

A MULTIMODALITY APPROACH IN DESIGNING LEARNING FOR WRITING ANALYTICAL EXPOSITION TEXTS

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ABSTRACT

Abstract: This study aims to investigate the use of a multimodal approach in designing learning to write analytical exposition text. The learning design is based on the five steps of Universal Design for Learning (UDL) and iterative backward design to optimize inclusive and relevant learning. UDL steps include setting clear objectives, anticipating learner needs, developing measurable objectives and assessment plans, establishing learning experiences, and reflecting and new understanding for educators. A multimodal approach is used to engage students in learning and facilitate the development of student's critical analysis skills and creativity. The results of this learning design show that the implementation of a multimodal approach using UDL steps and iterative backward design can improve the effectiveness of learning to write analytical exposition text. Learning design that focuses on clear objectives, accommodating students' needs, and measurable assessment, This research provides valuable insights for educators in designing learning to write analytical exposition texts utilizing a multimodal approach and UDL steps. This research provides valuable insights for educators in designing learning to write analytical exposition texts that utilize multimodal approaches and UDL steps. The implications of this research can be used as a reference in designing inclusive, relevant, and diverse learning to improve students' understanding of analytical exposition text writing.

Keywords: Multimodal approach, Learning to write; Analytical exposition text; Universal Design for Learning (UDL); Iterative backward design.

Introduction

The development of analytical exposition text writing skills is an important aspect of language teaching that aims to train students' ability to construct coherent arguments, organize information well, and develop critical thinking (Jabali, 2018). However, in practice, teaching analytical exposition text writing is often faced with challenges (Liu et al., 2020), including students' difficulties in organizing arguments in a structured manner and presenting relevant evidence (Toba, Noor, & Sanu, 2019)(Zadunaisky-Ehrlich, Seroussi, & Stavans, 2021). Therefore, it is necessary to conduct research (Elita, 2017; Zhang & Li, 2021; Untoro, 2016) that aims to develop effective learning approaches in designing learning to write analytical exposition texts. One promising approach is the multimodal approach, which utilizes various communication modalities to enhance students' comprehension and expression in writing (Rahayu, Iskandar, & Abidin, 2022) (Vijayalakshmi & Ganapathy, 2016) (Varaporn & Sitthitikul, 2019).

The use of multimodal approaches is important given learners' increasing engagement in a digitally driven world (Lee, Jobe, Mathis, & Gibbons, 2020). A multimodal approach, as defined by Prain and Waldrup, involves the use of multiple modes to represent scientific reasoning and findings. These modes include descriptive forms such as verbal, graphical, tabular, and written representations, as well as figurative expressions including pictorial, analog, symbolic, and metaphoric representations. In addition, kinesthetic or gestural representations, as well as videos, are also part of multimodal skills (Hartle, Facchinetti, & Franceschi, 2021).

A multimodality approach is used as an overarching term to describe "curriculum, pedagogy and assessment practices that focus on modes as a key feature of communication in learning environments". (Saputra & Prastyo, 2022) Two theoretical concepts that are important in the conceptualization and implementation of multimodality are multimodality and multiliteracy (Wang Guénier, 2020). First, multimodality is an interdisciplinary approach that understands communication and representation as the integration of different modes for meaning making. In this context, modes are understood as "ordered and organized collections of resources for meaning-making, including images, views, gestures, music, speech, and sound effects" (Jewitt & Kress, 2003). Multimodality researchers argue that multimodal resources (such as linguistic, visual, sound, and movement codes) are socially constructed over time, and people tend to intentionally organize (e.g., select and arrange) these various modes for meaning making (Members et al., 2022). While multimodality is often associated with digital media, it should be noted that "multimodality is not the same thing as digital" (Trisanti, Sukyadi, & Suherdi, 2022). So far, students have produced multimodal texts in both print and digital forms (Quick, King, Reynolds-Tylus, & Moore, 2019).

The second construct, multiliteracies, was proposed to overcome the limitations of traditional language-based approaches in literacy pedagogy by emphasizing that the strategic use of multiple communication channels and media, as well as taking into account the increasing linguistic and cultural diversity, becomes critical to students' academic careers and citizenship lives (Cope & Kalantzis, 2005). As a new pedagogy in literacy, multiliteracies proposes a pedagogical theory that integrates four components or educational approaches, namely "situated practice, open instruction, critical frameworks, and transformed practice" (Cope & Kalantzis, 2005). These four components can be an important basis for multimodal pedagogy (for a more detailed description of how we designed and implemented tasks that align with these four components to engage multilingual adolescents in exploring multiple literacies (Angay-Crowder, Choi, & Yi, 2013). Interestingly, multimodality and multiliteracy are often used together or interchangeably without distinguishing the two terms from each other. Multimodal pedagogy is an emerging concept and practice in education. The majority of existing studies on multimodal pedagogy focus on language education and science education (Wang Guénier, 2020). Multimodal pedagogy has been shown to motivate and engage students, and helps to arouse students' curiosity, motivation and attention by understanding the meaning conveyed through various media, such as sound, video,

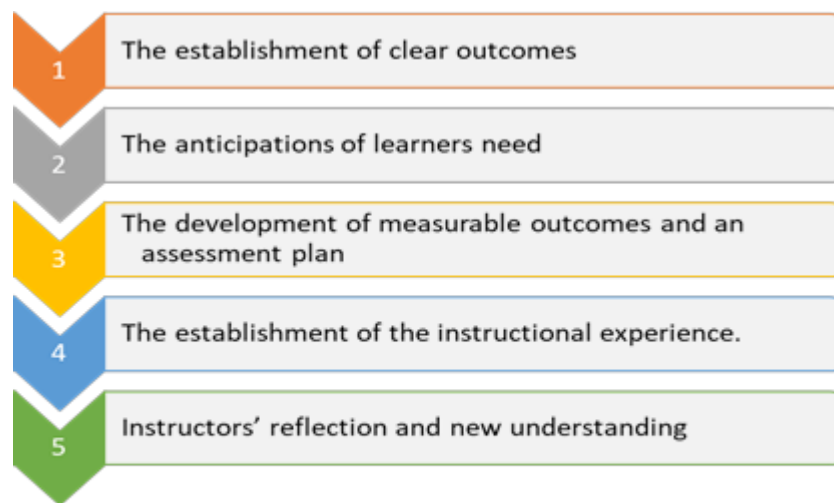
digital animation and words (Vijayalakshmi & Ganapathy, 2016)(Varaporn & Sitthitikul, 2019). When used in the context of cultural learning, the use of multimodal pedagogy also contributes to the improvement of students' language skills and multimodal literacy. In addition, students also benefit from the development of general learning skills such as critical literacy, critical thinking skills, autonomy, and creativity (Hassan et al., 2019) (Pineyro et al., 2016).

In this context, this study aims to investigate the applicability of a multimodal approach in designing learning to write analytical exposition texts. The main focus of this study is to develop a learning design that utilizes multiple modalities synergistically to enhance students' understanding of analytical exposition text structure, organization of arguments, and application of critical thinking. The study will also explore how a multimodal approach can encourage students' creativity and expression in writing analytical exposition texts, as well as strengthen the connection between the written text and multimodal elements.

Research Method

This study uses a qualitative research approach to identify the concept of multimodality. The qualitative approach was chosen to gain an in-depth understanding of how multimodality can be applied in the context of learning to write analytical exposition text. Qualitative research methods, such as interviews, observations, and content analysis, were used to collect data on the use of different modes of representation and their effects on student learning. In addition, UDL (Smith et al., 2019) and iterative backward design approaches are integrated in pedagogical planning to ensure accommodating student diversity and responsiveness to individual needs. (Glisan & Donato, 2021) Through combining the concepts of multimodality, UDL, and iterative backward design, this research aims to generate deep insights into how these approaches can influence students' learning experiences in the context of learning to write analytical exposition texts (Montgomery et al., 2022).

The steps of lesson planning based on UDL and iterative backward design approach are as follows:



Gambar 1: Alur UDL dan iterative backward design

Result and Discussion

Setting learning objectives

It is important for teachers to have a clear understanding of the expected learning objectives of each specific curriculum, unit, lesson and/or instructional step. Learning objectives should be connected to desired outcomes and essential understanding and student performance. Learning content, be it linguistic, thematic or discipline-related, should be in line with the standards set out in the curriculum. In this case, teachers need to identify the core competencies and basic competencies related to exposition analysis text writing in Curriculum 2013. This will help in formulating specific and measurable learning objectives.

Teachers need to clearly explain what students are expected to achieve in writing exposition analysis texts. Learning objectives should include students' understanding of the structure and characteristics of exposition analysis text, students' ability to compose coherent arguments and reasons, and students' ability to organize and convey information clearly and systematically. Learning objectives should include the development of students' language skills, such as the use of proper grammar, varied vocabulary, and the use of writing styles that are appropriate to the exposition analysis text. Teachers need to consider students' ability level and diversity in formulating learning objectives. Learning objectives should be accessible and achievable by all students, so it is necessary to differentiate in formulating learning objectives according to students' ability levels.

Anticipating student needs

In this case, learners at this high school have developed some writing skills during their time at school. They are able to think independently, and some of them have the ability to find information through various sources. As non-native English learners, most of them have studied English for almost ten years and faced various difficulties while

learning.

Nevertheless, despite having developed writing skills, they still face some challenges. As teenagers, they still have difficulties in solving problems independently and have not fully reached the maturity of logic and critical thinking. Sometimes, when faced with difficulties, they are not always able to quickly find the right solution.

Considerations that need to be taken into account are students' learning styles and learning preferences. Each student has a different learning style, such as visual, auditory or kinesthetic. Students with visual learning styles prefer to use pictures, diagrams or graphs to understand information. Students with auditory learning styles tend to learn through hearing, such as listening to explanations or discussions. Meanwhile, students with kinesthetic learning styles prefer to learn through physical movement and hands-on practice.

The context of learning analytical exposition text writing, it is important for teachers to accommodate students' various learning styles. Teachers can use a variety of teaching strategies, such as presenting materials with interesting visualizations for visual students, holding group discussions or sound-based activities for auditory students, and providing opportunities for kinesthetic students to participate in practical or simulation activities.

In addition, students' learning preferences should also be considered. Some students may prefer to learn independently, while others are more comfortable learning in groups. Implementing a differentiated learning approach that takes into account individual learning preferences can help students engage more actively in learning analytical exposition text writing.

Develop Measurable Objectives and Assessment Plan

Before planning instructional experiences, teachers need to carefully consider how learning will be measured. Some factors to consider include pre-set objectives and learner needs, insertion of control points to ensure achievement of desired outcomes by all learners, providing diverse ways and options for learners to engage authentically in the learning process, and supporting higher-order thinking skills and deeper connections to content.

In English language learning assessment it is important to go beyond traditional methods and provide opportunities for learners to engage in creative and meaningful tasks. This could include projects, presentations, group discussions or other creative tasks that allow learners to apply their language skills in a meaningful way.

In addition, assessments should also encourage learners to develop higher-order thinking skills, conduct critical analysis, and express their thoughts and opinions effectively in the target language. By considering these factors, teachers can design assessments that fit the learning objectives, provide meaningful feedback to learners,

and promote all-round language development. Table 1 shows the results of setting learning objectives and designing assessments on writing exposition text.

Table 1. Learning Objectives and Assessment Methods

Learning Objectives	Assessment Method
Understand the purpose and social function of analytical exposition text, especially in the context of actual issues.	<ul style="list-style-type: none"> • Written test • Oral presentation • Collaborative project
Identify the structure of analytical exposition text, such as thesis statement, argument and reiteration, and apply them in writing analytical exposition text.	<ul style="list-style-type: none"> • - Tugas debat kelompok • - Menganalisis struktur dan organisasi teks eksposisi analitis
Use appropriate linguistic elements, such as the use of opinion expression, quantity expression and connectors in writing analytical exposition texts.	<ul style="list-style-type: none"> • Written test • Write a dialog using linguistic elements • Role play
Create analytical exposition texts using correct and contextually appropriate text structures, grammatical elements and concepts of analytical exposition texts.	<ul style="list-style-type: none"> • Writing assignment • Portfolio

1. Establishing the Learning Experience

The learning procedure consists of the four steps below.

Tabel 2. Learning Procedure Framework

Learning process	Sub-proses	Learning focus
Experiencing	Experiencing the known	Learners' life experiences, prior knowledge, community backgrounds
	Experiencing the new	Introduction of new knowledge. Immersion in new content, experiences, and community settings connected to the learner to the extent that the new is plausible enough for learning to occur.
Conceptualizing	Conceptualizing by naming	Creating variations of similarity, categorization, and naming. In this case, students are assigned abstract items and they must build concepts.

Learning process	Sub-proses	Learning focus
	Conceptualizing with theory	Connecting the identified concepts and the relationships between them into a broader framework or model.
Analyzing	Analyzing functionally	Analyzing how linguistic/non-linguistic features work to express specific meanings in learning elements.
	Analyzing critically	Analyze the human goals and intentions involved in knowledge. Who is the printed text for? Interpret the personal and cultural perspectives involved in knowledge. What point of view does it represent?
Applying Proses pembelajaran	Applying appropriately	Applying new knowledge to produce something similar to that presented as an example
	Applying creatively	Creating new knowledge; taking knowledge from one or more settings, and adapting it to a different setting.

Experiencing the Known and the New

The first step in the learning process, there are two important stages that can be referred to as "Experiencing the Known" and "Experiencing the New". At the "Experiencing the Known" stage, a teacher will activate students' prior knowledge related to the actual issue to be discussed. This is done by using various media, such as images, videos, or audio recordings, which aim to arouse students' interest and attention to the topic to be discussed.

In the next stage, namely "Experiencing the New", the teacher introduces new elements contained in the learning material. For example, in the context of a written analytical exposition text, the teacher will explain the social function, text structure, and important linguistic elements. However, oral explanation alone is not enough. Therefore, teachers also use multimodal methods, such as multimedia presentations, exposition text examples, or short videos, to help students understand the new concepts visually and audibly.

By incorporating this multimodal approach, teachers create a more engaging and interactive learning experience for students. The presentation of images, videos and audio recordings help to arouse students' interest from the start, while multimedia presentations and examples of exposition texts provide a more visual and tangible understanding. In this way, students can experience learning more deeply, so they can understand new concepts better.

By using "Experiencing the Known" and "Experiencing the New" strategies involving

multimodality, a teacher can create a more meaningful and effective learning experience. Students become more engaged and motivated in learning, and are able to connect new concepts with their prior knowledge. Thus, students can develop a deeper understanding and are ready to apply the knowledge in real life. Conceptualizing by Naming and with Theory

In the next activity, students are given the opportunity to identify and name important elements in the text, such as arguments, reasons, supporting statements and conclusions. The teacher uses various multimodal methods, such as interactive whiteboards, posters, or worksheets, to engage students in thinking and discussing these elements. By using these multimodalities, teachers encourage students to actively engage in the learning process, enabling them to develop a deeper understanding of the components of an exposition text. In addition, in the "Conceptualizing with Theory" stage, teachers present relevant theories or approaches related to the preparation of written analytical exposition texts. This aims to provide students with a stronger knowledge base in understanding the concepts related to the exposition text. Teachers use multimodality such as presentation slides, diagrams, or animations to illustrate theoretical concepts clearly to students. By visualizing the theories, teachers help students to understand and relate the concepts to the real context.

Analyzing Functionally and Critically

In the "Analyzing functionally" stage, students are given the task to analyze the social function of a written analytical exposition text related to the selected actual issue. The teacher uses various multimodal methods, such as articles, news clippings, or short videos, to provide examples of analytical exposition texts that have clear social functions. By using this multimodality, the teacher helps students in understanding and identifying how the exposition text contributes to the wider social context. Furthermore, at the "Analyzing critically" stage, students are invited to critically analyze the analytical exposition text given. Teachers use multimodal methods such as graphs, diagrams, or video discussions to help students develop their critical analysis skills. Through this multimodality, teachers facilitate students' understanding of the concept of critical analysis and provide the necessary tools to parse and evaluate the exposition text in depth. Applying

Appropriately and Creatively

In the "Applying appropriately" stage, students are given the task of composing a written analytical exposition text related to an actual issue, taking into account the social function, text structure, and relevant linguistic elements. Teachers use multimodal methods such as assessment rubrics, examples of analytical exposition texts, or worksheets to assist students in composing the text appropriately. Through the use of this multimodality, the teacher provides clear guidance and guidance to students regarding the elements that need to be considered in composing a good analytical exposition text.

Furthermore, at the "Applying creatively" stage, students are given the opportunity to

present their written analytical exposition text in a creative way. Teachers use multimodal methods such as multimedia presentations, poster exhibitions, or video presentations to showcase students' work visually and creatively. By utilizing these multimodalities, teachers provide a platform for students to express their understanding in different and innovative ways, involving creative elements in presenting analytical exposition texts.

Refleksi dan Pemahaman Baru Pendidik

It is important for educators to reflect on the effectiveness of teaching and the student learning experience. This is done by analyzing students' success in achieving the set learning objectives. Educators also need to evaluate whether the approaches used are appropriate for students' learning styles and whether the assessments conducted provide an accurate picture of their abilities. In doing this reflection, educators identify aspects that need to be improved and modify the learning design for further learning development. In collecting data and information, educators use various multimodal methods such as observation, assessment and feedback from students. By analyzing these data, educators can objectively assess student progress and plan necessary actions to improve teaching and learning experiences.

This approach allows educators to understand and appreciate the diversity of student learning styles. By considering individual preferences and needs, educators can modify learning designs to suit students' needs. In addition, accurate and comprehensive evaluation provides valuable information for educators in identifying students' strengths and weaknesses and evaluating the effectiveness of the teaching methods used.

Through this reflection, educators can optimize the learning process by identifying aspects that need improvement. Modifying the learning design to suit students' needs will facilitate further learning development. By utilizing a multimodal approach and considering various factors that influence learning, educators are able to create an environment that supports students' progress and development holistically.

Conclusion

This study aims to investigate the use of multimodal approach in designing learning to write analytical exposition text. In this study, the learning design is based on the five steps of Universal Design for Learning (UDL) and iterative backward design. The steps include setting clear objectives, anticipating learners' needs, developing measurable objectives and assessment plans, establishing learning experiences, and reflection and new understanding for educators. Through the application of UDL and iterative backward design steps, learning design can be adapted to student diversity, learning styles and accessibility needs. Clear and specific learning objectives are set to ensure that learning is accessible to all students and observable through concrete evidence of learning.

In designing learning experiences, a multimodal approach is used by integrating different modes of communication and representation. Concepts such as "Experiencing the known", "Experiencing the new", "Conceptualizing by naming", "Conceptualizing with theory", "Analyzing functionally", "Analyzing critically", "Applying appropriately", and "Applying creatively" are applied to actively engage students and meet their needs.

Overall, this study shows that the application of multimodal approach in designing learning to write analytical exposition text using the five steps of UDL and iterative backward design can improve learning effectiveness and meet students' needs holistically. This research provides valuable insights for educators in designing inclusive, relevant and diverse learning for students.

Future research needs to expand the sample coverage to obtain a more comprehensive picture, evaluate the long-term impact of the multimodal approach, consider implementation challenges that educators may face, involve students as research subjects, explore the use of supporting technology, and measure students' perceptions and motivation. This will help in improving the understanding of the application of multimodal approach in designing learning to write analytical exposition texts as well as overcoming barriers that may affect the results of the study.

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