



CHAPTER II

LITERATURE REVIEW

2.1 Reading Skill

Reading skills is one of the most important skills for pupils to gain when learning English is reading. According to Tarigan (2009) reading is a process that a reader uses to understand the writer's purpose through the written word (p.7). In addition, according to Kintsch (1998) defined reading comprehension as the process of creating meaning from text. The purpose is to get an understanding of the text rather than to acquire meaning from individual words or sentences. Based on the opinion above, one of the crucial abilities that students should acquire when studying English is reading. Reading is an important process where the reader try to understand the author's purpose through written words.

Reading is one of the important aspects for students, especially in English. From reading the students can get many information and knowledge. According to Ramelan (1990), reading is a good activity for learners, reading is also something crucial and indispensable since the success of their study depends for the greater part on their ability to read (p.1). Reading plays a very important part in our life. Through reading we can explore the world, countries that have never been visited before, and the minds and ideas of great people in the past, all of which enrich our experience and knowledge and broaden our horizons. If the student's reading skill is poor they were very likely to fail in their study, or at least they have difficulty in making progress. On the other hand, if they have good reading skills, they have a better chance in their study at school. From the statement above we know the importance of reading for students at school and after graduate their study at school.

According to Marie et al (2023), teaching reading is an early intervention process that focuses on helping students who experience reading difficulties in the process of teaching reading the teacher will provide teaching that is tailored to the specific needs of each student to improve reading skills, besides that the teacher will also choose media as an effort to meet students' needs for media and learning resources.

2.2 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. Based on the definition above, multimodal text is all text sources that contain more than one mode, whereas, in an editorial, multimodal text is a synchronization or combination of images, audio, and video (visual) to express the meaning of the text. Multimodal are all verbal and visual semiotic resources that can be used to realize the type and level of dialogue involvement in a text. The use of multimodal texts is important in the teaching and learning process, especially reading.

The multimodal texts employed contain audio and video components, recorded lecture presentations, interactive diagrams and simulations with audio enhancement, interactive quiz, and interactive graphics. The "multimedia effect" refers to how words and images together help students understand more profoundly than just learning by words (Mayer, 2005).

The importance of multimodal text in the teaching and learning process, especially reading, can include the presentation of material, interactive quizzes, interactive diagrams and simulations with audio enhancement, as well as interactive images. Some of the activities above can be done by combining words or pictures to help students gain a deeper understanding when learning.

2.3 Multimodal Text in Teaching Reading

Teachers need to equip students with how to read multimodal narratives in ELT, especially concerning the use of image-based text since these ends are very widely used. As in Thompson & McIlnay's opinion, by doing a reading approach with multimodal text, students can study the flow, perspective, and sound through visual images by comparing the same story in different formats and media. In addition, multimodal text, allows teachers to effectively attend to various forms of learning at the same time. Thompson & McIlnay (2019, p. 71)

In practice, teachers need to choose the right multimodal text for students, in the process of choosing teachers should not only give importance to the comfort of teachers/favorites and ignore the interests and needs of students (Thaler, 2016, p. 20). In the multimodal selection process of the text to be used in the ELT, teachers should take into account the students's readiness, interests, and learning profiles. And most importantly, the multimodal text chosen should be meaningful so that they can understand the story of that text. Because, ideally, reading should have a compact buckle that is beneficial to the development of the student's communicative skills and competence.



According to Gerot & Wignell (1994), a news item is a type of multimodal text that has the purpose of informing readers, listeners, or viewers about a personality that is deemed worthy of being communicated or important. On printing and screen technology, different modes and semiotic resources are available in a way that forms the meaning-making process. In the use of multimodal mode printing media used are visual designs, spaces, colors, fonts/styles, use of such mode mode in multimodal text is not just an ornament, but as a process of making meaning.

The use of multimodal texts in music. In such music, there were lyrics to songs and onomatopoeia, and during the learning process, students respond well and seem to benefit from the video clips, so their positive impact is that they can remember and improve their ability to read. (Mora & Alberto, 2019)

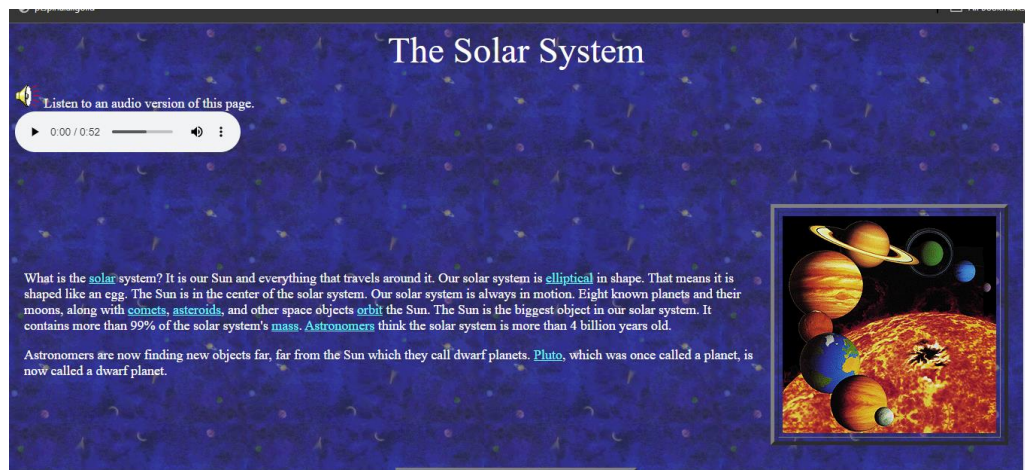


Figure 1.1 The example of multimodal text taken from the Internet

In this research, researchers focus on multimodal texts from the internet which contain text, images, colors and audio based on class 10 curriculum material at vocational schools to improve students' reading skills. Research on this topic was obtained in 2x reading learning meetings conducted by the teacher.



Figure 2.2 Multimodal text used by the teacher

(See Appendix 6)

2.4 Students Perception

According to Qiong (2017), perception is a process experienced to achieve awareness or understanding of sensory information (p.18). Furthermore, Walgito (2010) stated that perception is a process that is preceded by the sensing process, which is the process of receiving stimuli by individuals through sensory devices also called sensory processes (p.99). Based on these two meanings, it can be inferred that teacher perception refers to their interpretation of the image and comprehension of their feelings. There are phases to this procedure, which begin with collecting, identifying, and deciphering the sense data that is gathered.

According to Slameto (2010), perception is a process that involves the entry of messages or information into the human brain. Through perception, humans are continuously in direct contact with the environment. Apart from that, according to Shaleh & Wahab (2004), perception is a process of combining and organizing our senses to be developed in such a way that we can be aware of our surroundings, including being aware of ourselves. Perception is a process that involves the transfer of ideas or information to humans. Through perception, humans continuously develop relationships with their environment. Humans carry out the process of preparing themselves to face their environment in such a way that allows us to accept the surrounding environment. Based on this perception, individuals use the material they have studied to sharpen their skills in using that material, whether following or contrary to the method or subject matter they are studying. In this way, students have a clear understanding of what results from the learning process and how to achieve it.



According to Qiong (2017), there are stages of the perception process (p.18), as follows:

a. Selection

The process of perception begins with selection, where environmental stimuli are transformed into meaningful experiences. In this process, students start to carry out environmental selection; they sort out which processes they feel have a good impact on their learning outcomes, so that they automatically form a good perception of the process.

b. Organization

An organization is the second step in the perception process. The information must be meaningfully ordered by identifying patterns after it has been obtained from the outside world. This stage is characterized by two things. The structure of human perception is first provided by the organizing process. In this stage, structured human meaningful experiences are integrated with unprocessed external stimuli. Second, the procedure demonstrates the stability of human perception. Stated differently, a stimulus gains more durability after being chosen and assigned to a category. In this stage, after students have gathered a lot of information from a learning process, they form a long-term view about something that can interest them in learning, which also positively impact their learning outcomes. They feel comfortable learning after perception was formed about a learning process that suits their needs and character, so they tend to be active during the learning process.

c. Interpretation

Interpretation, often known as the process of giving meaning to what the stimulus chooses, was the third stage of perception.

Based on the perception stages above, it can be concluded that students' perceptions are formed starting with the selection process, using their sense of experience, students sort good and bad to form their own perceptions. According to Dixson (2015), the use of the internet as a learning medium was expected to encourage students to be actively involved in the learning process. The internet can help facilitate students in the learning process so that students' perceptions formed regarding the implementation of the internet during the learning process. Besides that, student involvement in the learning process also build students' perceptions of meaning in the class, and enjoy the learning process in addition to striving for good results. Then it continues with the organizational process, where students can collect a lot of information to form a long-term view of something that can increase their interest in the learning process. Students' positive views form automatically if they feel comfortable during



the learning process. That was in line with Anggraeni's (2021) research, that the process for forming a long-term view includes ease of internet access, ease and comfort during internet use. So they feel that their need for learning information was fulfilled by the internet, even without abandoning their character or way of learning. The last one was interpretation, where they interpret what they get during the learning process.

2.5 Previous Studies on the use of Multimodal Texts for teaching reading

According to Ryu & Boggs (2016), multimodal texts changed the way teachers' view, where they initially focused only on reading and writing and then changed focus by adapting to global diversity and connectivity. Some of the teachers involved in this study agreed that the learning text was not only a sentence order but was also supported by the various types of modes that exist in multimodal text. According to Johnson and Smagorinsky, students in the 21st century have many opportunities to read and express ideas more actively online. Students also be increasingly engaged in literacy activities outside the classroom in innovative and meaningful ways, teachers find ways to balance the social needs of students towards a test-oriented culture by considering practical use in the interests of students.

Another study by Julinar (2019) entitled "Teachers' Perception towards the Use of Multimodality in Teaching Reading" found that teachers have a positive perception of text multimodal as a teaching tool, especially in reading news texts. In the study, teachers believe that multimodal text in teaching reading can enhance student understanding in learning and get students used to learning in various ways.

From the two studies above, differences can be found in that the focus of their research was teachers' perceptions of multimodal reading activities outside the classroom, whereas in the second study, the researchers focused on multimodal news item-type texts, which were considered capable of improving students' ability to teaching reading. Meanwhile, in this research, researchers focus on two research objectives, namely teacher perception and student responses, where apart from finding out how teachers perceive the implementation of multimodal texts in teaching reading, they also find out how students respond to teachers' efforts in implementing multimodal texts in teaching reading. In teaching reading, so this research more complex which can increase teacher confidence in implementing multimodal texts in teaching reading, or even in other English language skills.

The difference between this research and previous research is the multimodal texts used by teachers are those sourced from the internet, which contains several modes: texts,



images, colors, and sounds to support the learning of grade 10 SMK students. This research analyze and investigate how teachers implement multimodal texts sourced from the internet in teaching reading and what students' perceptions of the implementation of multimodal texts sourced from the internet in reading teaching classes. This research uses a qualitative method, with interview and questionnaire research instruments, where a form of support for data calculations using SPSS will be displayed so as to increase the reader's confidence in the results of this research.