

INTEGRATING LITERATURE IN ENGLISH LEARNING TO IMPROVE MULTIMODAL LITERACY THROUGH A SOCIOCOGNITIVE APPROACH

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ABSTRACT

This study aims to explore the impact of literature integration in English language learning with a sociocognitive approach on the multimodal literacy skills of agricultural students. The research methods used include multimodal literacy tests before and after the intervention for 8 weeks, as well as a questionnaire to collect students' perceptions. Quantitative results showed that before the intervention, there was no significant difference in multimodal literacy skills between the experimental group (mean score 65.4) and the control group (mean score 64.8). However, after the intervention, the average score of the experimental group increased significantly to 85.2, while the control group only experienced a slight increase to 68.5. Inferential statistical analysis confirmed that the difference in score improvement between the two groups was significant ($p < 0.05$), indicating the effectiveness of literature integration in improving multimodal literacy skills. Qualitative results from in-depth interviews with students revealed key themes related to the learning experience, including increased engagement and motivation, improved multimodal literacy skills, and better social interactions in the literature-based learning context. Students from the experimental group reported that literature helped them better understand cultural and historical contexts, improved critical thinking skills, and expanded their understanding of different modes of communication. These findings support the importance of using contextual and interactive learning strategies to enhance the effectiveness of English language learning in agricultural education contexts. This study makes an important contribution to curriculum development and teaching practices in higher education,

considering the important role of multimodal literacy in modern education.

Keywords:

Literature and English Language Learning, Sociocognitive, Multimodal Literacy

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Introduction

In the increasingly advanced digital era, multimodal literacy has become an important aspect in language learning, especially English. Multimodal literacy refers to the ability to understand and interpret various forms of text that include images, sounds, and writing. The sociocognitive approach to language learning emphasizes social interaction and cognitive processes as the main foundation in developing language skills. The integration of literature in English language learning offers many advantages, one of which is enriching students' learning experiences by presenting various cultural and historical contexts. Literature not only functions as a tool for understanding language structures, but also as a medium for exploring complex ideas and critical thinking. According to Vygotsky (1978), learning occurs effectively through social interaction where individuals construct shared meaning through language. The sociocognitive approach emphasizes the importance of social context in language learning. By incorporating literature, students can engage in various forms of communication and representation, which is the core of multimodal literacy. According to Gee (2003), multimodal literacy involves "playing with different modes of communication and understanding the ways in which these modes can be combined to make meaning." The implementation of a sociocognitive approach in learning English through literature can also help students develop critical and creative thinking skills. For example, through the analysis of literary texts, students are invited to understand different perspectives, interpret deeper meanings, and connect texts to their personal experiences. This is in line with Bandura's (1986) view which emphasizes that learning is a dynamic process in which individuals actively construct their knowledge through interaction with the social environment. In the context of English learning, integrating literature with a sociocognitive approach can provide a strong foundation for improving multimodal literacy. Therefore, this study aims to explore how the integration of literature in English learning can improve students' multimodal literacy through a sociocognitive approach.

Previous studies have discussed the importance of multimodal literacy in language learning. Multimodal literacy, which includes the ability to understand and interpret various forms of text such as images, sounds, and writing, has been recognized as an

important component in teaching English in the digital age. Research by Gee (2003) shows that multimodal literacy involves interacting with different modes of communication and understanding the ways in which these modes are combined to create meaning.

In addition, previous studies have also underlined the important role of social context in language learning, as expressed by Vygotsky (1978), who stated that learning occurs effectively through social interaction in which individuals construct shared meaning through language. The sociocognitive approach, which emphasizes social interaction and cognitive processes, has long been considered the main foundation in developing language skills.

The results of research conducted by Nagy (2020) show that understanding various aspects of multimodal literacy is essential to connect relevant knowledge areas for students to determine their learning goals. This study found that literacy is exclusively associated with language and changes in the representational mode of meaning-making. Drastic changes in technology and communication are redefining the communication landscape, expanding the boundaries of literacy and meaning. In other words, from traditional literacy that only emphasizes language, to multimodal literacy, which focuses on the synergy of various modes of producing meaning. Furthermore, through research Hellwig (2022) found that multimodal literacy is very important for students in learning English for Special Needs (ESP). They must also be able to transform textbooks and lecture language into models and diagrams. In addition, they must be able to communicate multimodally and transform meaning in various modes and media, such as gamification (Fedorenko & Kravchenko, 2023). Even Crawford Camiciottoli & Campoy-Cubillo (2018) also stated the importance of a teaching framework that teaches students how to use multimodal resources and acquire intercultural skills to face the world of work.

However, the novelty of this study lies in the integration of literature in English language learning with a sociocognitive approach to improve multimodal literacy. Although previous studies have recognized the benefits of literature in language learning to enrich students' learning experiences and explore complex ideas, this study is more specific in linking literature to the development of multimodal literacy through a sociocognitive approach. In this study, literature is not only seen as a tool for understanding language structures, but also as a medium for developing students' critical and creative thinking skills, as well as strengthening social interactions in the context of language learning. Thus, this study offers a new perspective by exploring how the integration of literature in English language learning can improve students' multimodal literacy through a sociocognitive approach, making a deeper contribution to the field of language education in the digital era.

Multimodal Literacy

Multimodal literacy refers to literacy as design. Multimodal literacy, according to Alford & Yousef (2023), studies discourse design by looking at how various semiotic resources (such as language, movement, and images) work together across modalities (such as visual, aural, and somatic), and how they work together and are integrated in creating a coherent text. According to Jamilah et al. (2023), the term multimodal literacy comes from social semiotics and refers to the study of language that combines two or

more modes of meaning. Multimodal literacy refers to communication practices that use two or more modes of meaning (Crawford Camiciottoli & Campoy-Cubillo, 2018; Fadilah et al., 2023; Sidik, 2022).

According to Al Farabi & Rohmah (2023), multimodal literacy includes the process of reading, viewing, understanding, responding, producing, and interacting with digital and multimedia texts. Speaking, listening, and dramatizing gestures and oral as well as writing, designing, and creating these texts fall into this category. In texts, processing modes such as images, words, sounds, and movements can occur simultaneously, often synchronously. Certain modes can sometimes dominate. For example, the visual mode can dominate when processing screen-based texts, while the voice mode can dominate in podcasts. Because of its visual design, collaborative interactivity, and intertextual relationships with other texts, multimodal communication media are very relevant when using digital devices (Fjørtoft, 2020; Purba et al., 2023). Therefore, with the emergence of multimodal communication media, educators must pay attention to the new "design-oriented communication landscape". Multimodal literacy focuses on discourse design by looking at the potential interaction of various semiotics (verbal, visual, and movement). Analysis uses what has been learned as a basis for problem solving (Ørevik, 2023).

In learning, which is a type of knowledge transfer, there is an interactive relationship between teachers and students, as well as semiotic resources that emerge when analyzing texts. Initially, multimodal studies aimed to improve the balance between language and other semiotic systems and resources (such as music, images, building or object designs, body movements, gaze, social distance, etc.) (Fiftinova et al., 2022; Streelasky, 2019). Multimodal literacy refers to the process of meaning-making that occurs through reading, viewing, understanding, responding to, and producing texts and interacting with digital and multimedia texts. It also includes ways of speaking, listening, and dramatizing oral cues as well as writing, designing, and creating texts. In texts, processing modes such as images, words, sounds, and movements can occur simultaneously, often synchronously (Cappello et al., 2019; Lengers, 2018). A particular mode can sometimes dominate several modes; for example, visual mode may dominate when processing screen-based text, while audio mode will dominate podcasts. Multimodal literacy impacts educational practices as technological changes impact reading, writing, and creating content on screens (technological devices) compared to reading and writing print-based texts (Kustini et al., 2020; Serafini, 2015). Literacy has evolved and changed exponentially along with the development of technology and education in the 21st century. Figure 1 shows a more complete description of the language of research and literacy.

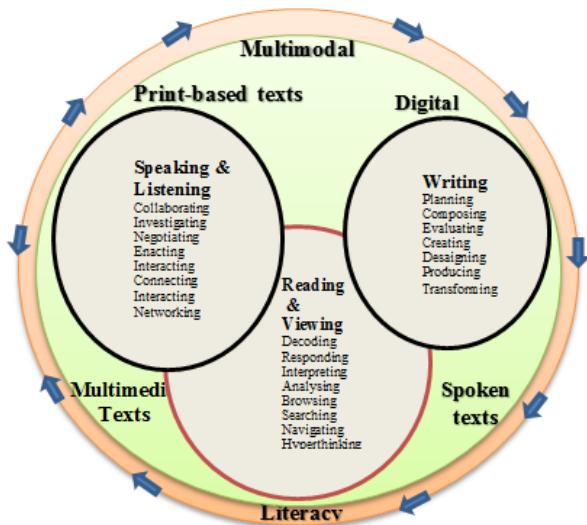


Figure 1: Description of Language and Literacy Research: Walsh (2010)

Sociocognitive Perspective

Sociocognitive theory is often used to study media and mass communication. However, studying this theory depends on several things, such as the subject's ability to understand and remember what they have seen, find media characters, and find what helps the behavior modeling process (Almulla & Al-Rahmi, 2023). This is in accordance with the findings of Maftah's research (2023) that almost all examples of language use indicate learning opportunities, because learning a language means learning how to interact with others. The sociocognitive perspective is applied directly to language use, especially academic writing Atkinson et al. (2018) added that, basically, social action is produced by a combination of mind, body, and ecosocial world. This finding is supported by significant literature in cognitive science on embedded, situated, extended, distributed, and embodied cognition (Abe, 2020; Sanches de Oliveira, 2023; Spivey, 2023).

Mora et al. (2023) stated that metacognitive development, including awareness of interacting with each other, awareness of learning, and learning skills, depends on a person's cognitive development. Constructs that function in complex ways, ranging from emotion recognition to more complex ones such as empathy and problem solving, are examples of high-level cognitive functions. These sociocognitive abilities are important for participation, mental health, and social integration (Huang et al., 2021; Rominger et al., 2022). Social relationships in learning can be in the form of discussions between friends, students and teachers, or activities such as exchanging ideas and chatting a little, and other activities that are considered to be able to give others more knowledge or are called more knowledgeable others (MKO).

The socio-cognitive view emphasizes the social context of learning, one of whose figures is Piaget, but Lee et al. (2020) shows how people with disabilities work together with others who are less able. Cognitive development and social interaction are two main things that can be seen from the explanation above. Cognitive development is the process of acquiring knowledge through observation, practice, or a combination of both

with the help of devices in the learning environment. Social interaction is a type of interaction or reciprocal relationship that occurs in a learning environment where teachers, peers, and students work together to achieve certain learning goals using all available resources (Aziz & Krinatuti, 2017; Gokarn et al., 2019).

Method

This study used a mixed methods design that combines qualitative and quantitative approaches to obtain a comprehensive picture of the effect of literature integration in English language learning on students' multimodal literacy. The research participants consisted of 120 students of the Faculty of Agriculture at four universities in Kediri, East Java, Indonesia, who were divided into two groups: an experimental group and a control group.

The research instruments used included a multimodal literacy test, a questionnaire, and an in-depth interview. The multimodal literacy test was designed to measure students' ability to understand and interpret various forms of text, including written text, images, and sound. The questionnaire was used to collect data on students' perceptions of the use of literature in English language learning and the sociocognitive approach. In-depth interviews were conducted to gain a deeper understanding of students' experiences in literature-based English language learning and the sociocognitive approach.

The research implementation procedure consisted of several stages. In the preparation stage, the researcher prepared learning materials that integrated literature and the sociocognitive approach, including literary texts such as poetry, short stories, and novels that were relevant to the cultural and historical context of agricultural students. For 8 weeks, the experimental group received English language learning that integrated literature and sociocognitive approaches, while the control group received conventional English language learning without literature integration. Data were collected through pre- and post-intervention multimodal literacy tests, post-intervention questionnaires, and in-depth interviews. Data analysis was conducted using quantitative and qualitative methods. Data from the multimodal literacy test and questionnaires were analyzed using descriptive and inferential statistics to test for differences between the experimental and control groups. Data from in-depth interviews were analyzed using thematic analysis methods to identify key themes that emerged related to students' experiences in literature-based English language learning and sociocognitive approaches. This study is expected to provide comprehensive insights into the effectiveness of these learning strategies.

Findings and Discussion

The results of this study indicate that the integration of literature in English language learning through a sociocognitive approach has a significant impact on students' multimodal literacy skills. Before the intervention, there was no significant difference in multimodal literacy scores between the experimental and control groups, indicating that initially, both groups had relatively balanced abilities (the experimental group averaged 65.4 and the control group averaged 64.8). However, after the

intervention for 8 weeks, there was a significant increase in the multimodal literacy scores of the experimental group to 85.2. Meanwhile, the control group only experienced a slight increase to 68.5. Inferential statistical analysis confirmed that the difference in score increases between the two groups was statistically significant ($p < 0.05$). This indicates that the integration of literature in English language learning with a sociocognitive approach is effective in improving students' abilities to understand and interpret various forms of text, including written text, images, and sound.

For example, Vygotsky (1978) in his theory of cognitive development emphasized the importance of social interaction in effective learning. The sociocognitive approach allows students to interact with literary texts in depth, which can stimulate their critical and creative thinking. In addition, the results of this study are consistent with Gee's (2003) findings that multimodal literacy, which includes various modes of communication, can be strengthened through contextual and interactive learning experiences.

Social learning theory was developed by Albert Bandura in 1986 and is a development of behaviorist learning theory. One of the ideas behind Albert Bandura's social learning theory is that humans are very flexible and can learn how to behave and behave well. However, this theory emphasizes more on how cues influence behavior and internal mental processes. People can learn from direct experience, but they learn more about activities from seeing how others behave (SM Abdullah, 2019; Firmansyah & Saepuloh, 2022).

Sociocognitive theory talks about individual learning and behavior, focusing on the reciprocal interactions between people, behavior, and the environment. According to theoretical perspectives, Albert Bandura's sociocognitive theory includes imitation or modeling, which suggests that learning is essentially a process of imitation or modeling. In imitation or modeling, individuals are considered to actively participate in the learning process. Modeling or imitation is a form of learning certain behaviors that is carried out without going through direct experience (SR Lestari et al., 2021; Mujahidah & Yusdiana, 2023).

Thus, the integration of literature in the sociocognitive approach not only improves students' multimodal literacy skills but also enriches their learning experience by considering relevant cultural and historical contexts. To discuss the results of this study, it is important to highlight that the integration of literature in English learning with a sociocognitive approach has a significant impact on students' perceptions of the learning process. The results of the questionnaire conducted showed that most students from the experimental group felt positive benefits from the use of literature in their learning. They reported that literature helped them understand the material better and improved their critical thinking skills. As many as 85% of students in the experimental group agreed that the sociocognitive approach made learning more interesting and relevant to their cultural context. In contrast, only 40% of students from the control group felt the same way regarding conventional English learning. This significant difference indicates that the integration of literature with a sociocognitive approach is not only effective in improving students' academic understanding but is also preferred by them compared to conventional methods.

The results of this study also support the findings of the existing literature. According to Vygotsky (1978), effective learning occurs through social interaction and relevant cultural contexts, both of which are emphasized in the sociocognitive approach. This theory suggests that interactions between students and literary texts, as well as between students and each other in analysis and discussion, contribute significantly to the development of deep and critical understanding.

In addition, the concept of multimodal literacy developed by Gee (2003) suggests that the use of multiple modes of communication in learning—such as written text, images, and sound—can be strengthened through interactive and contextual approaches as applied in the sociocognitive approach. This indicates that the integration of literature not only improves students' literacy skills but also enriches their learning experiences by adapting the content to their daily lives. To improve students' ability to use multimodal-based English communication strategies in real contexts, they need to go directly to the field to apply multimodal-based English literacy (Lisnawati et al., 2021; Sinar et al., 2023; Suwastini et al., 2021).

Students are expected to demonstrate analytical and critical understanding of multimodal texts because they are often asked to discuss and interpret images, moving image fiction, materials, books, films, textbooks, websites, digital materials, and environmental conditions. In other words, because the need for knowledge related to multimodality is considered very important and students are assumed to have a broad understanding of various modalities, the current generation of students is constantly faced with multimodal text problems (Bodén et al., 2023; Fitriana & Wirza, 2021; Lavrenteva & Orland-Barak, 2023).

The results of research conducted by Nagy (2020) show that understanding various aspects of multimodal literacy is essential to connecting relevant knowledge areas for students to determine their learning goals. The study found that literacy is exclusively associated with language and changes in the representational mode of meaning-making. Drastic changes in technology and communication are redefining the communication landscape, expanding the boundaries of literacy and meaning. In other words, from traditional literacy, which only emphasizes language, to multimodal literacy, which focuses on the synergy of various modes of meaning production.

Thus, the results of this questionnaire strongly support the argument that the integration of literature in English language learning through a sociocognitive approach has great potential to improve students' understanding of the material, critical thinking skills, and the relevance and interest in learning in their cultural context.

To discuss the qualitative results of the in-depth interviews in this study, the findings show that the integration of literature in English language learning with a sociocognitive approach has a significant impact on students' learning experiences. The main themes that emerged from the thematic analysis included engagement and motivation, improving multimodal literacy skills, and social interaction among students.

First, in terms of engagement and motivation, students from the experimental group expressed that literary texts helped them to understand cultural and historical contexts better. They felt more engaged and motivated during learning, because literary texts not only made the material more interesting but also gave them opportunities to think critically and creatively. As stated by Vygotsky (1978), "interaction with literary

texts not only brings the subject matter to life but also provides a broader view of issues and perspectives, which can increase motivation to learn." Second, in terms of improving multimodal literacy skills, students reported that they felt more confident in interpreting various forms of text, including images and sounds. They considered that literature-based learning helped them to see deeper connections between different modes of communication, which is the essence of multimodal literacy. As Gee (2003) points out, "multimodal literacy can be strengthened through interactive and contextual learning approaches."

Students are expected to demonstrate analytical and critical understanding of multimodal texts because they are often asked to discuss and interpret images, moving image fiction, materials, books, films, textbooks, websites, digital materials, and environmental conditions. In other words, because the need for multimodal knowledge is considered very important and students are assumed to have a broad understanding of various modalities, the current generation of students is constantly faced with multimodal text problems (Bodén et al., 2023; Fitriana & Wirza, 2021; Lavrenteva & Orland-Barak, 2023). Third, related to social interaction, the sociocognitive approach to learning also enhances collaboration and discussion among students. They feel that group discussions and joint analysis of literary texts help them to develop a deeper and more comprehensive understanding. This is consistent with Bandura's (1986) theory, which emphasizes that "social interaction is an important component of effective learning, because through this interaction, students can construct their knowledge together."

Overall, the qualitative results of this in-depth interview indicate that the integration of literature in English learning with a sociocognitive approach not only increases students' engagement and motivation, but also strengthens multimodal literacy skills and social interactions among them. This approach makes a positive contribution in making learning more interesting, relevant, and helps students to develop critical, creative, and collaborative thinking skills that are important in the context of modern education. In other words, because the need for knowledge related to multimodality is considered very important and students are assumed to have a broad understanding of various modalities, the current generation of students is constantly faced with the problem of multimodal texts (Bodén et al., 2023; Fitriana & Wirza, 2021; Lavrenteva & Orland-Barak, 2023).

Conclusion

The conclusion of the results of this study shows that the integration of literature in English language learning through a sociocognitive approach has a significant impact on students' multimodal literacy skills. The sociocognitive approach in learning allows students to be more involved in interactions with literary texts, enhances their understanding of cultural and historical contexts, and stimulates critical and creative thinking skills. The results of the questionnaire also showed that most students from the experimental group considered the integration of literature in English language learning with a sociocognitive approach to make learning more interesting and relevant to their cultural context. This not only contributed to a better understanding of the learning materials but also improved their critical thinking skills. On the other hand, students

from the control group who followed the conventional method tended to have lower perceptions of English language learning.

Overall, the integration of literature in a sociocognitive approach not only improved students' multimodal literacy skills but also enriched their learning experience by considering the relevant cultural context. This approach offers an academically effective learning approach, increases learning motivation, and student engagement in the learning process. The results of this study provide strong support for the implementation of a sociocognitive approach in English language teaching, underlining the importance of social interaction and contextualization in enriching students' learning experiences.

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