

## Exploring the Social-Emotional Competence Use in Reading Multimodal Text

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### ABSTRACT

Exploring how college students apply the social-emotional competence in reading multimodal Report text and their trouble in applying the competence in reading the text were the primary issues of this study. This research utilized a qualitative (multi case study) involving ten students studying at a private university in Cianjur, West Java, Indonesia. The participants were categorized into two groups, i.e., high achievers and low achievers. Three instruments consisting of classroom observations, questionnaires, and documents were carried out as data collection for this study. The research results indicate that the high achievers are able to read and comprehend the Report text easily, compose the summary or the synthesis of the Report text inserted by relevant images and presented it in multimodal poster using digital app in harmony, and retell the summary or the synthesis of the text verbally and confidently in front of the class. It means that the high achievers are able to manage their minds and manage their self-motivation, self-confidence, and emotions so they are capable of solving various problems in reading multimodal text. Thus, the high achievers implement and optimize their social emotional competencies to attain the success in learning reading multimodal text. However, the low achievers need longer time to read and understand the Report text, need more preparation before retelling the summary or the synthesis of the Report text. Moreover, some of them insert irrelevant image as they compose the multimodal posters. It means that the low achievers show less self-confidence, self-motivation, and unstable emotion. Therefore, they need more practice and improvement to apply and optimize their social-emotional competencies in learning reading multimodal Report text.

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## INTRODUCTION

In digital era, the development of technology enables millennial students to access information in various mode easily using digital tools. The modes cover visual, linguistic, audio, gestural, and spatial (New London Group, 1996). The text presented in the combination of some modes in reading passages is called multimodal text (Simpson & Copyright © ICME 2023

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Walsh, 2015). The mode is semiotic resources for creating meaning through various ways concurrently and it is presented in images and actions (Jewitt, 2005). The meaning of multimodal texts is created by synchronizing different modes (Simpson & Walsh, 2015).

In some cases, the multimodal information makes millennial students confused. They have trouble in comprehending the multimodal text they get in their daily life. Many of them immediately share information without checking the truth of the information and thinking its impact. They need more guidance and improvement to understand the multimodal information (see Emilia et al., 2019). The development of technology affects their character and personality in various aspects, including in learning, work, and social contexts (Ismail et al., 2023). The situation indicates that the technological advancements is not in line with the students' competencies.

It is assumed that emotional, mental, social, physical and moral skills are the foundation of all competencies and learning. Some studies indicate that social-emotional competence contributes to human development across domains, i.e., cognitive, physical, communication (Weissberg, Durlak, Domitrovich, & Gullotta, 2015; Collaborative for Academic Social and Emotional Learning (Niemi, 2020). Similarly, Goleman states that social-emotional competencies contribute 80% and academic aspect contributes 20% for someone's success. Referring to the statements, it means that social and emotional competencies (SEC) is a central element in human development (Niemi, 2020). Therefore, having skills in all these domains enables students to learn, develop healthy self-esteem, self-control, empathy, social skills and morality (Ahmed et al., 2020).

In this case, social-emotional competence is the capacity to interact with others, monitor and control cognitive processes, regulate one's emotions and behaviour. It also includes prompting students to get motivated and act to achieve the targeted goals, solve problems, and communicate effectively (Ahmed et al., 2020). Moreover, social-emotional competencies cover emotional processes such as regulating emotions and showing empathy; interpersonal skills such as social competence and social perspective taking; and cognitive regulation, including cognitive or mental flexibility (Berg & Yoder, 2019). (Niemi, 2020) recommends five types of social-emotional competencies, i.e., 1) self-awareness, 2) self-management, 3) social awareness, 4) relationship skills, and 5) responsible decision-making.

Self-awareness is the capability of accurately recognizing and assessing someone's own thoughts, emotions, values, strengths and limitations, and how they influence behaviours with a well-grounded sense of confidence, optimism, and a growth mindset. Someone owning self-awareness is able to identifying emotions, accurate self-perception, recognize strengths, maintain self-confidence and self-efficacy (Niemi, 2020).

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Self-management is the capability of successfully regulating someone's emotions, behaviours, and thoughts, in different situations to effectively manage stress, control impulses, and motivate oneself. Moreover, it is the ability to set and work toward personal and academic goals. It consists of Impulse control, stress management, self-discipline, self-motivation, goal setting, and organizational skills (Niemi, 2020).

Social awareness is the capability of taking the perspective of and empathize with others, including those from diverse backgrounds and cultures, and the capability to comprehend social and ethical norms for behaviours and to recognize family, school, and community resources and supports. It covers the ability of perspective-taking, showing empathy, appreciating diversity, respecting for others (Niemi, 2020).

Relationship skills are the capability of establishing and maintaining healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, negotiate conflict constructively, resist inappropriate social pressure, and seek and offer help when needed. The capability consists of communication, relationship building, social engagement, teamwork (Niemi, 2020).

Responsible decision-making is the capability of making constructive choices about social interactions and personal behaviours based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the wellbeing of oneself and others. It covers the ability of identifying problems, evaluating, analysing situations, reflecting, solving problems, ethical responsibility (Niemi, 2020).

The social-emotional competencies are developed in a community. It can be at home, school, classroom, or the other social contexts. In this 21st century, students' learning should go beyond the mere mastery of only core subjects in schools, knowledge and academic skills, schools for further encouragement to provide more support to develop students' social-emotional competence skills (Berg & Yoder, 2019). Students who have these attributes may be socioemotionally balanced, and academically successful in the classroom (Domitrovich et al., 2017).

Schools are the place of the central sites for enhancing students' wellbeing (Domitrovich et al., 2017). Relevant to the statement, schools are encouraged to improve the teaching and learning process through integrating both cognitive and socioemotional competences (Jone et al., 2017). Mastering the competences enable students become aware of sense of self, strengths and weaknesses, feelings and other dispositions. Moreover, it will help them to understand others' perspectives for effective negotiation, problems solving, positive interaction and making responsible decisions in life (Domitrovich et al., 2017). Optimizing the competences facilitates student to become competent and resilient person, who is capable of overcoming crisis and adversities happening in a society and in the

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learning environment (Jone et al., 2017). Therefore, to address these challenges, teaching and learning, activity in schools is expected to apply approaches that work towards improving socio-emotional competence. It means that mastering social-emotional is crucial for students to survive in encountering various situation in their life.

Many studies exploring the social-emotional competencies have been conducted to investigate different aspects of the social-emotional competencies. Domitrovich, et.al., (2017) explored an essential factor for promoting positive adjustment and reducing risk in school children. Besides, Nurviyani (2023) investigated the learning process of reading multimodal narrative text promoting students' social and emotional competencies. Moreover, Pang, et. al. (2018) examined the issue of coping skills and promoting social and emotional competence in pre-schoolers: a pilot study on COPE-R program. Jones, et. al. (2017) explored the issue of promoting social and emotional competencies in elementary school. Collie (2020) investigated the integrated model to develop social and emotional competence at school. However, the study investigating the implementation of social-emotional competencies in reading multimodal Report text is rare. Thus, the research exploring how college students apply the social-emotional competence in reading multimodal Report text is significant to conduct.

### METHOD

This study applied qualitative research design particularly multi single case study investigating the implementation of the social-emotional competencies in a reading class. In this case, qualitative research is a means for investigating and comprehending the social meaning individuals or groups ascribe to a social or human problem in a particular naturalistic setting, i.e., a person, an event, a process, a situation, a social unit, an event, a program integrated with the phenomenon of the real-life context (Dawson, 2009; Creswell & Creswell, 2018). Referring to the concept, a qualitative approach highlighting multi case study is considered to be appropriate for exploring how college students apply the social-emotional competence in reading multimodal Report text.

Concerning the size of the sample, the participants of this research is limited because of the time efficiency and the process of data analysis. Relevant to the statement, this study involved a group of college students (a reading class) covering ten college students studying at English Education Study Program of a private university in Indonesia. They were categorized into high achievers (five students) and low achievers (five students). They were selected to be the research participants because of their readiness in participating during this study. Moreover, in their daily life, they like reading and receive multimodal information via their smart phones.

The research data were collected through classroom observations, questionnaires, and documents to analysis both research issues, i.e., how the college students apply the social-emotional competencies in reading multimodal Report text. In this study, all

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participants took part in all data collection technique. In this case, the data of classroom observation were gained during the teaching-learning process of multimodal reading of Report text. During the teaching-learning process of reading multimodal Report text, the participants took part to retell the Report text they read verbally and by creating a multimodal poster. Having participated in four meetings of the teaching-learning process of reading multimodal Report text, some questions concerning the issues were posed to all participants in questionnaire session. The multimodal posters they created were analysed as one of data collections of this study by assessing the linguistics and visual mode. Each data collection technique is elaborated below.

Classroom observation was the first data collection of this study. Observation is the process of participants' behaviours exploring consciously and specifically in natural settings and less intimidation to participants carried out by observing and listening to events as well as recording and documenting them (Heigham & Croker, 2009). Referring to the concept, in this study, the classroom observation was conducted to investigate how the college students apply the social-emotional competencies in reading multimodal Report text. The teaching-learning process was conducted at one of classroom of the university. It was conducted for four meetings using genre-based approach and involving all participants (ten college students). The approach consists of four stages, i.e., a) building knowledge of the field, b) modelling of text, c) join construction of text, d) independent construction of text (see Derewianka, 2004). The implementation of social-emotional competence by college students in each stage is elaborated below.

The first stage was building knowledge of the field. In this stage, the participants' knowledge was built and connected to their prior knowledge (see Derewianka, 2004). The next stage was modelling of text. In this stage, the participants got some explanation of multimodal Report text, the models and examples of multimodal Report texts. The third stage as join construction of text. During the stage of join construction of text, all participants in pairs created their own multimodal poster after reading the Report text. Afterwards, they took part in retelling the Report text verbally. The last stage was independent construction of text. In this stage, all participants composed their own multimodal poster individually after they read a multimodal Report text. Afterwards, by using digital applications, they independently participated in retelling the Report text orally.

Having the teaching learning-learning processes of reading multimodal text, they were posed eighteen questions of open-ended questionnaire. It was conducted to investigate the data concerning how the college students apply the social-emotional competencies in reading multimodal Report text and their trouble in applying the social emotional competencies in the teaching-learning process of reading multimodal Report text. In this session, all participants (ten students) took part by writing their responses all questions of the questionnaire on papers. The questions were presented in Indonesia and



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they were allowed to respond the questions in Indonesia. It aimed to make them express their responses freely. It was conducted in the classroom where they learn.

The last data collection was document. In this case, the multimodal posters the college students created were the document analysed by focusing of the linguistics and visual mode (see New London Group, 1996). It was carried out to examine how the college students apply the social-emotional competencies in reading multimodal Report text. The synchronization of both modes presented in the multimodal posters was one of indicators their good social emotional competencies. The posters were composed by using particular application after they read and summarize or synthesize a Report text. In this case, the summaries of the text they created were inserted by some images and designed properly based on the Report text they read.

Having all data were collected, the data gained from the questionnaire, classroom observations, and documents, were analysed qualitatively (see Creswell & Creswell, 2018). The college students' social-emotional competencies gained from all data collections were analysed using the concept of social-emotional competences proposed by (Niemi, 2020). Meanwhile, their capability of reading Report text were analysed utilizing the concept of Report text recommended by Derewianka (2004) and their knowledge of multimodal text were analysed using the concept of multimodality suggested by New London Group (1996). Furthermore, the data were categorized, and then interpreted into two categories based on the research questions, i.e., how the college students implement the social-emotional competencies in reading multimodal Report text. The college students' social-emotional competencies were analysed by using the concept of social-emotional competences proposed by Niemi (2020).

### RESULTS AND DISCUSSIONS

This research applied qualitative design focusing on multi case study (see Creswell & Creswell, 2018) and involving ten college students. It explored how the college students implement the social-emotional competencies in reading multimodal Report text. The data collection applied for the research purpose were classroom observations, questionnaire, and document presented in multimodal poster. The participants were categorized into two groups, 1) the high achievers, and 2) the low achievers. The data analysis results for the issue are illustrate below.

The data gained from the classroom observations, questionnaire, and document (see Creswell & Creswell, 2018), were explored as the participants applied the social-emotional competencies during the teaching-learning processes of reading multimodal Report text conducted for four meetings. The teaching-learning processes were carried out by using genre-based approach (see Derewianka, 2004). The genre-based approach consists of four stages, i.e., a) building knowledge of the field, b) modelling of text, c) join

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construction of text, d) independent construction of text (see Derewianka, 2004). The findings of students' social-emotional competence use in each stage is elaborated below.

The first stage of genre-based approach (i.e., building knowledge of the field) was conducted in the first meeting. It aims to build participants' context or knowledge about the topic they communicated (Derewianka, 2004). This activity involved reading activities of multimodal Report text. To examine participants' understanding of the reading comprehension of the topics they read, the participants were asked to write and speak. Moreover, they learned the aspects of expression, vocabulary and grammar related to the multimodal Report texts. Next, the participants wrote down expressions and vocabulary that they use in communication.

The findings of the first stage indicate that most high achievers had proper prior knowledge concerning the relevant topic of the multimodal text and they were able to connect their prior knowledge with the Report text they were learning. Besides, their self-motivation was high and they had high confidence so they were able to be active in discussion session of the stage. Moreover, some high achievers owning incomplete prior knowledge were able to manage their mind to get concentration and try to comprehend the material of multimodal Report text. Besides, they asked lecturer some questions as they had trouble in comprehending the text. The situation indicates that the high achievers are able to manage their emotion, identify the problems they encountered during the lesson, and have high self-motivation to learn (see Niemi, 2020). It means that the high achievers own high social emotional competencies and implement it properly during the learning process of the Report text particularly in the stage of building knowledge of the field.

On the other hand, the low achievers encountered some trouble because of incomplete prior knowledge and less capability of connecting their prior knowledge with the Report text they were reading. Moreover, they had less confidence so they just kept silent as they did not understand the learning material or in the discussion session. It indicates that the low achievers need more improvement to manage their emotions, motivation, and confidence for attaining better achievement of social-emotional competencies applied in the building knowledge of the field (see Niemi, 2020).

The second stage of genre-based approach (i.e., modelling of the text) was carried out in the second meeting. Modelling is the stage when participants are introduced to the type of text they will communicate (Derewianka, 2004). At this stage, the participants got explanation concerning the type of text, including its purpose and social context of Report text (see Derewianka, 2004). Moreover, the participants got illustration of the text structure, function, and linguistic elements of the Report text they were studying. When explaining the social purpose, text structure, and linguistic elements of the Report text, the participants got explanation of the text as a whole in three columns. The first column

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presented the text structure, the second column contained the complete text, and the last column provided the linguistic elements of the text. At this stage, the participants still needed improvement to understand the concepts of the Report text they were studying.

The results of the second stage show that the high achievers were able to comprehend the concept of Report text covering the social function, the generic structure of the text, and the linguistics feature of the text without any trouble. Moreover, they were confident when they asked questions or had to responded some question, and filled in the column in the learning activities of the stage. It means that the high achievers are able to control their emotions and manage their mid to focus on the learning material. It is the manifestation of their social-emotional competence use (see Niemi, 2020) in the learning process of reading multimodal text. However, the low achievers showed less confident and needed more improvement to control their minds, emotions, and confidence. As they got problems concerning their comprehension of the Report text, they preferred to be silent and did not do anything. It indicates that the low achievers need more practice of social-emotional competencies particularly self-confidence, self-motivation, and confidence (see Niemi, 2020).

Having the participant learned the concept of Report text in the stage of modelling of text, the next stage of genre-based approach was joining construction of text. It was conducted in the third meeting of the teaching-learning processes of reading multimodal Report text. In this stage, the collaborating is the session when students apply their understanding of the text type, they have studied by working together with other students (Derewianka, 2004). Relevant to the concept, this stage was conducted in two ways. First, participants and the lecturer wrote the summary and the synthesis of the Report text together after reading the text. Second, having read the Report text, the participants work in pairs and wrote the summary or the synthesis of the Report text on a paper. Afterwards, they read their summary or synthesis of the Report text in front of the class.

The results of the third stage indicate that the high achievers were able to cooperate and collaborate with their partners I reading and writing summary of the Report text. Moreover, they read and comprehend the Report text without any problems. As they had some trouble in comprehending the Report text, they were able to find out the solutions of their problems in reading, such as asking some questions to lecturer confidently, searching some relevant information from internet, and managing their mind as they could not concentrate in reading the Report text. Moreover, they were capable of expressing more ideas as they were writing summary of the Report text based on the generic structure of the Report text (see Derewianka, 2004). It means that the high achievers have complete self-confidence, self-motivation, communication skills, and respect for their partners as they have to involve in teamwork. It manifests the social-emotional competencies covering self-awareness, self-management, social awareness, and relationship skills (see Niemi, 2020).



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On the other hand, the low achievers had some reading trouble, such as they comprehended the Report text partly because of less knowledge of reading strategies and vocabulary. Moreover, they were willing to collaborate with their partner but they expressed less ideas in writing the summary of the Report text. It indicates that the low achievers have less self-motivation and less self-confidence in the teamwork. It is assumed that the low achievers need more improvement of social-emotional competencies (see Niemi, 2020).

The fourth stage of genre-based approach (i.e., independent construction of text) was carried out in the last meeting. Independent work is the stage when students work individually in carrying out assignments given by the teacher (Derebianka, 1990). In this case, the participants had to be able to comprehend the social function of the Report text they were learning, compose the summary or the synthesis of the Report text using one of digital apps, and retell the Report text verbally and individually in front of the class.

The findings indicate that the high achievers were able to work independently, beginning from reading and comprehending the Report text, composing the summary or the synthesis of the text, and creating the multimodal poster using digital app based on the Report text they read, and retelling the Report text verbally and confidently in front of class. The multimodal posters they created through digital apps indicate the synchronization between the linguistics and the visual mode. In this case, they composed the poster by writing the summary or synthesis of the Report text based on the generic structure recommended by experts. The summary of the Report text was inserted by appropriate and relevant images (see Group, 1996). Moreover, as some of them got nerves in retelling their summary or synthesis of the Report text, they tried some solutions, i.e., changing their mindset and convince themselves that they can do it, managing their minds and emotions, looking at around the class from the right to left, holding something in their hands, doing short movement, taking deep breath, looking at the audience, enjoying the moment, gain full concentration, focusing on the content of the summary. By doing the activities as the solution to maximize their self-confidence, they succeeded in retelling the summary of the Report text in front of the audience. It means that the high achievers are able to apply and optimize their social-emotional competencies (see Niemi, 2020) in reading multimodal Report text.

Meanwhile, the low achievers encountered some trouble in this stage. In this case, they needed more time to comprehend the Report text, to compose the summary of the Report text. Besides, they needed more practice and more preparation to retell the Report text. In addition, in composing the multimodal poster illustrating the summary of the Report text, some of them inserted inappropriate images. As they had to retell the summary of the Report text, they had self-confidence trouble. Their solutions were taking deep breath, focusing on the text, looking at their friends' heads, remembering the text, trying to control their self-emotion and confidence, imagining that at the time there was

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no audience. The results show that the solutions cannot optimize their self-confidence as they retell the Report text because of less self-control of their emotions. It means that their social-emotional competencies are incomplete. Therefore, the low achievers need more practice and improvement of social-emotional competencies (see Niemi, 2020).

### CONCLUSION

This study investigated the how the college students implement the social-emotional competencies in reading multimodal Report text. This study implemented qualitative design focusing on multi case study (see Creswell & Creswell, 2018) and involving ten college students. The participants were categorized into two groups, i.e., high achievers and low achievers. The data collection implemented to gain the research data were classroom observations, questionnaire, and document presented in multimodal poster.

The data gained from the classroom observations, questionnaire, and document, were explored as the participants applied the social-emotional competencies during the teaching-learning processes of reading multimodal Report text conducted for four meetings. The teaching-learning processes were carried out by using genre-based approach (see Derewianka, 2004). The genre-based approach consists of four stages, i.e., a) building knowledge of the field, b) modelling of text, c) join construction of text, d) independent construction of text (see Derewianka, 2004).

The findings of students' social-emotional competence use in the teaching-learning processes of reading multimodal text show that the high achievers are able to manage their minds and manage their self-motivation, self-confidence, and emotions so they are capable of solving various problems in reading multimodal text. It means that the high achievers implement and optimize their social emotional competencies to success in learning reading multimodal text. However, the low achievers show less self-confidence, self-motivation, and unstable emotion. It means that need more practice and improvement to apply and optimize their social-emotional competencies (see Niemi, 2020).

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