

CHAPTER I

INTRODUCTION

A. Background of the Study

Reading proficiency is one of the four skills that everyone must have, even from childhood it has been taught to read correctly and has become a habit even in daily life, every time there is reading anywhere and anytime, consciously or even unconsciously, humans are doing reading habits. However, how to apply the habit of reading from childhood effectively and certainly can increase knowledge, not just reading. Therefore, we need to cultivate and continue to practice reading to make us better understand the concept of reading properly such as visualizing, summarizing, and interpreting a picture even today are very difficult to read useful books especially when faced with text that is full of writings. However, capacities, abilities, knowledge, and experiences that a person brings to the act of reading.¹ Reading comprehension which is interpreted as reading thoroughly, understanding the entire text by processing knowledge that can be combined with knowledge that already known, reading comprehension can be influenced by skills and abilities in processing information.

The main thing in reading is to develop student's reading skills. This means motivating them to read, But how can the teachers do

¹ AP Sweet and CE Snow, *Rethinking Reading Comprehension*, ed. Anne PolSELLI Sweet and Catherine E. Snow, 3rd ed. (New York: The Guilford Press, 2003): 2.

that? This question raises a statement what the students do while reading is what they experience while reading is what they experience with reading, also they use that experience to build an understanding of why they read. First, the teacher must have a vision of what most important in reading activities. Second, the teacher must create assignment of activities that give students an experience of doing this main thing.

The ease with which this method can combine two way of reading at once in one text where visual and verbal combine to give meaning is called a multimodal text. As formulated by literacy educators, researchers and curriculum designers analyzed that not only linguistic abilities but also in term of images where multimodal itself has many kinds such as visual, gestures, writing, speech and also sound.² The visualization process that students get in picture book such as stories about social interactions or animal stories in general.³ This can be based on their experience or adapted to the imagination developed for their age, it is represented in the reading for students and makes them actively involved with the environment. Images that often appear in a reading even in all fields such as social, vocational and even professional instill that the function of an image is very useful and important in its

² Ika Lestari Damayanti, "Gender Construction in Visual Images in Textbooks for Primary School Students," *Indonesian Journal of Applied Linguistics* 3, no. 2 (2014): 100–116.

³ Budi Hermawan and Didi Sukyadi, "Ideational and Interpersonal Meanings of Children Narratives in Indonesian Picturebooks," *Indonesian Journal of Applied Linguistics* 7, no. 2 (2017): 404–12.

interpretation.⁴ This proves that the development of reading accompanied by visual is still very effective in its use, not even just for learning, but for all circles. The use of visual and verbal methods greatly helps the learning process of teachers and students become easy, even parents of children are facilitated in terms of helping their children to learn to read from an early age.

Picture books, reading text, magazine and others, that are filled with many illustrated pictures that are used to illustrate storylines, learning to read is very important because young learner at this age will find it easier to transfer ideas and plots just by looking at pictures with them. Students will be happier because they can be introduced to reading activities more cheerfully. They will easily apply visual interpretation to understand the information they get with a picture, not only focus on dominating pictures, children can also develop their language skills, making it easier for them to learn vocabulary very quickly.

In this research, the researcher will develop multimodal reading text in students, how they are able to use picture text to stimulate their reading desire, but if viewed from the current situation the application of reading using picture book has been applied but has not been maximized, even though every time students have their own potential depending on how they are directed. Therefore, this under-maximized potential becomes a persistent problem, the potential must still be maximized in an appropriate and sustainable

⁴ Len Unsworth, Jen Cope, and Liz Nicholls, "Multimodal Literacy and Large-Scale Literacy Tests: Curriculum Relevance and Responsibility.," *Australian Journal of Language and Literacy* 42, no. 2 (2019): 128–39.

manner. Therefore, it is necessary to do research because this problem needs to be solved.

On this occasion, the researcher interested doing research in SMP IT MAGS (Mathla'ul Anwar Global School) Menes, Pandeglang. Based on observation made by researcher with the teacher who teach at that school in seventh grade if they do not fully understand with English, but the curriculum in school applies a system of speaking using English even though they are mixed, they are required to continue to understand vocabulary is to be able in speaking English. The teacher said that their understanding in reading had not been formed if they used full English, so they had to be trained in using two languages both English and Indonesian, but they could not understand the content of the reading text, the teacher always tried to find all way and always used different way to make the students understand. The teacher should think about interest strategies to teach reading in class, and one of the strategies for learning to read is using pictures.

This research will conduct an experiment research in order to ensuring the effectiveness of picture text for young learner by looking at the details of the text and seeing what aspects help students easily understand picture text in terms of pictures. Anything that makes their imagination develop when they see their pictures and creativity is stimulated. The researcher conducted research using this experiment by investigating the presence or absence of

cause and effect by giving certain treatments to the experiment class and providing comparative with control class. The effectiveness of reading as a whole is obtained from a reading

method using the media pictorial reading texts, so that the results can be applied if it is good or not applied if it is not good in the actual teaching results.

Based on explanation, the researcher would like to take a research study with the title. **“The Effectiveness Of Multimodal Text For Teaching Reading Comprehension”** (An Experimental Research with the Seven Grades of SMP IT MAGS)

B. Identification of the Problem

1. The students are not accustomed to using multimodal technique in reading process
2. The students have difficulties in reading comprehension

C. Limitation of the Study

This research is limited to the use of multimodal text for learning reading comprehension in Junior High School of Mathla’ul Anwar Global School (MAGS)

D. Statement of the Problem

1. How is students reading skill in SMP IT MAGS?
2. How is the effectiveness of multimodal text for teaching reading comprehension?

E. Objectives of the Study

1. To know students reading skill at the seventh grade of SMP IT MAGS

2. To know the effectiveness of multimodal text for teaching reading comprehension

F. Significance of the Study

This research are expected to contribute to students, teachers also other researchers. The importance of the research includes:

1. For Students

This method can help students to facilitate the reading process with a combination of images and text (verbal) by knowing the core of the text quickly, not only that students can minimize boredom when viewing text with the help of pictures.

2. For Teachers

Teachers can evaluate the advantages of using pictures in reading a text and can provide new ways of teaching to be more varied in teaching English.

3. For Researchers

By researching this method and using it, the researcher get solutions to problems in learning studies in schools and find out the various advantages of using this method to contribute to the application of this method in schools.

G. Previous Research

1. The first research conducted by Ika Lestari Damayanti and Yusnita Febrianti with the title “Multimodal Literacy : Unfolding Reading Path in Children’s Picture Book and its Potential For EFL Classrooms”.

The results showed that the reading pathway was structured, among other things, by the relationship between language and images and the flow of information values in children's books. In the case of the pictorial book observed, a combination of reading paths was found. Such a combination provides a safe basis for predicting that readers can use both linear and non-linear reading paths in approaching the semiotic resources presented in picture book.⁵

2. The second research conducted by Resky Januaryy and Hanna Novariana Azizah Nima with the title “Energizing Students’ Reading Comprehension Through Multimodal Texts”.

This study reveals several findings that have been found directly through qualitative research by interviewing junior high school students in class and a teacher in researching multimodal texts used in their schools. The result can be concluded that teaching and learning using multimodal techniques does help students understand the content of the story by looking at pictures. The results of the teacher interviews also turned out that this multimodal text was indeed very helpful and effective, but still with conditions such as the text it had to be in accordance with the curriculum and be attractive to students.⁶

⁵ Ika Lestari Damayanti and Yusnita Febrianti, “Multimodal Literacy : Unfolding Reading Path in Children ’ s Picture Book and Its Potential for EFL Classrooms,” *Indonesian Journal of Applied Linguistics* 9, no. 3 (2020): 616–27.

⁶ Resky Januaryy and Hanna Novariana Azizah Nima, “Energizing Students’ Reading Comprehension through Multimodal Texts,” *International Journal of Language Education* 2, no. 2 (2018): 14–22.

3. The third research conducted by Novalita Fransisca Tungka with the title “Guided Literacy Instruction : Helping Students Read Multimodal English-Medium Texts”.

This research was conducted with investigated the teaching of student literacy, the researcher used L2 students to practice multimodal literacy. Researchers used data collection in the form of interviews and observations. The findings show that students experience different reading activities based on using multimodal text instructions or not using guided instructions. The difference is seen when students try to maximize the use of web page text features and interpret multiple meanings. The results obtained from this study are that intensively guided teaching using multimodal texts is very influential and pedagogically, multimodal texts become a source of learning that is rich of meaning to learn various sources of knowledge from inside or outside the classroom.⁷

According to the previous study above, there are differences and similarities. Differences from previous research using qualitative method with interviewing several students and English teacher also researching a picture book. While this research use quantitative method with pre test and post test. The similarities of all research are knowing the effectiveness of multimodal text in student’s reading comprehension.

H. The Organization of Writing

⁷ Novalita Fransisca Tungka, “Guided Literacy Instruction: Helping Students Read Multimodal English-Medium Texts,” *Indonesian Journal of Applied Linguistics* 8, no. 2 (2018): 345–57.

This paper are organized into five sections as follow:

Chapter I Introduction, which contains the background of the study, identification of the problem, limitation of the study, statement of the problem, objectives of the study, significance of the study, previous study, and the organization of writing.

Chapter II Theoretical review, this chapter is consists of the theorist from some experts that we have conducted the research related to this research.

Chapter III Research methodology, this chapter are consists of method of research, the site and time for study, participants of research, the technique of data collecting, and the technique of data analysis.

Chapter VI findings and discussion, this chapter explains the description of data, analysis of data, statistic analysis and interpretation.

Chapter V Conclusion and Suggestion, which is the last chapter in a part of discussion from Chapter I to Chapter V. This chapter aims to make it easier for readers to understand the essence of this research which includes conclusion and suggestion.

The last part of this research report includes: Bibliography, Attachments, Curriculum vitae, Research Permit, Statement of authenticity of work