visible a small, bleak-looking island; or, more properly, its position was discernible through the wilderness of surge in which it was enveloped. About two miles nearer the land, arose another of smaller size, hideously craggy and barren, and encompassed at various intervals by a cluster of dark rocks.

The appearance of the ocean, in the space between the more distant island and the shore, had something very unusual about it. Although, at the time, so strong a gale was blowing landward that a brig in the remote offing lay to under a double-reefed trysail, and constantly plunged her whole hull out of sight, still there was here nothing like a regular swell, but only a short, quick, angry cross dashing of water in every direction—as well in the teeth of the wind as otherwise. Of foam there was little except in the immediate vicinity of the rocks.

"The island in the distance," resumed the old man, "is called by the Norwegians Vurrgh. The one midway is Moskoe. That a mile to the northward is Ambaaren. Yonder are Islesen, Hotholm, Keildhelm, Suarven, and Buckholm. Farther off—between Moskoe and Vurrgh—are Otterholm, Flimen, Sandflesen, and Stockholm. These are the true names of the places—but why it has been thought necessary to name them at all, is more than either you or I can understand. Do you hear anything? Do you see any change in the water?"

In Booktrack application, it provides auditory mode, so the user can listen instrumental music while they are reading. The instrumental music which is provided is based on the slide on the reading passage. For example: the users read a novel entitled "*A Descant into the Maelstrom*". One of the plots was in the ocean and the character listened to the sound of water. Then, the instrumental music in the slide was the sound of water in ocean, so it helps the reader to imagine that the story was in Ocean and there was also the sound of water. Thus, it can be stated that Booktrack application provides auditory in reading since while the user is reading, they can listen to instrumental music to imagine the setting. By two modes, this application provides multimodal features.

**b. Downloading and Uploading**  
**Picture 4.2 Screen shoot of uploading and**  
**downloading feature**  
 (Cameron, Booktrack, 2014)



**For Downloading**

### For Uploading

(Cameron, Booktrack, 2014)

There are also downloading and uploading features in Booktrack. After the students join in their teacher's Booktrack classroom, the students can download as many books as they like. Then they read the passage while listen the instrument music suitable with those setting of the passage. Booktrack also provides uploading feature to upload and publish the product of the students writing.

In Booktrack application, the user can write story and they can decide each slide of the story with music that related to the plot. Thus, this application provides multimodal feature of writing and auditory. Then, they can upload what the user has created to this Booktrack application.

## 2. The Students' Response toward Multimodality in Booktrack

The second research question of this study was about the students' response toward multimodality in Booktrack to assist students English Language learning. The researcher used questionnaire to get completed. The questionnaire is spread after the students get the knowledge of what Booktrack is and how to use Booktrack. There were seven questions in

questionnaire related to the students response toward multimodality in Booktrack.

To easily know about the students' response toward multimodality in Booktrack assist the students' English learning, the writer has shared questionnaire to the students, the result can be seen in the table below.

**Table 4.1 Result of questionnaire**

| Questions                   | SCALE          |           |                     |               |
|-----------------------------|----------------|-----------|---------------------|---------------|
|                             | Very assisting | Assisting | Sometimes assisting | Not assisting |
| Students Understanding      | 1              | 15        | 13                  | 1             |
| Features in Booktrack       | 4              | 22        | 4                   | 0             |
| Learning Style in Booktrack | 3              | 15        | 10                  | 2             |
| Quality of Booktrack        | 2              | 6         | 20                  | 2             |
| Students reading frequency  | 2              | -         | 3                   | 25            |
| Genres in Booktrack         | 11             | 14        | 2                   | 3             |

Based on the table above, the first question in questionnaire asked about students' response about their understandability on Booktrack as a multimodal application to assist English language learning, as the researcher got from the result of questionnaire shows that from 30 students of IPA-2 students select easy to understand. Students response are well divided into "very assisting" with 1 responses (3%), "Assisting" with 15 responses (50%), "sometimes assisting" with 13 responses (44%), and "not assisting" with 1 responses (3%). Half of students of IPA-2 stated that Booktrack is assisting them in English language learning. It indicates that Booktrack is easy to use and easy to understand for students



IPA-2. The students who give “assisting” responses assume that they understand well about the content of channel in Booktrack.

The second questions shows students’ response about the features in Booktrack as a multimodal application to assist English language learning. As the questionnaire result shows that students from IPA-2 stated that the features of Booktrack are assisting the students. Students response are well divided into “very assisting” with 4 responses (13%), “Assisting” with 22 responses (74%), “sometimes assisting” with 4 responses (13%), and “not assisting” with 0 responses (0%). Most of students IPA-2 stated that Booktrack is assisting them in English Language Learning. This is because the features in Booktrack match with students personality, moreover it is on phone, so the students can bring and read it everywhere. The students who give “sometimes assisting” responses assume that they feel their skill increased and assist with the features which provides in Booktrack application to their English language learning.

Next, third questions asked about students’ response to question about the learning style in Booktrack as a multimodal application to assist English language learning. As the questionnaire result shows that students from IPA-2 choose that the channels in Booktrack are assisting them. Students response are well divided into “very assisting” with 3 responses (10%), “Assisting” with 15 responses (50%), “sometimes assisting” with 10 responses (34%), and “not assisting” with 2 responses (6%). Those two respondents stated that channels in Booktrack too much, it make them very confused at the situation. So they stated channels in Booktrack not assisting them. The students who give “assisting” responses confirms that learning style which provides in Booktrack application assist and improve them in English language learning. Learning style meant in this explanation here is auditory visual learning.

Then, fourth question asked about students’ response toward quality in Booktrack as a multimodal application to assist English language learning. The result of questionnaire shows that students from IPA-2 choose that Booktrack sometimes assisting the students in English learning. Students response are well divided into “very assisting” with 2 responses

(6%), “Assisting” with 6 responses (20%), “sometimes assisting” with 20 responses (67%), and “not assisting” with 2 responses (6%). More than half students of IPA-2 said that Booktrack is assisting them in English language learning. It indicates that the students improve and develop their skill while they use Booktrack, not only reading skill but also they assume that Booktrack develop their English language skills. The students who give “sometimes assisting” deduce that Booktrack application has good quality and the quality of Booktrack affect their English language learning.

Then fifth questions asked about students’ response toward the students frequency in using Booktrack as a multimodal application to assist English language learning. As the questionnaire result, students from IPA-2 choose that students reading Booktrack when they have free time. Students response are well divided into “once a day” with 2 responses (6%), “once a week” with 0 responses (0%), “holiday” with 3 responses (10%), and “free time” with 25 responses (84%). All participants choose “free time” to open Booktrack. It indicates that they rarely open Booktrack if they do not have free time. The students who give “free time” responses resume that Booktrack application are flexible to use and it is very suitable with the students’ personality in this era. The flexibility of Booktrack affects them in English language learning.

The last questions asked about students’ response toward the genres in Booktrack as a multimodal features to assists English language learning. The result of questionnaire shows that the students from IPA-2 chose young adult or teen as their favorite channel in reading using Booktrack. Students response are well divided into “kids or young reader” with 11 responses (37%), “young adult or teen” with 14 responses (47%), “non-fiction” with 2 responses (6%), and “romance” with 3 responses (10%). In majority the students’ answer of 47% states that they prefer to read young adult or teen because the story is match with their personality. The students who give “young adult or teen” responses recapitulate that genres young adult or teen in Booktrack application is the best choice for accompany their free time. The best reading genres that match with them in

Booktrack application assist and increase their English language learning.

Based on six questions in questionnaire it can be concluded that students has positive respond toward the use of Booktrack as multimodal media in their English language learning. Many students like using Booktrack because Booktrack is easy to use, then the features in Booktrack match with the students' personality. Moreover the channels in Booktrack also assist them in English language learning, it also increasing both in reading and writing skill of students. Most of them use their free time to open Booktrack in their gadget.

Booktrack as multiodal media give many benefits for the students in English language learning, most of the students said that Booktrack is assisting the them in English language learning. It indicates that the students improve and increase their skill while they use Booktrack, not only reading and writing skill but also they assume that Booktrack develop their English language learning.

### **3. The Ways Multimodality in Booktrack Assist the Students' English Language Learning**

The third research question is about the ways multimodality in Booktrack assist the students in learning English language. The researcher used interview to get the data. The researcher did interview to five students to know the ways multimodality in boocktract assist them in learning English language.

The researcher can describe what the results of third research question are that answered by the interviewer. Interview is intended to seek deeper information about in what ways multimodality of Booktrackassists the students' English learning. The results are as follow:

#### **a. Improvement of Motivation and Interest**

Data from the interview show that the multimodal features in Booktrack assist their English language learning because they can increase student's motivation. Two of five respondents stated that after using the Booktrack application they have better motivation to read. Students four for example reflected that, when he learned English without

Booktrack, he felt confused with the reading content. But, after the researcher showed how learn English using Booktrack, he thought that English is fun. It made him motivated to learn English more.

This is further confirmed by student five who said that he also motivate after he used Booktrack. He said “I am not boring when I read the passage of the features in Booktrack”. In addition, students one said that the multimodal features in Booktrack easy to understand. She explains “in Booktrack has soundtrack that makes my mood increase. I feel focus when I read the reading passage. I fell it was not noisy; reading a books in Booktrack is not like my activities in learning English as usual”.

It can be concluded that students are interest with Booktrack because there are multimodal features and it make the students increase their motivation.

#### **b. Suitability with Learning Style in Booktrack**

Data from the interview show that learning style in Booktrack assist the students’ English language learning because they are suitable with students learning style. All of the students stated that the learning style in Booktrack application has suitable ways to learn reading in English.

This further confirmed by the student one said, “I felt suitable and comfortable with this learning style in Booktrack because my English teacher never used strategy or media when teaching English, so I felt boring in a classroom”. Student five reflected that learning style in Booktrack make him comfort when learning using Booktrack.

According to those explanations above learning style which cover in Booktrack are suitable with the students learning style. It can make them more enjoy when learning process.

#### **c. Good Quality of Booktrack**

Data from the interview showthat the quality of Booktrack assists the students’ English language learning because they can increase the students’ feeling. Four of the

five students stated that after using the Booktrack application they have better feelings when they read. Students two for example said, “When I read the book using soundtrack at the first time I can imagine how the situation in that reading passage. It can make me enjoyed my reading and also increase my feeling”.

Based on the explanation above the researcher concludes that Booktrack assist the students in increase their feeling because Booktrack provide sounds that describe the situation. For example, there is the sentence “In the morning” in reading passage so the instrument music pull out the chirp of a bird. So, the music instrument here is only as a companion of a reading passage.

**d. Versatility of Channels in Booktrack**

Data from the interview show that Channel in Booktrack assist the students in English language learning, because they can improve the students’ knowledge. Two of five students stated that after using the Booktrack application they have more knowledge. For example, students two said, “I got much information after I read some passages in Booktrack”. This is further confirmed by students three who said, “When using Booktrack application, for the first time I confused how to understand the content of the passage because the vocabulary it’s too difficult, but when I read the passage I also write in my note what are the difficult one then I seek out the meaning in the dictionary”.

From those information above, it can be conclude that channel in Booktrack has many positive impact for the students especially in their English language learning. They have more new vocabulary from those passages. And their knowledge in English learning is improved.

**e. Currency and Autonomy**

Data from the interview show that the frequency when the students read using Booktrack application assists them in English language learning because it’s match with the students’ personality. Three of five students said that Booktrack is match with their personality in this era. For example students one said, “Being able to read some passages in my freetime makes me lucky, this application

makes a lot of people more productive and this suits with our personality in this current era”. Besides that, the two students also stated, “reading in my free time makes me feel better, I am more appreciate my time. On the other hand, it will also make my learning time automatically increase”. In addition, students five reflected “reading in my free time show more that I have quality time. This application fits with our personalities who are born in era full of practically”.

From those statements above, it can be conclude that Booktrack some advantages in the students’ English language learning, include for their free time. They are still can learning or reading in their free time with application that suits with their personal.

#### **f. Genres in Booktrack**

Data from the interview show that genres in Booktrack assist students in English language learning because they can develop the students’ reading and writing skill. Three of five students stated that after using the Booktrack application they have various genres in reading. Students three explain, “Usually I never read various genres of books, after I know Booktrack application and it has many genres, so I often open it and read some passage more”.

In addition, this is supported by the students four who said “after using Booktrack, I have better skill in writing. Because many genres that I read in Booktrack application give me challenges in determine the theme if I got a task from the teacher”. Then, student five reflected, “After I use Booktrack application, my anxiety to not be able to write with different themes began to decrease, I know so many genres in reading”. From those explanations above, it can be concluded that various genres in Booktrack application give some benefits for the students to write if they got a writing task in different genres from the teacher.

In conclusion, the ways does multimodality in Booktrack assist the students English language learning by the features, learning style, quality, channels, frequency and also genres.

It can develop the students of reading and writing skill in English language learning.

## **B. Discussion**

The discussion of this research will discuss the findings and the theory. The findings of this research found that Booktrack has multimodality features, such as: auditory and reading, downloading and uploading (writing and auditory) and Booktrack leads the students' response toward multimodality, such as: students' understanding, students' frequency of using Booktrack, also students' assumption in using Booktrack. Booktrack assists students in learning English, such as: improving students' motivation and interest, giving suitability to the students' learning style, increasing students' feeling, letting the students to spend their free time to read through Booktrack, developing students' reading and writing skill. This finding confirms the previous study and theory on multimodality as follows.

### **1. The Multimodal Features in Booktrack**

In Booktrack there are some features that includes multimodality. This condition is related with this era that most of people, especially young people or students have been addicted to their gadget or smart phone they grips all the time. Nowadays, smart phone becomes hot issue in today's era. A lot of media or articles raised the importance of gadget in the present, especially for students who were born in today's era. And today's era called as digital natives. In their part time, they cannot forget to check their gadget. In this situation the students or young people need application that supports their learning. Furthermore, they may have learning style with others. The multimodality feature that available in this Booktrack covers a lot of learning style.

This is relevant with the theory stated by DePorter and Hernacky that learning style is a combination of a person's way of absorbing information, then organizing the information, and processing the information into meaningful.<sup>1</sup> It means the students in digital native must have application in their gadget

---

<sup>1</sup>Bobbi DePorter and Mike Hernacky (1999), opt.cit

to support and to facilitate them in learning process. It will make them more open minded and easier to receive information.

Another explanation from Kress stated that multimodality emphasize that people communication must be noticed and acknowledged.<sup>2</sup> Based on the result of review from the researcher, the multimodality features in Booktrack supported the students in English language learning. In Booktrack there are multimodality features, such as: auditory and reading, downloading and uploading (writing-auditory). When the researcher interviewed them, most of them prefer to choose reading and auditory. The reason is they feel comfortable while reading-listening than they just reading without the instrumental music for accompany them in listening. Based on their reason in using auditory, while they were reading, they used auditory learning. According to Bobbi DePorter, Auditory learning leads the learners to understand lessons or information by listening.<sup>3</sup> It is similar with this case; the auditory in reading passage of Booktrack application is helpful for the students to understand the content since the instrumental music covers the plot of the reading passage.

It is confirms with the previous study by Freyn Amy, she conducted the research about the effect of multimodal on students attitude toward poetry. Her finding supported this research that the use of multimodal approach in teaching poetry can improve students' attitude.<sup>4</sup> The finding of this research also showed that multimodality in Booktrack can assist students English language learning.<sup>5</sup>

## **2. The Students' Response Toward Multimodality in Booktrack**

Learning English language in multimodality needs to know how the students' feel toward the learning style in multimodality. Not only because multimodality is two kind of learning style mixed into one, but also, multimodality is kind of

---

<sup>2</sup>Kress, G. 2009. *Multimodality; A Social Semiotic Approach to Contemporary Communication*. Routledge

<sup>3</sup>DePorter, B and Mike Hernacky. 2005. *Quantum Learning*, Kaifa. Jakarta, p.10

<sup>4</sup>L. Freyn, Amy. "*Journal of Education and Practice*". Vol.8, no. 8, 2017

<sup>5</sup>Ibid.,



different ways to communicate with each other and to express them. The students' response toward multimodality in Booktrack explained as follows:

**a. Students' Understanding About Booktrack**

Based on question number 1, 2, 3 question in questionnaire showed that question 1, 15 students of IPA-2 class chose they have understood and known Booktrack and thought that Booktrack is easy to use and understand. Question 2, 22 students of IPA-2 chose that any feature in Booktrack assists them in learning, these features include reading with listening, or writing with listening. Question 3, 15 students of IPA-2 chose that any channel of story in Booktrack help their comprehension in learning style.

The result of this data indicates that Booktrack is facilitating the students and easy to use for students to earn reading or writing with listening included.

In this response, it includes cognitive aspect. As Abu Ahmadi stated that, cognitive is response is closely related to knowledge skills and information.<sup>6</sup> By the definition it is similar with the students' response toward multimodality in understanding the reading passage in Booktrack since they have to gain information from the reading passage, so this response includes in cognitive aspect.<sup>7</sup>

**b. Students' Frequency of Using Booktrack**

Based on question number 6 question 25 students of IPA-2 choose open Booktrack when they have free time. It can be called that they rarely open Booktrack when they have not time to open. Furthermore, Booktrack does not give them influence to use digital media for learning and studying.

Students' frequency of Using Booktrack is categorized in conative aspect since in this response is related to the students' action in using Booktrack. It is similar with the theory of Abu Ahmadi stated that conative is response related to real behavior include action or

---

<sup>6</sup>Abu Ahmadi, *Psikologi Sosial*, (Jakarta: PT. RinekaCipta, 1999), p.163-164

<sup>7</sup>Abu Ahmadi, *Psikologi Sosial*, (Jakarta: PT. RinekaCipta, 1999), op.cit

habits.<sup>8</sup> Action is happened one at time while habits happened continually, but there is no student who has habit in using Booktrack.

**c. Students' Assumption in Using Booktrack**

Based on the question number 4, 20 students of IPA-2 feel that is Booktrack increasing their English language learning. 20 students of IPA-2 feel that Booktrack is interesting enough to motivate them in reading. Questions number 7 and 14 students of IPA-2 choose to open young adult or teen channel when they read.

Based on those result of those questions, it is indicate that's students of IPA-2 interest enough to use Booktrack because there are young adult or teen as their option to read. Furthermuore, Booktrack is increasing enough to their reading motivation when they use Booktrack.

This response is includes in affective aspect. As Abu Ahmadi stated that, affective is response related to emotions. This response arises when it exists a change in what the audience likes about something.<sup>9</sup> It is similar with the students' response toward multimodality in students' assumptions in using Booktrack. In this case, the students are interested to open the Booktrack application because there is a sound, so it can increase their emotions. Meanwhile, this response includes in affective aspect.

The previous by Freyn Amy about the effect of multimodal on students' attitude toward poetry showed that many students said that the use of multimodal in learning poetry was fun and interactive. The findings in this research confirms the previous study by Freyn Amy that many students feel enjoy and comfort while using the Booktrack application. They like the features, genres, also learning style and the quality of Booktrack application.<sup>10</sup>

---

<sup>8</sup> Abu ahmadi, Psikologi sosial, (Jakarta: PT. RinekaCipta, 1999), op.cit

<sup>9</sup> Abu Ahmadi, *Psikologi Sosial*, (Jakarta: PT. RinekaCipta, 1999), op.cit

<sup>10</sup> L. Freyn, Amy. "Journal of Education and Practice". Vol.8, no. 8, 2017

### 3. The Ways Multimodality Assists Students English Language Learning

After knowing the respond of the students as explained before, in this part the researcher conclude the ways multimodality in Booktrack assists the students in English language learning. Data is taken by interview data that the researcher did as following:

#### a. Improvement of Motivation and Interest

Five students are interviewed by the researchers, two of five students said that they have better motivation after they read using Booktrack. The students are interested with Booktrack because there are multimodality features and it can make their motivation increasing.

Features in Booktrack includes in internal response. Students are interested in Booktrack because there are multimodality features. Thus, this is also supported by the theory of Bimo Walgito. He said that internal response is influence of some factors such as, feeling, reason, fantasy, mental, mind and motivation.<sup>11</sup> In this case the ways multimodal assists the students by improvement motivation and interest.

#### b. Suitability with Learning Style in Booktrack

Five students are interviewed by the researchers, all of the students stated that their learning style has suitability after they read using Booktrack. The students assumed that learning style which are covered in Booktrack assist them in learning English and it is very suitable with their learning style.

Learning style in Booktrack includes in external response. It is supported by the theory from Bimo Walgito that stated that external response is influence of the stimulus.<sup>12</sup> In this case the stimulus used by the researcher in this study is learning styles in Booktrack.

#### c. Quality of Booktrack Increasing Students' Feeling

---

<sup>11</sup>BimoWalgito, PsikologiUmum. Yogyakarta, UGM 1996. p.55

<sup>12</sup>BimoWalgito, PsikologiUmum. Yogyakarta, UGM 1996. p.55

Five students those are interviewed by the researchers, most of students stated that they have better feeling after they read using Booktrack. It concludes that Booktrack assist the students increasing their feeling because Booktrack provides sound or instrumental music that describe the situation in the story that they read.

Quality in Booktrack includes in external response. It is supported by the theory from Bimo Walgito that stated that external response is influence of the stimulus.<sup>13</sup> In this case the stimulus used by the researcher in this study is sensing of instrumental music in Booktrack.

**d. Currency and Autonomy**

Five students are interviewed by the researchers, all of them stated that they open and using Booktrack when they have free time. Beside that two students also stated when they read Booktrack in their free time, they feel more appreciate the time that they spend to read. It concludes that Booktrack makes their time useful without wasted with disadvantages activity for students, like playing or gaming with their gadget.

The frequency of the students open the Booktrack application includes in internal response. Therefore, this also supported by the theory of Bimo Walgito. He said that internal response is influence of some factors such as, feeling, reason, fantasy, mental, mind and motivation.<sup>14</sup> In this case the ways multimodal assists the students since they are interested in Booktrack because Booktrack is easy to use.

**e. Genres in Booktrack Develop Students' Reading and Writing Skill**

Five students are interviewed by the researchers, four students said that after using Booktrack they assume that they have better skill in writing because many genres of the story. It concludes that various genres in Booktrack give benefit for the students to write any kind of story that they want.

---

<sup>13</sup>Ibid.,

<sup>14</sup>Bimo Walgito, Psikologi Umum. Yogyakarta, UGM 1996. p.55

Genres in Booktrack includes in external response. It is supported by the theory from Bimo Walgito that stated that external response is influence of the stimulus.<sup>15</sup> In this case the stimulus used by the researcher in this study is some genres provides in Booktrack. Most of them like to open young adult or teen genres.

This research findings confirms with the previous study by Abbas about the effect of multimodal learning models on language teaching and learning, this finding showed that the ways multimodal give effect to the students English learning from some different modes such as verbal and non verbal and different sensory modalities such as visual and auditory.<sup>16</sup>It supports the findings of this research. In this research, the ways multimodality assists students' English language learning from the learning styles covers in Booktrack application.

In conclusion, every participant has their answer toward the interview that the researcher has been conducted. There are three points that the researcher can inform which are: the multimodal features in Booktrack, the students' response toward multimodality in Booktrack and the ways multimodality in Booktrack that assist the students' English learning.

---

<sup>15</sup>Ibid.,

<sup>16</sup>Abbas Gilakjani, *The Effect of Multimodality on Language Teaching and Learning*, Theory and Practice in Language Studies, vol.1, no.10, 2011, p.1321-1327

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents the conclusion of the research and the suggestion of the researcher as following:

#### **A. Conclusion**

Based on the research finding, there are three points that include in this conclusion. First is about the multimodal features in Booktrack assist the students English language leaning. Then, there are some responses also about the student's response toward the use of Booktrack. Last, it is also explained about the ways does multimodality in Booktrack. The researcher concludes those points as follows.

1. Booktrack application has contribution in the students' English language learning because they have more information from many passages or books that they have read. They did not only consume the information of the Booktrack application but also create their own product from their writing. Booktrack application also connects media and literacy, it can engage students to create and become editors and producers themselves and feel empowered. The features that multimodal in Booktrack are;
  - a). Auditory and reading, in Booktrack application provides auditory mode. The users can listen the instrumental music while they are reading. It can make the users increase their sensory.
  - b). Downloading and uploading, there are also downloading and uploading features in Booktrack application. The users can download many audio books for themselves. For the users who still as the students in a school, they can increase their English language learning whenever and wherever they want to rehearsing themselves.
2. Students have positive respond toward the use of Booktrack as multimodality media in their English language learning. Many students like using Booktrack because Booktrack application is easy to use, then the features and learning style provides in Booktrack which match with the students' personality. Moreover, the channels in Booktrack also assist them in English learning, it is also increasing their internet technology

(IT) skill of students. Most of them use their free time more productive by opening Booktrack in their gadget.

3. The ways does multimodality in Booktrack assist the students English language learning by the features, learning style, quality, channels, frequency and also genres. It can develop the students' skill in English language learning.

In conclusion, every participant has their answer toward the interview and questionnaire that the researcher has been conducted. There are three point that that the researcher can inform which are: the multimodality features in Booktrack, the students' response toward multimodality in Booktrack and the ways multimodality in Booktrack assist the students' English language learning.

## **B. Suggestion**

Revealing of the result in this study, there are significant suggestion from the researcher as stated below:

### **1. Teacher**

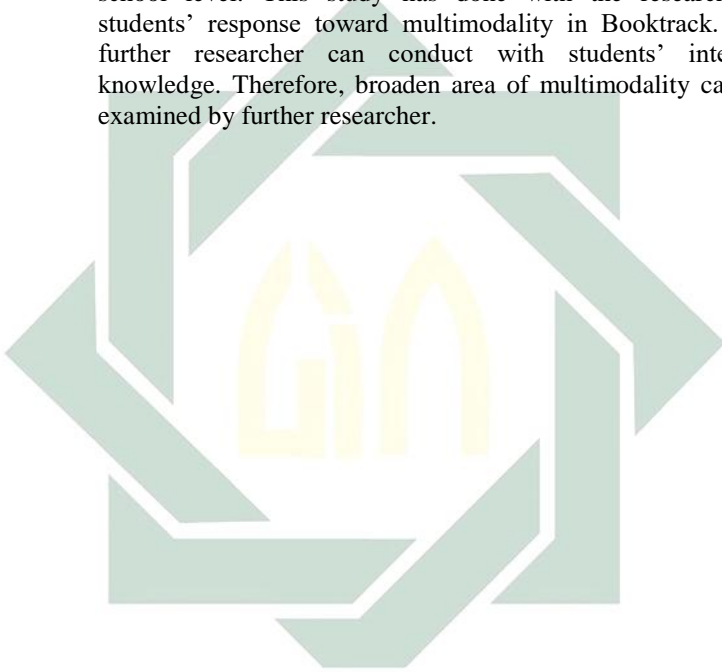
Based on the result of study, Booktrack can help the teacher in English learning process, especially in managing time. There are some students that assist by using Booktrack to get more focus in reading process. Other students said that Booktrack assist them in English language learning. This point can be guidance to know which student that has less reading ability than other students. By Booktrack, the teacher can also manage time in reading activity, example there are reading-listening feature which can be limit the reading task how far the students to stop and make students do not pay to read books.

### **2. Students**

There are some students believe that Booktrack makes them more interesting in reading habit. Some students also said that they can upload their writing stories which are created by themselves. Another student's think that Booktrack assists them in English language learning especially in reading skill. They also find difficult new vocabulary; it can make their curiosity increase. All the students also can download Booktrack freely in every smartphone.

### 3. Further researcher

As the fact in the research process, there are limited amount of research in the topic of multimodality in Booktrack. It is the great chance for others researchers to conduct the research in the topic area of multimodality, especially in senior high school level. This study has done with the research on students' response toward multimodality in Booktrack. The further researcher can conduct with students' interest, knowledge. Therefore, broaden area of multimodality can be examined by further researcher.





## REFERENCES

- Amstrong, Thomas. *Multiple Intelligence in The Classroom*. Third Edition.
- Bezemer, J. and Mavers, D. *Multimodal Transcription as Academic Practice, International Journal of Social Research Methodology* Vol.14, No. 3, May 2011
- BimoWalgito, *PengantarPsikologiUmum* (Yogyakarta: UGM, 1996). p.55
- Blue Wooldridge, *Increasing the Effectiveness of University/College Instruction: Integrating the Results of Learning Style Research into Course Design and Delivery*, in Ronald R,Sims and Serbrenia J. Sims (ed.), *The Importance of Learning Styles*, Westport: Green wood Press, 1995.
- Burke,A., Butland, L., Roberts, K., & Snow, S. *Using Multiliteracies to "Rethink" Literacy Pedagogy in Elementary Classrooms. Journal of Technology Integration in the Classroom*, 5(1), 2013.
- Chen, Y.*Exploring Dialogic Engagement with Readers in Multimodal EFL Textbooks in China. Visual Communication*.2010.
- Colin Rose and Malcolm J. Nicholl, *Cara BelajarCepat Abad XXI*, Translated from *Accelerated Learning for the 21th Century* by Dedy Ahimsa, Bandung: Nuansa, 3rd Edition, 2002.
- DePorter, Bobbi and Hernacky. Mike Quantum Learning, Kaifa. Jakarta: 2005.
- Dr. Juliansyah. Noor, S.E., M.M. *MetodologiPenelitianSkripsi, Tesis, Disertasi, danKaryaIlmiah*, 87.
- Ejournal.upi.edu/index.php/BS\_JPBSP/article/view/756, Vol 13, No 1. 2013.

- Ganapathy, Malini *The Effects of Using Multimodal Approaches in Meaning-Making of 21st Century Literacy Text Among ESL Students in a Private School in Malaysia*. Vol.7, No.2, 2018.
- Gerlach and Ely, *Teaching and media a Systematic Approach*, New York: Prenticehall,aInc,1980.
- Grace Fleming, *Auditory Learning Style*, 2014, ([www.homeworktips.about.com](http://www.homeworktips.about.com))
- John H. Harvey in Abu Ahmadi, *Psikologi Sosial*, Jakarta: PT. Rineka Cipta. 2009.
- John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research, 4th Edition*, Boston: Pearson Education, Inc, 2010.
- John W. Santrock, *Educational Psychology*, New York: McGraw-Hill, 5<sup>th</sup> edition, 2011.
- Kress, Gunther. (2009). *Multimodality: A social semiotic approach to contemporary communication*. Routledge.
- Kuhn, Thomas. *The Structure of Scientific Revolution*. Second Edition. Vol.2.
- L. Freyn, Amy. *Journal of Education and Practice*. Vol.8, No.8, 2017.
- Maria Teresa Siniscalco and Nadia Auriat, “*Quantitative research methods in educational planning*”, UNESCO.
- Oemar, Hamalik. *Media Pendidikan*. Bandung: Citra Aditya, 1989.
- Paul Cameron, *Booktrack Information*, All rights reserved [info.booktrack.com/paul-cameron](http://info.booktrack.com/paul-cameron), 2014.
- Rebecca L. SpangOxford, *Language Learning Styles and Strategies: an Overview*, Oxford: GALA, 2003.

- Rita Dunn, Capitalizing on College Students' Learning Styles: Theory, Practice, and Research, in Rita Dunn and Shirley A. Griggs (ed.), *Practical Approaches to Using LearningStyles in Higher Education*, Westport: Bergin & Garvey, 2000.
- Rosenberg, M.J. and Hovland, C.I. *Cognitive, Affective and Behavioral Components of Attitudes*. In: Rosenberg, M.J. and Hovland, C.I., Eds., *Attitude Organization and Change: An Analysis of Consistency among Attitude Components*, Yale University Press: New Haven, 1960.
- Ryan O'Rourke blogs, [info.marygrove.edu/MATblog/bid/101002/Booktrack-Classroom-Creates-an-Immersive-Reading](http://info.marygrove.edu/MATblog/bid/101002/Booktrack-Classroom-Creates-an-Immersive-Reading).
- Skinner theory in Notoatmodjo, Soekidjo. *Pengembangan Sumber Daya Manusia*, Jakarta: Rineka Cipta, 2003.
- Tsai, H.S, Lay, Yu. P, T & Y. H, Chang *Educational Technology & Society*, 2010.
- Types of Media retrieved from <http://oasis.fiu.edu./ch8/ch8page3.htm> (Accessed on March 14th 2017).
- Wolstencroft, H. *Visual Approaches to Teaching Writing Multimodal 5-11*. 1<sup>st</sup> edition by association with the UKLA, 2007.
- [www.teachingchannel.org/blog/2015/09/02/literacy-in-the-digital-age-speaking-and-listening-sap/](http://www.teachingchannel.org/blog/2015/09/02/literacy-in-the-digital-age-speaking-and-listening-sap/)