

CHAPTER I

INTRODUCTION

This chapter provides an overview of the research background, research questions, research purpose, research significance, theoretical framework, and a review of previous studies. This chapter presents the background, research questions, and research objectives, providing a comprehensive theoretical framework for the study. It highlights the significance of the research and offers a conceptual framework for comprehending the topic. The chapter concludes with a summary of previous studies.

A. Background

The ability to read in English is one of the fundamental skills crucial in Education, especially in the current era of globalization. In several international academic journals, English is widely chosen as the language of instruction (Getie, 2020). Practical reading comprehension has become increasingly necessary with the growing demand to communicate in English in educational and professional contexts. Therefore, reading comprehension is crucial in education because it enables students to develop their knowledge and acquire information through reading (Cahyono & Perdhani, 2023). Besides, in EFL contexts, students must scan texts and predict complex vocabulary.

According to Fadilah et al. (2023), many students struggle with their English language skills. The problems developing students' English reading comprehension include a lack of motivation, vocabulary, and cognitive aspects. Thus, intense interest and motivation will increase students' likelihood of engaging in learning and achieving their goals (Harmer, 2007). In addition, the lack of mastery of English vocabulary is also a problem in this study. According to Harmer (2007), English language learning students are not only expected to master the four language skills, listening, speaking, reading, and writing, but also to grasp components such as English grammar, collocation, and vocabulary. Without an adequate vocabulary, students will struggle to understand the meaning and context of the reading. Those

problems are caused by monomodal text, as the teacher has used traditional media. This media is monotonous in learning activities.

In February 2025, the researchers conducted a preliminary investigation at one of the Madrasah Aliyah schools in Majalengka. Interviews with one English teacher revealed that many students still struggled to grasp English texts. Most of them translated word for word, unable to understand the meaning in context. Teachers also stated that traditional text-based approaches remained dominant, with little use of visual media. The findings of this early study highlight the need for more engaging learning tools that enhance student comprehension.

To overcome these problems, teachers can utilize comprehensive learning media to enhance students' reading comprehension. In this situation, digital media must be used for teaching and learning (Oktaviani & Desiarti, 2017). Therefore, a more innovative and engaging approach to digital media learning is needed to improve students' reading comprehension. The learning process becomes less boring with a diverse and engaging learning media design (Pelangi, 2020). For this reason, teachers should provide materials that utilize digital media to motivate students and enhance their reading comprehension. Teachers can use one teaching material to apply digital multimodal texts as a media.

Since the late twentieth century, the rapid development of technology and globalization has resulted in an increasing multimodality of communication in education. Multimodal text combines meaning-making activities that convey information, including words, graphics, and visual images (Liu et al., 2013). Multimodal text also refers to the use of multiple communication modes or media, such as written text, images, video, and audio, in the learning process that students can understand. This is supported by Kress & Leeuwen (2006), who emphasize that multimodal texts convey concepts and ideas through various modes, including verbal and visual, enabling readers to receive these concepts effectively. Additionally, multimodal texts encompass instructional materials such as websites, periodicals, newspapers, and daily press to convey multiple meanings (Danielsson & Selander, 2021).

According to Brown et al.(2009), multimodal teaching involves presenting visuals, sound, drama, and text in a coordinated manner. This approach provides a novel way of conveying information and ideas, aiming to attract the attention of learners who may feel alienated or unmotivated by traditional teaching methods. Different from the linear reading of monomodal texts, multimodal materials require processing more than one mode and the recognition of the interconnections between these modes. Therefore, the teacher can use multimodal texts as a teaching tool to help students develop their reading comprehension efficiently and effectively. This is supported by Cahyaningati & Lestari (2018), who found that multimodal texts effectively improved students' reading comprehension.

Based on the above input, the researcher will focus on reading comprehension and use multimodal texts as a tool. This is because reading is one of the fundamental skills in learning a new language. The researcher has identified an interesting and noteworthy phenomenon at MA BKMU Cikijing, where many students exhibit a low desire to enhance their reading comprehension, struggle with vocabulary acquisition, and lack motivation and attention in this digital age. Through this work, the researcher hopes to bridge the gap between traditional language learning methodologies and the ever-changing digital environment, providing more practical knowledge about the possible impact of multimodal texts on students' reading comprehension. As such, this research will positively contribute to developing more effective teaching methods in the classroom.

Reading materials are typically sourced from school textbooks or provided by teachers as part of the existing curriculum. As reading materials, textbooks should be suitable for the students' level, as they aim to develop students' language skills. According to Carrell (1987), if the reading material is too simple, it will not present a challenge, and students' learning progress will be hindered. Conversely, if the material is too difficult, students will feel frustrated, and no learning will occur. Therefore, Allington (2013) recommends that students read 2-3 texts per week regularly to develop good reading habits and enhance their comprehension. The length of each text should be 500-1,000 words. Texts between 500 and 1,000 words

are ideal for reading practice, as this length allows students to engage in deeper comprehension without feeling overwhelmed (Grabe, 2009).

Previous studies have explained that multimodal texts can improve students' reading skills. Previous research by Wardani & Kurniasih (2023), entitled "Multimodal Texts: Are Truly Helpful For Narrative Text Comprehension?". The researchers aimed to analyze the implementation of multimodal texts in enhancing students' reading skills in narrative texts. The results showed that using multimodal texts effectively helped students understand narrative texts, as evidenced by increased student understanding, engagement, and the use of appropriate language. According to previous studies, multimodal texts can enhance students' reading interest and improve their understanding of texts. This is because multimodal texts can stimulate students' various senses, thus increasing their engagement and comprehension by providing an enjoyable learning experience.

Therefore, it is highly recommended that English teachers use multimodal texts as alternative teaching media to help students' reading comprehension. Although numerous studies have examined the impact of multimodal texts on students' reading comprehension, a significant research gap remains, as none of the existing studies have utilized analytical exposition texts and infographic types as multimodal text media. By filling this gap, the researcher aims to provide insight into the potential benefits and drawbacks of using multimodal texts in analytical exposition texts as a language learning tool, particularly regarding its impact on students' reading comprehension.

B. Research Questions

From the research background above, the research questions are formulated as follows:

1. What is the students' reading comprehension before using Multimodal Text?
2. What is the students' reading comprehension after using Multimodal Text?
3. Is there any significant difference before and after using multimodal text on students' reading comprehension?

C. Research Purposes

From the research question above, the research purposes are developed as follows:

1. To investigate the students' reading comprehension before using Multimodal Text.
2. To investigate the students' reading comprehension after using Multimodal Text.
3. To investigate the significant difference before and after using multimodal text on students' reading comprehension.

D. Research Significances

This study emphasizes the importance of employing multimodal texts to enhance students' participation and enjoyment in reading instruction. The research findings are categorized into two areas: theoretical and practical significance.

1. Theoretical Significances

This research makes a theoretical contribution to the development of the English language teaching literature, particularly in the context of multimodal texts. It enriches the understanding of how visual, textual, and interactive elements in multimodal texts can improve adult students' reading comprehension. Additionally, this study provides insight into implementing technology-based approaches to support learning in the 5.0 era.

2. Practical Significances

The findings of this study are expected to offer practical benefits for various stakeholders involved in English language education, particularly in improving students' reading comprehension through the use of multimodal texts.

a. For the Teachers

The results of this study can inform teachers in designing more effective learning strategies that utilize multimodal texts. This knowledge will lead to

developing teaching methods that can optimize English language learning by increasing students' engagement and satisfaction in reading.

b. For the Researchers

This study serves as a valuable reference for other researchers seeking to examine the influence of multimodal texts on English language learning. It can also open up opportunities for further studies on multimodal applications in different educational levels and learner populations.

E. Research Scopes

This study examines the impact of multimodal texts as learning media on improving students' reading comprehension. The subjects, materials, media, methods, and location of the study are all included in the scope of this research. First, the subjects of this study are 11th-grade students. Second, this study examines the improvement of 11th-grade students' reading comprehension using analytical exposition texts, elaborated with cause-and-effect, as a teaching material. Third, the types of multimodal texts used as learning media include podcasts, infographics, online articles, and animated videos. Fourth, the method used is a pre-experimental design. Last, this study will be conducted at MA BKMU Cikijing, Majalengka.

F. Conceptual Framework

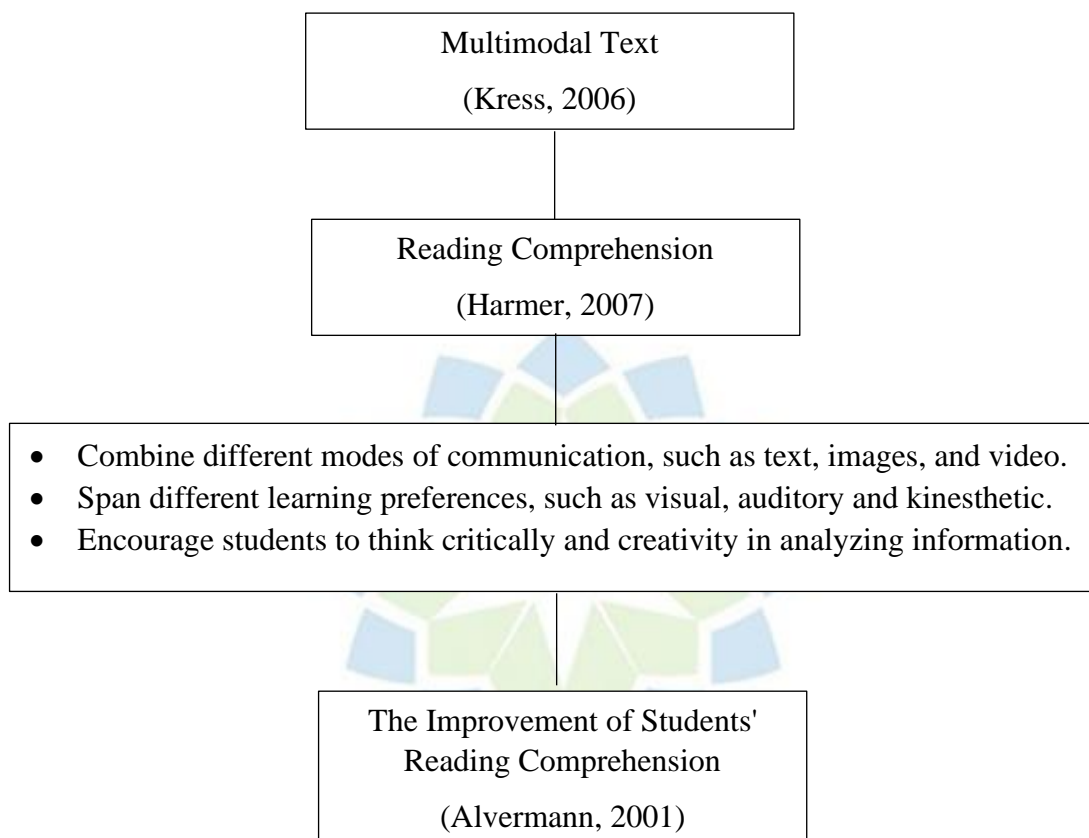
This research focuses on improving students' reading comprehension through multimodal material. In today's world, English reading comprehension is extremely valuable. According to Harmer (2007), effective reading instruction should incorporate various strategies to help students comprehend the text more effectively. Reading comprehension encompasses decoding words and understanding the context and meaning of the text. Furthermore, Snow (2002) emphasizes the importance of integrated Education, in which reading comprehension is taught in conjunction with other skills, such as speaking and writing, to create a more comprehensive learning experience. Thus, comprehensive and integrated instruction of reading comprehension is crucial for developing students' comprehension of English texts.

Various initiatives are underway to enhance students' reading comprehension, including multimodal texts. According to Kress & Leeuwen (2006), multimodal literature can help students understand more comprehensively, providing a broader context and supporting diverse learning styles. According to Mayer (2009), incorporating visual and aural aspects into learning can enhance students' knowledge, as information presented in different formats allows them to organize and remember information more effectively. Furthermore, Gee (2011) asserts that multimodal texts can offer a more participatory and engaging learning experience, thereby increasing students' motivation to engage in the reading process. Thus, incorporating multimodal texts into the classroom can significantly impact students' reading comprehension.

Furthermore, Hattie (2009) has demonstrated that innovative teaching methods, such as the use of multimodal texts, can significantly enhance student learning outcomes. Students exposed to multimodal literature demonstrated improved reading comprehension and critical analysis skills compared to those who studied standard texts alone (Huai et al., 2017). This is supported by Alvermann (2001) assertion that incorporating multimodal texts into instruction enhances reading comprehension and enables students to develop broader literacy skills critical for academic success. Thus, adopting multimodal texts will significantly improve students' reading comprehension, including comprehension and text analysis.

In summary, this conceptual framework outlines the guidelines for researching the use of multimodal texts as learning media to enhance students' reading comprehension in analytical exposition texts. The conceptual framework is given below:

Table 1. 1 Conceptual Framework



G. Hypothesis

The hypothesis test aims to determine how multimodal texts works as learning media to help students become more proficient readers. The use of multimodal texts is the “X” variable in this research, and the students’ reading comprehension is the “Y” variable. The following is how the research hypothesis is formulated:

- a. Ha: There is a significant effect of using multimodal text on students’ reading comprehension.
- b. H0: There is no significant effect of using multimodal text on students’ reading comprehension.

H. Previous Study

To conduct this research, the author read and studied five studies by other researchers, and some related studies were consulted to compare this research with existing work.

The first previous research was conducted by Jamil & Aziz (2021). The Use of Multimodal Text in Enhancing Students' Reading Habits. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*. This study examines reading habits, the value of reading, and the benefits of utilising multimodal texts as learning tools to enhance students' reading skills. This study employed a qualitative literature review to examine students' reading habits regarding multimodal texts. The research findings suggest that using multimodal text helps improve student reading habits, making the learning process more pleasurable and effective, and motivating students to engage more actively with the text.

The second previous research was conducted by Steckmest (2021). Using Film as a Multimodal Text in the Language Classroom. *Journal School for International Training*. This study aims to determine the elements that hinder language teachers from integrating movies into the classroom and the strengths and skills that teachers already possess to help them utilize movies effectively. The method used in this research was a survey open for three weeks and completed by 37 language teachers. The findings revealed that some respondents expressed concerns about the challenges they faced, including difficulties with listening comprehension due to the speed of the videos and the need to select videos that align with the learning objectives. There were also concerns about the preparation time needed to teach specific languages through movies. In addition, the teachers surveyed indicated they were open to learning more about using movies effectively, suggesting potential for professional development in this area.

The third previous study was conducted by Nata & Suharyanto (2024). *Multimodal Approach in Teaching Listening in EFL Classroom of Indonesia: Teacher's Perspective and Experience*. This study aimed to evaluate how teachers integrate various multimedia resources, such as audio, video, and interactive

presentations, into listening instruction and their impact on students. This research employed a mixed-method approach, including classroom observations, structured interviews, and qualitative data analysis. The findings revealed that teachers effectively utilized multimedia resources, including audio materials, videos, and interactive platforms such as Zoom and Google Classroom. The use of PowerPoint presentations supplemented with audio or video and the textbook “English in Mind” contributed to enhancing listening lessons. Additionally, students responded positively to the multimedia elements, finding the materials engaging and effective for learning listening skills.

The fourth previous study was conducted by Fitriani et al., (2024). Students’ Responses to Multimodal Texts in Learning Reading Course. This study aimed to explore students’ responses to multimodal texts in learning reading courses and to examine the contribution of these texts to students’ reading comprehension. This research employed a qualitative approach, including a descriptive case study design. The findings show that most students respond positively to the use of multimodal texts in reading instruction. They believe that multimodal texts can enhance their interest in learning, facilitate text comprehension, and improve their reading skills. Additionally, most students were able to answer questions related to finding general information, supporting details, references, and word meanings effectively, particularly in printed multimodal texts compared to non-printed ones. However, some students felt less motivated and struggled to understand specific multimodal texts, highlighting the important role of teachers in guiding the use of such texts.

The last previous study was conducted by Fadilah et al., (2023). Visual Representation and Comprehension: The Exploration of Multimodal Text to Energize Reading of the Tenth Grade Students at State Vocational High School 5 of Palembang. This study aimed to explore how multimodal text can energize reading among tenth-grade students by utilizing visual representation and comprehension techniques. This research employed a qualitative approach, including observation, documentation, and a questionnaire. The findings suggest

that most students have a positive perception of using multimodal texts to enhance their reading experience. Specifically, 53% of students fully agree and 39% agree that multimodal texts help improve their reading interest and skills. Additionally, students prefer short novels over oral language media, which contributes to better pronunciation, vocabulary, and grammatical understanding, leading to improved English performance. Overall, students feel free to choose media based on their interests, which enhances their engagement and enjoyment in reading activities.

