



CHAPTER I

INTRODUCTION

1.1 Background of the Study

Many people use English for social interaction and worldwide communication. Therefore, English is taught to all students in many parts of the world, from elementary school to higher education students to make the students understand and converse with ease. Stated in Permendikbudristek No. 12 (2024), which was announced by Aditomo as Head of the Educational Standards, Curriculum, and Assessment Agency. The Ministry of Education and Culture published a significant decision in the world of education that English become a necessity subject for grade 3 elementary school (SD) students. According to Aditomo (2024), the use of English is not only limited to grammatical accuracy but is more about practical communication and understanding information. The aim of taking this decision is to take a progressive step to prepare the younger generation to face global challenges because the importance of teaching English cannot be doubted. English is not just a language skill but also an important asset for a lifelong learning process. Apart from that, English also plays a role as a means of communication and collaboration at regional and international levels.

One of the elements that determine the success of the teaching and learning process is the availability of English language learning resources. Therefore, choosing the most effective learning resources is very important. The use of multimodal texts in teaching benefits students' needs and provides them with various learning opportunities based on their abilities. For meaningful and relatable learning results, multimodal blends several sensory and communication modes, including sight, sound, text, picture, video, and music. In the digital era, multimodality is becoming increasingly important in communication, and this is especially true for language learners, who benefit from the many resources available online to help them adapt to the language (Diamantopoulou & Ørevik 2022). In this way, students more easily understand the content of the text, both expressed and implied, analyze the text, imagine the meaning and benefits of the text, and reflect on the content of the text.

Because multimodal texts guarantee inclusivity, which enhances intellectual quality and gives students varied learning experiences, they help meet diversity. Following their individual needs and the prevalent sources of learning through multimodal texts, students have access to learning resources other the books that were accompanied by a variety of objects.



Teachers can address the requirements of different kids in the classroom in this way. According to McConnell (2014), multimodal texts help students at all levels communicate more successfully in a variety of circumstances by offering authentic and captivating material that explores the creation of meaning. We can conclude that multimodal texts offer real-world content that is relevant to students' everyday lives.

Students' reading abilities can more readily grow through the use of multimodal texts, beginning at the exploration level and continuing through the interpreting integrating, reflecting, and reading levels. Students find it simpler to locate, recognize, and explain the explicit meaning in the text at the discovery stage if they can obtain it not just from written text but also from visual or aural elements. Because they may make use of all the information in the multimodal text, students can deduce the underlying meaning at the level of interpretation and integration. Students can evaluate, anticipate, and analyze the language features and content of texts at the reflecting and transmitting levels. In keeping with the belief (Hermawan, 2013) that there were a variety of connections between words and visuals, images can enlarge and clarify the meaning of verbs, and verbs can likewise expand and clarify the meaning of images. Students more easily understand the material from the various modes contained in the book and complement each other, compared to just one mode.

In this research, researcher want to know how teachers implement multimodal texts in teaching reading. In this research, the researcher also wanted to know what students' perceptions were regarding the teachers' efforts to implement multimodal texts. Multimodal texts can be in multiple modalities, such as print, image, sound, and movement, or print and picture. Multimodal texts can be digital texts as well as physical books, such as graphic novels, storybooks, or informational literature. Processing multimodal texts necessitates introducing mode relationships in addition to processing several modes. Compared to linear reading of print-based materials, this approach is different, namely multimodal texts from the internet. According to Pianfetti (2001), currently, the ability to learn, understand, and interact meaningfully with technology is included in the definition of literacy, which has developed from the traditional understanding of reading and writing (p.256). A person's capacity to understand what they read can be significantly affected by the additional barriers and supports provided by electronic texts. In particular, the Internet offers new text formats, reading purposes, and ways to interact with information that can be overwhelming and confusing for those educated only to understand traditional writing. Students' future literacy depend on their ability to use Internet literacy (International Reading Association, 2001).



Research conducted by Coiro (2003), found that reading on the Internet is different, Coiro argues that the power of reading on the Internet can expand each student's understanding by considering new things according to clear aspects of understanding (for example, finding the main idea, summary, conclusion, and spin) but also require fundamental new thinking. Reading on the Internet becomes an opportunity to interact with new texts (for example, hypertext and various interactive media that require new thinking). An important task for teachers now is to create new things to help reading comprehension by introducing students to strategies for interacting with this internet literacy. Teachers must help students to be willing to explore information from multimodal texts from the internet together in a more thoughtful way (p.464)

According to Shidu (2003), student perception is the way students view something that happens in the classroom during the learning process and expresses it with suggestions or arguments to the teacher or classmates to improve the learning process. Students' views were formed based on their reactions to something during the learning process. Their abilities during the learning process also influence how they communicate, their ability and way of communicating also influences students' perceptions of the learning process. This is in line with the statement made by Hong et al. (2003) that student perception is how they think about elements in learning to reflexively produce responses and perceptions about material, methods, or challenges during the learning process.

Based on the description above, it seems necessary to conduct further research on the problems mentioned above with the title "The implementation of multimodal texts for Teaching Reading". The selection of SMK as the research subject stems from its curriculum's emphasis on technical and practical abilities, which frequently calls for reading material that is pertinent and contextual. Multimodal texts from the internet offer a variety of material formats that can be customized for different skills taught in technical schools. In addition, online resources for learning were also readily available and adaptable to a variety of learning environments. This enables the teachers at SMK to offer reading lists that are consistently current and pertinent to the most recent advances in the specializations they teach.

1.2 Research Questions

Based on the background research, the researcher formulates the research questions as follows:

1. How does the teacher implement multimodal texts for teaching reading?



2. What is the students' perception on the implementation of multimodal texts for teaching reading?

1.3 Research Objectives

The objectives of the research were to find:

- a. To know how the teacher implements the use of multimodal texts in teaching reading.
- b. To know the students' perception of the use of multimodal texts in teaching reading.

1.4 Significance

1.4.1 Theoretical Significance

The results of this research are expected to contribute to the theory of teachers' and students' perceptions of the use of multimodal text for teaching reading.

1.4.2 Practical Significance

The results of this research are expected to contribute.

1) For the teacher

For English language teachers, it is expected that this research can inspire and enhance teacher's confidences in applying multimodal texts to improve their teaching performance for student capacity development.

2) For future researchers

For future researchers, this research is expected to be useful and can be used as a reference. Besides, this study provides some information about teachers' and students' perceptions of integrating multimodal text.

1.5 Scope and Limitation

Based on the research background, this research has scope and limitations. The scope of this research uses multimodal texts sourced from the internet in teaching reading. Researchers focus on multimodal texts from the internet based on class 10 curriculum materials at SMK to improve students' reading skills.



1.6 Definition of Key Terms

1) Reading skills

Reading skills are one of the most important skills for students to gain when learning English. According to Tarigan (2009), reading is a process that a reader uses to understand the writer's purpose through the written word (p.7). According to Marie et al (2023), teaching reading is an early intervention process that focuses on helping students who experience reading difficulties.

2) Multimodal text

According to Walsh & Literacy (2006), multimodal texts are texts that contain more than one "mode" (a type of meaningful sign or symbol), allowing for a "synchronization of modes" to express the text's meaning. Multimodal is all verbal and visual semiotic sources that can be used to realize the types and levels of dialogical involvement in a text. It is important to use a multimodal approach to learning.

3) Students Perception

According to Shidu (2003), a student's perception is a student's perspective on something that happens in the classroom during the learning process and expresses it with suggestions or arguments for the teacher or classmates to improve the learning process. Students' perspectives are formed by how they react to things during the learning process, as well as how they communicate with teachers or fellow students to improve their learning abilities.