PANYONARA: Journal of English Education
Vol. 7, No. 1, March 2025
DOI: 10.19105/panyonara.v7i1.17805

USING A DIGITAL MULTIMODAL-GOOGLE SITES TO ENHANCE STUDENTS' READING COMPREHENSION PROFICIENCY IN NARRATIVE TEXT

Muhammad Sholahuddin[1]
[1]Master of English, UIN Salatiga
(msholahuddin0001@gmail.com)

Setia Rini[2]
[2]Master of English, UIN Salatiga
(setiarini.setia@gmail.com)

Abstract: *This study discusses students' challenges in reading narrative texts. In this study, we have discussed the effectiveness test of the Google Sites digital multimodal platform to improve students' comprehension in reading. This study used pre-experimental approach with a single-group pretest-posttest design. The subjects of this study were 79 ninth-grade students at SMP Ma'had Islam Semarang. They were selected using purposive sampling. In this method. Iit systematically explored basic comprehension through pretests, intervened students using Google Sites, and ended with a posttest to determine the improvement in reading comprehension achieved by students. The main findings of this study show an increase in students' understanding in reading narrative texts through the Google Sites digital multimodal platform. So it can be concluded that Google Sites' learning tools are significant for improving the reading comprehension of narrative texts. The limitation of this study is the absence of a control group, but the results of the study show that this method approach is highly recommended to maximize students' reading comprehension instruction.*

Keywords: *Digital Multimode; Google Sites; Students' Reading Comprehension; Narrative Text*

Article History:

Received	: 01 January 2024	Accepted	: 29 March 2025
Revised	: 29 March 2025	Available Online	: 30 March 2025

Suggested Citation Format:
Sholahuddin, M., & Rini, L. (2025). Using A Digital Multimodal-Google Sites to Enhance Students' Reading Comprehension Proficiency in Narrative Text. *PANYONARA: Journal of English Education, 7*(1), 144–162. https://doi.org/10.19105/panyonara.v7i1.17805

INTRODUCTION

Previous research has highlighted the benefits of integrating digital technology in learning. It can improve students' understanding in reading texts. The integration of digital technology has been widely researched for its benefits in improving students' understanding of reading. Previous research results show that online reading platforms can improve reading comprehension. Where students can actively engage in the process of

summarizing, elaborating and understanding the relationships between concepts (Adams et al., 2023). Another research highlights that multimodal incorporation and inquiry methods can improve students' reading comprehension. This approach will invite students to be actively involved in understanding academic content better (Siregar et al., 2022). Other studies also show the same thing, where multimodal platforms can stimulate student activity and reading content understanding, so that student achievement will be better (Zen et al., 2023). So it can be understood that the integration of digital technology in learning is very important. Apart from reading strategies, there are a lot of them, whether text-based or multimodal. Incorporating a variety of methods in the reading process can increase student comprehension and engagement with the reading material. For example, utilizing graphic organizers in the Graphic Organizers strategy, then participating in interactive discussions used in the Collaborative Discussions strategy, and using modern technology to enrich the learning experience, which is integrated in the Multimedia Integration strategy. However, the results between one and the other will differ according to the focus of the intended aspect (Vidal, 2022).

Although this study does not directly highlight the role of Google Sites in improving reading comprehension. However, the same research examines the concept of using multimedia and technology to engage learners and improve educational outcomes, as shown by the use of text-to-speech iPads, remains relevant. (Alqahtani, 2023) Research on diverse reading strategies (Vidal, 2022), showing that multimodal Google Sites can serve as a valuable resource for improving understanding of narrative text. Nevertheless, significant gaps remain in research regarding the specific use of Google Sites as a digital multimodal tool to improve reading comprehension, especially when dealing with narrative texts.

Various research efforts have examined the impact of digital tools in educational settings, but these investigations often concentrate on common areas such as multimedia materials or specific technologies such as text-to-speech systems. Incorporating multimodal components into a learning environment has been shown to improve reading comprehension among students. Picture media, as a visual aid, has been found to concretely improve communication levels and aid in text comprehension, especially for students with intellectual disabilities (Wadihah & Fauzi, 2021). Moreover, combining text, images, movements, and audio in multimodal media can increase student involvement in exploring their creativity. Although the student's preferences will differ in choosing which medium to use (Allagui, 2022). On the other hand, the integration of audio and text reading accompanied by additional reading time can have a positive impact on student performance in reading. And this can help students in changing their strategy in reading a text (Knoop-van Campen et al., 2022).

Integrating digital toolboxes as a multimodal medium in English learning can increase students' motivation and experience in reading (Anggraeni & Pentury, 2020). In this medium, the combination of graphics, charts, audio, and videos is interactively contained in E-Learning that students can use in the process of improving their understanding in reading texts. Quoted from (Kurnia & Nasution, 2023), the use of Instagram with visual interactivity features can improve students' vocabulary and writing skills in English. For example, an example that shows that the combination of auditory materials and text can increase reading speed and students' comprehension of reading. In addition, research has emphasized the advantages of using varied reading approaches, incorporating multimodal elements, to improve comprehension, especially for learners with intellectual disabilities.

The examination of specific platforms such as Google Sites in the context of narrative text is not directly discussed in the paper provided. While (Royandi & Hung, 2022) discusses the use of Google Sites for data visualization and monitoring applications, not specifically related to the application of these platforms to narrative text (Royandi & Hung, 2022). (McKibben & Breheny, 2023), explores various aspects of narrative and storytelling, including digital storytelling, longitudinal narrative interviews, and consumption narratives, but does not mention the use of Google Sites or similar platforms in its methodology or analysis (McKibben & Breheny, 2023).

The existing study is the most controversial because of its lack of proper use of research not in finding the direct impact of digital tools on students' reading comprehension. Many studies have adopted quasi-experimental designs, which, while not having the strict control of randomized controlled trials, offer significant insights into how digital media affects reading comprehension. In their research, (Zen et al., 2023) applied a quasi-experimental method to examine the effects of a reverse digital classroom approach using Moodle. The results of the study show a positive impact on students' reading skills. Similarly (Radaideh et al., 2020) Utilizing quasi-experimental design to examine the influence of digital storytelling on reading comprehension. Their findings showed that participants in the experimental group achieved significantly higher scores on reading comprehension tests compared to those in the control group. In their study, (Songkhro et al., 2022) Adopt a quasi-experimental method to assess the impact of video games on reading comprehension. Their results highlight the significant effects of video games on this ability. Nevertheless, the strength of the evidence provided in this study varies, as some may be influenced by bias or other methodological limitations that may affect its reliability. For example (Fontaine et al., 2021), which conducted a meta-analysis, found low-quality evidence due to the risk of bias across studies.

This study is necessary for teachers and curriculum designers to recognize how digital places like Google Sites can be used in education to improve students' understanding

and knowledge. Given digital literacy, which takes place in the context of online learning, the educational technologies used to create digital content and the policies and practices that need to be adopted by educational institutions to promote digital literacy, and digital archives, which are necessary for antitrust issues, should be given a lot of attention (Hanan et al., 2022). Research conducted on the use of online text and appropriate hyperlinks shows that criteria such as reading comprehension can be supported where online teaching media such as Google Sites can not only advance reading but also help students' participation in activities when they include narrative texts in a way that engages students (Handayani et al., 2020; Herdi, 2020). In addition, it has been shown that the frequent use of short stories or stories describing local material is one of the classifications of methods that foster an understanding of a particular topic; this may be a resonance seen in the teacher development plan for hosting Google Sites content (Adlis et al., 2022; Jeni, 2020).

Based on this examination, the results of this study can advance the process of making education policies because it shows that Google Sites can be a tool to improve the quality of literacy education. The presentation of empirical evidence will enable stakeholders involved in decision-making to understand how multimodal digital tools—such as Google Sites—can be used effectively to enrich the learning experience and improve students' reading comprehension abilities. Our hope is that this research will serve as a model for a range of other inclusive and forward-thinking projects, characterized by the use of digital technologies, which not only address the diverse needs of students but also optimize their learning potential. As a result, education policies based on the findings of this research can be best practices in the use of classroom technology, obtain literacy quality, and prepare students for future challenges.

This research aims to investigate how to improve the reading comprehension ability of ninth grade students at SMP Ma'had Islam Semarang through external multimedia Google Sites related to narrative writing. This study uses various digital elements such as text, audio, and images to measure the improvement of students' reading comprehension in narrative text content. Teachers' understanding of the results of this research is very important, so that the efficiency of integrating multimodal digital technology in learning can be adjusted. So this research will provide a complex understanding of the use of digital multimodal platforms in improving students' reading comprehension effectively.

The research focuses on the advantages of combining various digital elements in improving students' reading comprehension in narrative texts. This incorporation is intended to assist students in understanding the context of the narrative text in depth, covering the structure and core of the narrative text they have read. So this study tries to explore how each media can affect students' reading comprehension. In addition, the advantages of combining various digital elements do not go unnoticed. And the results of

this study offer insights for educators who will develop efficient digital learning resources in learning to read English.

It can therefore be concluded, although previous studies have highlighted the benefits of digital technology in English. The use of Google Sites has not been thoroughly researched as a tool to improve the comprehension of reading narrative texts in English language translation. Thus, this study offers the efficiency of Google Sites as a digital learning resource that is practically used in learning English. And this platform can be a more feasible modern learning recommendation than conventional approaches to teaching narrative text genres.

LITERATURE REVIEW

Digital Multimode

Kress and Van Leeuwen in their book Multimodal Discourse: The Modes and Media of Contemporary Communication. Explained that "Digital Multimodal" is a communication method that combines various types of modes to go beyond conventional texts. Research on this topic shows how students can efficiently understand multimodal texts than when they directly only read written material (Mills et al., 2020). In the context of Google Sites, the incorporation of various visual and textual elements can directly improve active engagement and a better understanding of narrative structure (Guangli, 2024). This approach highlights the importance of understanding meaning formed from the interaction of semiotic digital elements such as visual, audio, and text. This method is very important, where the digitization of various elements must be able to clearly convey complex meanings. An example is mediation between social media and computer-based discourse (CMD), explaining how the role of multimodality has a significant positive impact on the user's communication experience (Podhovnik, 2023). Another example is a meme that combines visuals, text, and humor that conveys the complexity of meaning and social criticism (Du Bois, 2024). On the other hand, the incorporation of digital elements must also examine the strengths and limitations of each mode used (Gnach et al., 2022).

The theory introduced by Kress and Van Leeuwen in Stawarska tried to extend the meanings that can be produced beyond linguistic boundaries (Stawarska, 2020). Where communication between music, sound, and visuals can be unified in digital communication (Saccak, 2021). Contemporary research can convey the balanced relationship of emotions and aesthetics in the development of multimodal grammar. This concept offers a novelty in communication skills, especially in the field of education. By integrating various digital modes, it will have a direct impact on active engagement and the richness of students' learning experiences (Mills et al., 2020). And the adoption of an interdisciplinary approach

accompanied by advanced analytical tools can be used to overcome the challenges that arise in the application of this digital multimodal concept.

Google Sites

M. D. Roblyer in his book "Integrating Educational Technology into Teaching" explains that Google Sites is a great resource in education because it provides a major change in the way education is done and how the delivery of digital content can be optimized (Roblyer & Doering, 2013). The flexible nature of the platform makes it possible to integrate in a wide range of classes, whether traditional or project-based. The system encourages an interactive and collaborative learning experience that not only engages students but also strengthens their engagement with the subject. Google Sites is so flexible that it's used in elementary schools and up to advanced levels to communicate, manage resources, and even boost student enthusiasm. In some Bulgarian schools, Google Sites has been noted to enrich the educational experience in various learning situations. In addition, language learning assignments on Google Sites seem to increase students' motivation to write (Jusriati, 2023). Specifically, in the domain of reading comprehension, Google Sites allows teachers to create multimodal content that combines text, images, and video in a structured way. Studies show that this will strengthen students' ability to decode text using additional clues (Miller & Glover. 2023). The study also aimed to determine whether Google Sites' multimodal features allow for better reading comprehension.

In addition to student interaction, Google Sites promotes teacher training and facility development. It develops skills related to resource creation and technology inclusion from the curriculum developed (Culajara & Catalina, 2022). This is especially true in teacher training situations. Creating on Google Sites requires a little more than just a web connection. Its replicable and versatile nature makes Google Sites a great resource builder for well-liked and easy-to-edit educational resources (Guangli, 2024). Additionally, in a postgraduate situation, developing clear standards/requirements for projects on Google Sites can encourage students as they learn how to create a site but also develop their communication skills to accurately express their ideas/abilities (M & Ruheili, 2024). If a reading workshop is being held—and the teacher requires students to explore the printed material while the teacher explains different chapters—using Google Sites is a multimodal scaffolding intervention that facilitates guided independent study. For example, students who are exposed to multimodal reading activities on digital platforms connected to printed materials score 15-20% better on the final exam than teachers who use printed texts to teach (Culajara & Catalina, 2022). When students can see moving images and hear sounds while clicking on hyperlinks and marginalia, they understand visualizing the different components of the story effectively (M & Ruheili, 2024). Ultimately, while it's clear this is

an advantage, there's a lot of teacher training and ongoing support required, not to mention the detailed design of activities to ensure success goals are achieved (Culajara & Catalina, 2022; Guangli, 2024).

Despite its advantages, the usefulness of Google Sites in supporting reading comprehension is influenced by a series of variables. The literature suggests that students can be affected by cognitive overload when faced with poorly stimulated multimodal texts, reducing the supposed benefits of digital interactivity (Mills et al., 2020). Further, gaps in technology infrastructure and internet connectivity present challenges to equitable implementation, especially in resource-poor learning settings (Culajara & Catalina, 2022).

Future research requires a more in-depth analysis of the long-term effects of integrating Google Sites on reading comprehension of different proficiency levels. Then the comparison of research between the use of Google Sites and other digital tools can also provide broad knowledge related to the effectiveness of learning one and the other. Then, research that specifically addresses the cognitive load of multimodal materials on Google Sites can also make a major contribution to be used as a guideline for determining the best framework for reading instruction (Guangli, 2024). So that if this challenge is successfully bridged, it will be more optimal to recommend Google Sites as a platform for digital literacy.

Students' Reading Comprehension

Rand J. Spiro, Bertram C. Bruce, and William F. Brewer in their book entitled "Theoretical Issues in Reading Comprehension" view that reading comprehension is very complex because it must unite various fields (Spiro et al., 2018). Fields of linguistics, cognitive psychology, educational theory, and artificial intelligence. From this point of view, it shows that reading comprehension is not simple. This is because reading comprehension is a cognitive activity that requires the reader to clearly and in detail extract the meaning contained in the reading. It does not stop there, reading comprehension is also the result of the reader's ability to comprehend vocabulary and critical analysis of the background and complexity of the text. They also emphasize something known as metacognitive strategies. These strategies mean that one should actively check how well they understand what they are reading and use different techniques to read flexibly, which also, according to them, helps to make comprehension better. This idea connects with previous research that has highlighted how important it is to actively engage with what is read and use strategic methods for effective reading comprehension. (Othman & Mustapha, 2010; Snow, 2010).

Instructional strategies, which are critical, play an important role in helping students improve their reading comprehension. Some techniques—such as a method called "Into, Through, Beyond"—are designed to motivate learners to engage more deeply with the text. This method serves not only to improve what they understand but also to support

them in reflecting on their own reading experiences. This kind of process adds value to their educational journey significantly (De Corte et al., 2001). Language interventions are considered important when it comes to supporting students who have language difficulties. The role of speech-language pathologists is very substantial in this domain, where the focus includes improving students' background knowledge, broadening their vocabulary, and improving their understanding of text structure. Such initiatives are seen as important in addressing the various problems that students with language challenges tend to face (Staskowski & Creaghead, 2001). The research conducted by Spiro, Brunce and Brewer shows that the penti's approach is integrated. That the process of combining cognitive strategies, learning methods, and language interventions is the first step to fully achieve the level of reading comprehension effectively.

Narrative Text

Seymour Chatman in his book, Story and Discourse: Narrative Structure in Fiction and Film on narrative texts. Narrative text is a genre of text that takes into account the elements that make up it (Chatman, 1978). And the writer must formulate appropriately related to the 'story' and the 'discourse' that is formed. In the book, Chatman directs attention to the narrative-forming structures to convey meaning to the reader. In this book, it highlights the difference between the 'narrative' which is the sequence of popular events. And the meaning of 'discourse' which is the way of presenting events. So, narrative time is the key for readers to be able to solve the meaning of the narrative that emerges from the 2 contrasts. Understanding narrative texts requires the intermediary of multimodal media to understand the evolution of characters, plots, themes, and more. The meaning of the narrative will be understood more effectively if visual and video modes are integrated into the story (Snow, 2010). This is very useful for readers who want to clearly understand the meaning of a story (Saçak, 2021). This design is very useful for students to be able to understand the dynamics of story narratives through various types of modes, so that it will provide a wider learning experience. Thus, understanding the difference between 'narrative' and 'discourse' is the key to understanding the narrative of the story is awakened and can be felt by the reader (Baroni et al., 2023; Hernadi, 1980).

In addition to the contrast of these 2 things, Chatman also introduces the time and perspective of the narrative. He introduced the concept of 'discourse time' as opposed to 'story time', i.e., the order in which events are presented in a story is not the same as the chronological order in which events occur (Chatman, 1978). The narrative structure will be clearly understood with the help of this dichotomy (Hernadi, 1980). On the other hand, the point of view is formed from the relationship between the author and the story. Where this will affect the reader's interpretation of the story (Baroni et al., 2023). In addition to the

approach offered by Chatman, there are also other concepts from the cognitive-linnguistic side. This approach is related to the writer's psychic realm when writing or interpreting a story. With this approach, students will be better able to understand stories, story theory, and narrative text structures (Chatman, 1978).

METHOD

A pre-experimental approach with a single-group pretest-posttest design was used in this study to evaluate the results of the effects of the intervention on students. These results were obtained before and after the intervention. With this method, we can directly see the changes that have occurred. Then, we can also measure the effectiveness of the digital media we use to intervene with students. These results will be very valuable in the world of English teaching, because they can clearly show whether or not a digital media is influential.

In the pretest and posttest, we use written techniques. This technique is very familiar among researchers to measure the results of pretst and posttest.

This method will help us in understanding the progress or stagnation of student learning. We measured it before and after the intervention. The first process we do a pretest, then we continue with treatment, and the last process is a posttest. So that we can get data on changes in student learning outcomes through our interventions in digital learning media (Binti et al., 2024).

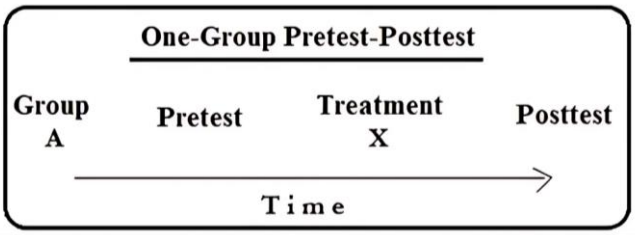

Figure 1. Common Model of One Group Pretest-Posttest Design (Devecioglu-Kaymakci, 2016)

Various research methodologies are often used in research in the field of education. These studies have extensively examined the impact of various learning approaches. One of these studies focuses on measuring improvements in important skills, such as reading proficiency and math comprehension (Khaerani et al., 2024; Septianingrum et al., 2024).

Then the multimodal learning evaluation process is based on the results of t-test statistics on students' pretest and posttest scores. To find out whether the impact is significant or not (Khaerani et al., 2024).

In the design of the research it is very simple and easy to understand, but it does not have a control group. So that the conclusion of a study also has certain limitations (Nayeri et al., 2023).

However, this design can be the initial foundation for more in-depth research in the field of education. Although there are still some limitations in it. This design plays a role in providing initial insights to researchers to serve as a practical resource for researchers' initial research. So that further interventions can be planned more carefully with the initial data that has been collected in this study. In generalizing the data of this research design, the researcher must also be very careful because there is no control group.

The creation of assessment instruments is focused on the inferential understanding of the story characters. Quoted from Farihah et al. They highlight the many abilities of students that must be reflected in the assessment instruments provided (Farihah et al., 2023). The research indicators are determined by the researcher based on the achievement of English phase D which has been regulated by the Ministry of Education and Culture in the independent curriculum. Then we formulated the questions using Survey Monkey, a survey generator tool recommended by Creswell in his book Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (Creswell., 2017).

RESULTS AND DISCUSSION

In this section, we present the results of the research for the evaluation process of the effectiveness of digital multimodal on Google Sites in improving the reading comprehension of narrative texts. The data analysis process is carried out in several stages. First, calculate the average score and score range. Second, the normal distribution test on pretest and posttest scores. Third, a t-test to determine the effectiveness of digital media. The t-test we use is a paired t-test to compare pretest-posttest scores, so that it can be a significant conclusion of improving the ability to read narrative texts.

Result

We researched in 3 classes, the total number of students is 79 grade IX students of SMP Ma'had Islam Semarang for the 2024/2025 school year. The research subjects consisted of 42 male students and 37 female students, who were selected by purposive sampling to participate in a learning program using digital multimodal based on Google Site.

Table 1.
Distribution of Research Subjects by Gender

Gender	Number	Percentage (%)
Man	42	53,16
Woman	37	46,84
Entire	79	100

All subjects had varying levels of reading ability, which were measured through a pretest to ensure that baseline data reflected actual conditions prior to the intervention.

These subjects were chosen because they study narrative texts as part of the English curriculum, making them relevant to the research objectives.

After the pretest and posttest, the researchers calculated the average of each class to find a clear quantitative picture of the impact of the intervention, such as improving students' reading comprehension after using Google Sites-based digital multimodality. It also supports further statistical analysis to determine the significance of the change, aiding decision-making and reinforcing the argument that the methods used are effective compared to traditional approaches.

Table 2.
Pretest and posttest results

Class	Average Loan	Post-Average
9A	54,44	73,33
9B	51,92	79,23
9C	55,00	76,54

Statistical calculations visualize the increase in average scores from pretest to posttest. The results were further clarified using visual illustrations, showing that the average score in the posttest was much higher compared to the one in the pretest. This contrast highlights the success of the intervention in promoting learning progress.

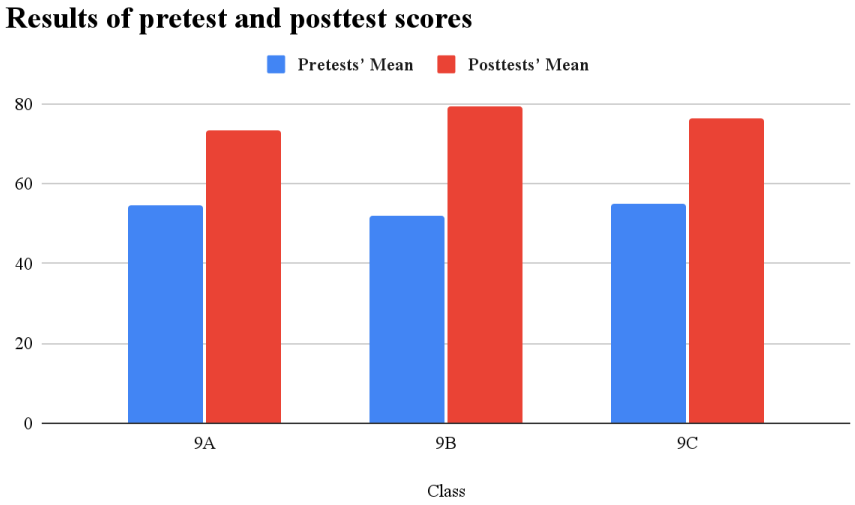

Figure 2. Visualization of pretest and post-test results

The researcher conducted a normality test to ensure the distribution of the data was in line with the statistical assumptions required for the following analysis. This step is crucial in ensuring that the findings can be considered reliable and empirically valid. This normality test is important because many parametric statistical methods require normally distributed data to produce accurate estimates and valid generalizations. Given that the

number of subjects in the study was less than 100 people, the researchers will use the Shapiro-Wilk normality test which is known to be more sensitive in detecting deviations from the normal distribution in small samples.

Table 3.
Pretest and posttest normality test

	Class	Sig.
Prates	9A	,125
	9B	,109
	9B	,099
Post-tests	9A	,059
	9B	,089
	9C	,131

The results of the Shapiro-Wilk normality test showed that all group pretest and posttest data had significance values above 0.05, indicating that the data were distributed normally. During the pretest stage, the significance levels recorded for groups 9A, 9B, and 9C were 0.125, 0.109, and 0.099, respectively. However, the posttest results showed a significance value of 0.059 for group 9A, 0.089 for group 9B, and 0.131 for group 9C. These results show that the distribution of data among all groups meets the normality requirements.

Once the assumption of normality is confirmed, the analysis can move forward using a paired sample t-test. The test is designed to evaluate the mean differences between groups, primarily determining whether there is a statistically significant variation in the pretest and posttest results of each group. Through these comparisons, valuable insights into the effectiveness of the interventions implemented can be gained.

Table 4.
Paired sample test

	Pairing Differences	t	Df	Sig. (2 tails)
Prates - Pascates	-19,860	-16,793	78	,000

The t-test results of the paired sample showed a significance level of 0.000 in the comparison of pretest and posttest scores among the three groups. This showed statistically significant differences in scores before and after the intervention. These results explain that there is a very significant difference between pretest and posttest scores. Thus, digital multimodal media based on Google Sites has a positive impact on improving the understanding of reading narrative texts.

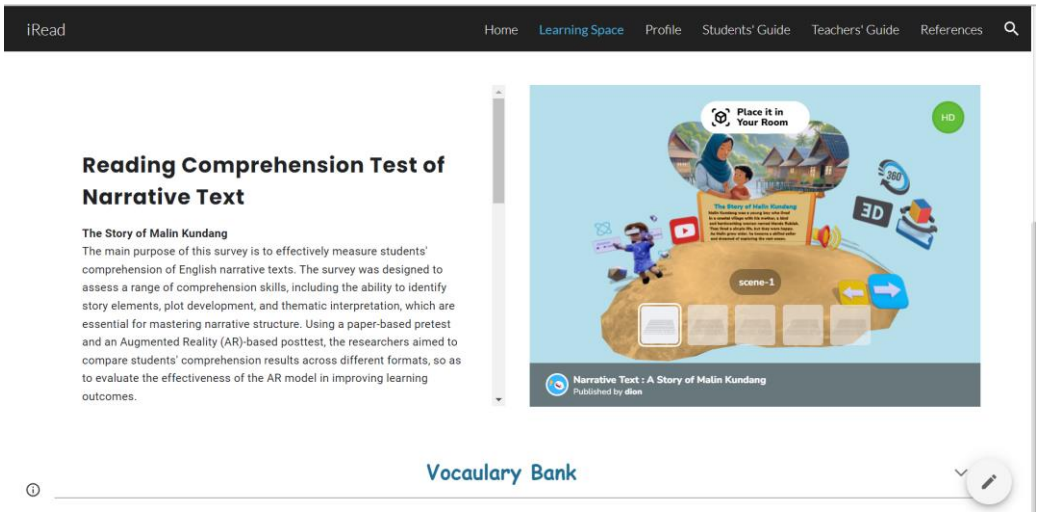

Figure 3. Digital multimodal display based on Google Sites (iRead)

The results of the data collected in the posttest conducted for the 3 groups showed that the average score was higher than the average pretest score. This shows that digital multimodal media is effectively used to improve the understanding of reading narrative texts. The results of the statistical test data make it clear that digital multimodal media is efficient to be used in English language learning. In addition, student involvement and personal experience of students are also formed.

Discussion

The results of this study show that digital multimodal media based on Google Sites can improve reading comprehension of narrative texts. Statistical tests become real data related to the increase. The paired t-test and the Shapiro-Wilk normality test show a significant difference between the pretest and the posttest. With these results, it can be underlined that the potential of digital tools in the form of digital multimodal media. Then, the percentage of graphs shows the effectiveness of this strategy compared to conventional strategies. So that digital multimodal media is very relevant in the context of digital-based modern education.

The same results as previous research, that digital tools have an impact on student engagement and reading comprehension. In research (Mohanty et al., 2024) Explaining that the integration of digital technology in the learning environment can increase student interaction with reading. The findings are in accordance with the findings of this study, which also obtained similarities in the data. Quote (Najemi et al., 2024) highlights that the use of digital tools, including Google Sites in them, can increase engagement and reading comprehension activities flexibly. This research supports it with evidence of the superiority of educational technology. And clearly refutes the conventional learning approach that is currently starting to shift. Because in this era, the education system has been integrated

with various digital technologies that can make it easier for students to improve their learning skills. As well as the development of research methods in the field of education, the results show that a digital multimodal strategy is needed in the field of education today.

From the theoretical side, this study adopts the theory of constructivist learning. How interaction with digital tools can improve students' learning outcomes in understanding narrative text reading. The multimodal design on this media is flexibility for students to choose their preferences individually. In Vygotsky's theory of socio-cultural learning, the involvement of students in role-learning is very important (Sutrisno et al., 2023). The findings show that educators can improve the quality of teaching by adopting a multimodal approach. Google Sites can be an option, to create a flexible and dynamic learning environment. And also student engagement and learning experience will also increase (Xiao et al., 2020).

In the policy realm, this study highlights the need for government funding in improving teacher training programs on digital technology skills. Schools must be equipped with adequate technology, and accompanied by improving the skills of educators in utilizing digital resources in education. With priority on digital technology, student needs will be met, and students will be easy to adapt to the demands of the times (Cohen & McIntyre, 2024). This kind of approach can also promote an inclusive educational environment and support a wide range of students.

This research has several limitations. One is the absence of a control group which leads to a lack of complexity for the drawing of cause-and-effect conclusions. Limited participants also cause doubt. And there are other factors in terms of the data collection process. So these issues need further research in the future to provide a deep and very valid analysis.

Further research needs to address the 3 challenges above. So that the overall effect of this research topic can be felt by educators and students. Specifying reading competencies is also necessary, such as increasing vocabulary, understanding complex narratives, and evaluating teacher professional training in integrating multimodal digital technology in the classroom. In addition, a credible research design needs to be used to research this topic. Where research can combine numerical data and qualitative observations in a mixed research design. This is a complex step towards achieving a holistic understanding for academics and students (Gao, 2022). So that the improvement of reading comprehension can be improved through this digital multimodal approach.

CONCLUSION

This research shows that a digital multimodal platform based on Google Sites can improve the comprehension of reading narrative texts. The data collected show the reality

in the field, where the distribution of normal data is validly confirmed through the Shapiro-Wilk normality test. And the effectiveness of juuga was confirmed from the paired sample t-test, which showed a higher average posttest result than the pretest. In addition to improving student learning outcomes, digital multimodal platforms also increase student engagement in learning. Thus, it will be a valuable learning experience for students. This approach has been proven to be able to facilitate all students' learning preferences, thus supporting a more inclusive modern education. The pretest-posttest design of one group was used to get a direct evaluation of the improvements achieved after the intervention. Reliable methodological provides results that can contribute to recommending digital multimodal tools that can be used in English language learning. It can be concluded that integrating digital multimodal tools in learning is very important to be done. Considering that education must adapt to the demands of modern times and inclusivity. The positive impact is many, in addition to being able to increase student involvement. It can also improve academic performance and meet the needs of students with different preferences and backgrounds. And finally, digital multimodal tools are also a persuasive alternative to conventional teaching methods that are still widely applied in many schools.

REFERENCE

Adams, B., Wilson, N. S., Dussling, T., Stevens, E. Y., Van Wig, A., Baumann, J., Yang, S., Mertens, G. E., Bean-Folkes, J., & Smetana, L. (2023). Literacy's Schrödinger's cat: capturing reading comprehension with social annotation. *Teaching Education*, *34*(4), 367–383. https://doi.org/10.1080/10476210.2022.2146088

Adlis, Y., Soma, R., & Sufri, S. (2022). Improving Studentsâ€™ Reading Skills in Understanding English Texts Using Culture-Based Text Teaching Materials. *Jurnal Basicedu*, *6*(3), 3665–3673. https://doi.org/10.31004/BASICEDU.V6I3.2695

Allagui, B. (2022). Facilitating Creativity through Multimodal Writing: An Examination of Students' Choices and Perceptions. *Creativity*, *9*(1), 108–129. https://doi.org/10.2478/CTRA-2022-0006

Alqahtani, S. S. (2023). Ipad Text-to-Speech and Repeated Reading to Improve Reading Comprehension for Students with SLD. *Reading & Writing Quarterly*, *39*(1), 1–15. https://doi.org/10.1080/10573569.2021.1987363

Anggraeni, A. D., & Pentury, H. J. (2020). Using Educational Digital Toolbox in E-Learning to Boost Students' Reading Motivation in Covid-19 Pandemic. *RETORIKA: Jurnal Bahasa, Sastra, Dan Pengajarannya*, *13*(2). https://doi.org/10.26858/RETORIKA.V13I2.13538

Baroni, R., Goudmand, A., & Ryan, M.-L. (2023). Transmedial Narratology and Transmedia Storytelling. *The Palgrave Handbook of Intermediality*, 1–25. https://doi.org/10.1007/978-3-030-91263-5_16-1

Binti, F., Chasanah, A., & Wachidah, K. (2024). Memperkuat Keterampilan Membaca Awal Melalui Permainan Bahasa Kartasis. *Jurnal Pendidikan Guru Sekolah Dasar*, *1*(4), 1–15. https://doi.org/10.47134/PGSD.V1I4.714

Chatman, S. (1978). Story and Discourse: Narrative Structure in Fiction and Film. In *Cornell University Press*. https://ia902900.us.archive.org/4/items/StoryAndDiscourseNarrativeStructureInFictionAndFilm/chatman.seymour_story.and.discourse_narrative.structure.in.fiction.and.film1.pdf

Cohen, D. L. D., & McIntyre, D. A. (2024). Integrating Technology in Elementary Education: Enhancing Student Engagement in the Digital Age. *International Education and Research Journal (IERJ)*, *10*(8). https://doi.org/10.21276/IERJ24297768747793

Creswell., J. W. (2017). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches - John W. Creswell - Google Buku*. SAGE Publications. https://books.google.co.id/books?id=4uB76IC_pOQC&printsec=copyright&hl=id#v=onepage&q&f=false

Culajara, C. J., & Catalina, S. (2022). Maximizing the Use of Google Sites in Delivering Instruction in Physical Education Classes. *Physical Education and Sports: Studies and Research*, *1*(2), 79–90. https://doi.org/10.56003/PESSR.V1I2.115

De Corte, E., Verschaffel, L., & De Ven, A. Van. (2001). Improving text comprehension strategies in upper primary school children: A design experiment. *British Journal of Educational Psychology*, *71*(4), 531–559. https://doi.org/10.1348/000709901158668

Devecioglu-Kaymakci, Y. (2016). Embedding Analogical Reasoning into 5E Learning Model: A Study of the Solar System. *Eurasia Journal of Mathematics, Science and Technology Education*, *12*(4), 881–911. https://doi.org/10.12973/EURASIA.2016.1266A

Du Bois, I. (2024). 11. Multimodalität in der digitalen Kommunikation: Memes und digitaler Humor. *Handbuch Sprache Und Digitale Kommunikation*, 225–246. https://doi.org/10.1515/9783110744163-011/HTML

Farihah, E. N., Chotimah, C., & Tamela, dan E. (2023). An Analysis of Students' Reading Comprehension in Narrative Text. *Channing*, *8*(2), 48–55. https://doi.org/10.30599/CHANNING.V8I2.2786

Fontaine, G., Zagury-Orly, I., Maheu-Cadotte, M. A., Lapierre, A., Thibodeau-Jarry, N., de Denus, S., Lordkipanidzé, M., Dupont, P., & Lavoie, P. (2021). A meta-analysis of the effect of paper versus digital reading on reading comprehension in health professional education. *American Journal of Pharmaceutical Education*, *85*(10), 1075–1084. https://doi.org/10.5688/ajpe8525

Gao, Y. (2022). An Evaluation of the Application of Mixed Research Methods in Educational Research. *International Journal of New Developments in Education*, *4*(6), 89–93. https://doi.org/10.25236/IJNDE.2022.040615

Gnach, A., Weber, W., Engebretsen, M., & Perrin, D. (2022). Digital Communication and Media Linguistics: With Case Studies in Journalism, PR, and Community Communication. *Digital Communication and Media Linguistics*. https://doi.org/10.1017/9781108780445

Guangli, L. (2024). Design of an Educational Psychology Research Material Sharing Platform Based on Fuzzy Clustering Algorithm. *International Journal of High Speed Electronics and Systems*. https://doi.org/10.1142/S0129156425400130

Hanan, A., Firman, E., & Putri, A. N. (2022). Investigating English Teachers' Digital Literacy in the Context of Online Learning. *JISIP (Jurnal Ilmu Sosial Dan Pendidikan)*, *6*(3),

2598–9944. https://doi.org/10.58258/JISIP.V6I3.3544

Handayani, S., Youlia, L., Febriani, R. B., & Syafryadin, S. (2020). The Use Of Digital Literature in Teaching Reading Narrative Text. *Journal of English Teaching, Applied Linguistics and Literatures (JETALL)*, *3*(2), 65–74. https://doi.org/10.20527/JETALL.V3I2.8445

Herdi, H. (2020). Fourth Semester Students' Reading Comprehension Ability in Narrative Text Using Online Sources of FKIP Unilak. *ELT-Lectura*, *7*(2), 160–175. https://doi.org/10.31849/ELT-LECTURA.V7I2.4735

Hernadi, P. (1980). On the How, What, and Why of Narrative. *Https://Doi.Org/10.1086/448095*, *7*(1), 201–203. https://doi.org/10.1086/448095

Jeni, Y. (2020). The Using of Short Stories to Enhance Students' Reading Comprehension. *Borneo Educational Journal (Borju)*, *2*(2), 83–88. https://doi.org/10.24903/BEJ.V2I2.632

Jusriati, G. S. (2023). Encouraging Students' Motivation to Write With Google Site. *Afeksi: Jurnal Penelitian Dan Evaluasi Pendidikan*, *4*(3), 205–213. https://doi.org/10.35672/AFEKSI.V4I3.104

Khaerani, K., Syamsuriyawati, S., & Rahmawati, R. (2024). Efektivitas Penggunaan Bintang Ajaib Sebagai Alat Peraga Dalam Pemahaman Konsep Barisan Aritmatika Siswa kelas VII SMP YP PGRI 4 Makassar. *EQUALS: Jurnal Ilmiah Pendidikan Matematika*, *7*(1), 55–62. https://doi.org/10.46918/EQUALS.V7I1.2220

Knoop-van Campen, C. A. N., ter Doest, D., Verhoeven, L., & Segers, E. (2022). The effect of audio-support on strategy, time, and performance on reading comprehension in secondary school students with dyslexia. *Annals of Dyslexia*, *72*(2), 341–360. https://doi.org/10.1007/S11881-021-00246-W/FIGURES/3

Kurnia, A., & Nasution, P. (2023). Instagram in English Language Learning: A Systematic Literature Review. *Journal of Linguistics, Literature, and Language Teaching (JLLLT)*, *3*(1), 33–52. https://doi.org/10.37249/JLLLT.V3I1.708

M, A., & Ruheili, A. (2024). Online Learning Evaluation (Kahoot!) As A Motivational Tool For Students Learning. *Educational Administration: Theory and Practice*, *30*(8), 230–235. https://doi.org/10.53555/KUEY.V30I8.4687

McKibben, E., & Breheny, M. (2023). Making Sense of Making Sense of Time: Longitudinal Narrative Research. *Https://Doi.Org/10.1177/16094069231160928*, *22*. https://doi.org/10.1177/16094069231160928

Mills, K. A., Stone, B. G., Unsworth, L., & Friend, L. (2020). Multimodal Language of Attitude in Digital Composition. *Written Communication*, *37*(2), 135–166. https://doi.org/10.1177/0741088319897978/ASSET/IMAGES/LARGE/10.1177_0741088319897978-FIG10.JPEG

Mohanty, A. K., kumar, S. V. A., Thongam, R., Kawale, S. R., Jakkani, A. K., & G, V. V. (2024). Enhancing Classroom Engagement Through IOT-Enabled Smart Learning Environments. *ShodhKosh: Journal of Visual and Performing Arts*, *5*(1), 1003-1010–1003–1010. https://doi.org/10.29121/SHODHKOSH.V5.I1.2024.2591

Najemi, S., Ardiasih, L. S., & Sundari, H. (2024). The Effectiveness of Google Sites in Differentiated Instruction to Increase Students' Learning Motivation and Reading Comprehension on English Narrative Texts. *ELT-Lectura*, *11*(2), 110–122. https://doi.org/10.31849/ELT-LECTURA.V11I2.21768

Nayeri, N. D., Noodeh, F. A., Nia, H. S., Yaghoobzadeh, A., Allen, K. A., & Goudarzian, A. H. (2023). Statistical Procedures Used in Pretest-Posttest Control Group Design: A Review of Papers in Five Iranian Journals. *Acta Medica Iranica*, *61*(10), 584–591. https://doi.org/10.18502/ACTA.V61I10.15657

Othman, Y., & Mustapha, G. (2010). Comprehension Process in Metacognitive Perspective Among University Students. *EDUCARE*, *2*(2), 2010. https://doi.org/10.2121/EDU-IJES.V2I2.218

Podhovnik, E. (2023). Multimeowdality. *Purrieties of Language*, 138–172. https://doi.org/10.1017/9781108918909.006

Radaideh, E., Al-Jamal, D., & Imad Sa'di. (2020). Digital Storytelling: Time to be Considered in Reading Comprehension. *Universal Journal of Educational Research*, *8*(6), 2621–2633. https://doi.org/10.13189/UJER.2020.080645

Roblyer, M. D. ., & Doering, A. H. (2013). *Integrating educational technology into teaching*. Pearson/Allyn and Bacon Publishers. https://books.google.com/books/about/Integrating_Educational_Technology_Into.html?hl=id&id=Lk7SXwAACAAJ

Royandi, M. A., & Hung, J. P. (2022). Design of an Affordable Cross-Platform Monitoring Application Based on a Website Creation Tool and Its Implementation on a CNC Lathe Machine. *Applied Sciences 2022, Vol. 12, Page 9259*, *12*(18), 9259. https://doi.org/10.3390/APP12189259

Saçak, B. (2021). *Multimodal Social Semiotics and Learning Design: In Search of Interdisciplinarity*. 43–52. https://doi.org/10.1007/978-3-030-53875-0_4

Septianingrum, J., Budiyanto, M., & Qosyim, A. (2024). Implementasi Model Pembelajaran Inkuiri Terbimbing untuk Meningkatkan Keterampilan Proses Sains Siswa SMP. *EDUKATIF : Jurnal Ilmu Pendidikan*, *6*(4), 3952–3961. https://doi.org/10.31004/EDUKATIF.V6I4.7444

Siregar, E. S., Kurniati, R., & Rahayu, S. (2022). Multimedia as a Learning Tool in Training Reading Skills of Elementary Schools Students. *Journal of Education Technology*, *6*(2), 299–307. https://doi.org/10.23887/JET.V6I2.44601

Snow, C. E. (2010). Reading Comprehension: Reading for Learning. *International Encyclopedia of Education, Third Edition*, 413–418. https://doi.org/10.1016/B978-0-08-044894-7.00511-X

Songkhro, J., Dequiña, Jr., L. S., Dominguez, R. R., & Phanlapa Khathayut, P. (2022). Effectiveness of Using Animated Videos via Google Sites in Enhancing Socio-culture of Native English-Speaking Countries. *Education Quarterly Reviews*, *5*(2). https://doi.org/10.31014/AIOR.1993.05.02.497

Spiro, R. J., Bruce, B. C., & Brewer, W. F. (2018). *Theoretical Issues in Reading Comprehension: Perspectives from Cognitive ... - Google Buku*. https://books.google.co.id/books?id=Srw8DwAAQBAJ&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false

Staskowski, M., & Creaghead, N. A. (2001). Reading comprehension: A language intervention target from early childhood through adolescence. *Seminars in Speech and Language*, *22*(3), 185–194. https://doi.org/10.1055/S-2001-16198/ID/13/BIB

Stawarska, B. (2020). Beyond the Doctrine: Linguistic Innovation. In *Saussure's Linguistics, Structuralism, and Phenomenology* (pp. 77–85). Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-030-43097-9_9

Sutrisno, D., Abidin, N. A. Z., Pambudi, N., Aydawati, E., & Sallu, S. (2023). Exploring the Benefits of Multimodal Literacy in English Teaching: Engaging Students Through Visual, Auditory, and Digital Modes. *Global Synthesis in Education Journal*, *1*(2), 1–14. https://doi.org/10.61667/XH184F41

Vidal, M. P. (2022). Effectiveness of Multimedia and Text-Based Reading Approaches to Grade 10 Students' Reading Comprehension Skills. *AsiaCALL Online Journal*, *13*(4), 55–79. https://doi.org/10.54855/ACOJ.221345

Wadihah, H., & Fauzi, A. (2021). Using Image Media on Reading Text to Improve Reading Comprehension of Student with Intellectual Disabilities. *Jurnal Asesmen Dan Intervensi Anak Berkebutuhan Khusus*, *21*(1), 51–56. https://doi.org/10.17509/JASSI.V21I1.39525

Xiao, J., Lin, T. H., & Sun-Lin, H. Z. (2020). Exploring the Effect of Multichannel Multimodal Learning Environment on Student Motivation and Self-efficacy. *Communications in Computer and Information Science*, *1302*, 164–175. https://doi.org/10.1007/978-981-33-4594-2_14

Zen, Z., Reflianto, R., Ariani, F., & Hidayati, A. (2023). The effect of flipped digital classroom method using moodle and student engagement on reading comprehension. *JPPI (Jurnal Penelitian Pendidikan Indonesia)*, *9*(1), 1–11. https://doi.org/10.29210/020232668