

CHAPTER I

INTRODUCTION

This chapter presents an overview of the study. It consists of the background of the research, research questions, research purposes, research significances, research scope and limitation, conceptual framework, hypothesis, and previous studies.

A. Background

Teachers are often seen as the driving force behind students' success in schools. Even though instructors are exposed to the same content, curriculum, students, and environment, they conduct their teaching in various ways and media since they have their own assumptions or opinions about the ideal teaching and learning. To assist learners' mastery (increasing proficiency) of language abilities, language teachers must give appropriate teaching materials that are engaging and up-to-date while also serving as a media to guarantee that students learn (Kusuma, 2021).

In this research, the researchers will use multimodal as media for students, previously researchers must be clear on the difference between multimodal and multimedia. The difference between multimodal and multimedia is primarily one of "modes" and "media." Modes can be thought of as displaying information or the semiotic pathways via which we build a text. Words, noises, still and moving pictures, animation, and color are examples of modes. The "tools and material resources" used to generate and disseminate texts, on the other hand, are referred to as media (p. 22). Books, radio, television, computers, paintbrush and canvas, and human voices are all examples of media (Kress G. &, 2001). Moreover, Kress and Van Leeuwen made the distinction that modes are on the "content" side and media are on the "expression" side of meaning-making (p. 21). Modes and media are both independent and interdependent, which means that while media and modes are different, the media we employ influence how we actualize meaning through various modes.

Multimodal text is a crucial approach for developing students' spoken text. Text and visuals are integrated into several contexts, including web-based or mobile media, audiovisual news, and subtitles in documentaries and movies. In that case, the spoken text needs to be linked with multimodal text because using multimodal texts as a form of media makes it simpler to read text aloud. When spoken text is combined with images, graphics, sound, posters, and storyboards, which come from multimodal text, the multimodal text will aid in developing their imagination. One example of a multimodal example is Cartoon films. The Cartoon Films consisting of sound, text, images, and production design, are called a multimodal since they combine

Teachers in the EFL context often use cartoon films in their teaching, especially in introducing spoken language to the students. Because films can be considered authentic material, they provide the learners with genuine input (Mishan, 2004). The simple information helps the students understand that there is a connection between the more traditional classroom teaching and the natural world and that the foreign language is used in everyday situations outside the classroom (Gebhard, 1996).

According to Halliday, spoken language or spoken mode is a non-essential writing quality that is easy to generate and is labeled as spontaneous dialogue. Furthermore, he conceptually believes that "spoken" is defined as speech, conversation, or dialogue, highlighting the crucial distinction between written and spoken form (Halliday M. , 1989). Because spontaneous dialogue is easy to generate the researchers choose daily conversation as one of several communication classes in junior high school, and also the researcher chose it as the spoken text to investigate the use of cartoon films in multimodal text for the reason that the researchers think it is related to the curriculum for junior high school and corresponds to what they are learning, allowing students to concentrate on anything relating to what they are studying.

Based on the observation conducted in one of the junior high schools in Indonesia, it was found that there was a misunderstanding in capturing meaning and interpreting vocabulary in capturing and interpreting the meaning of vocabulary in

the context of spoken language in listening activities. Based on what the researchers found, this happened because they had difficulties pronouncing and capturing the meaning of what was said or heard because they only heard the audio without seeing the visual or subtitled text, thus they could only assume based on what they heard.

Cartoon films, as a multimodal text and also spoken one, seems to be able to provide students with media that makes them easier to capture meaning. Because there are pictures and sounds, not only sound, there are also subtitles in the form of text, it is easier for their imagination to catch the meaning of what they see. It demonstrates a multimodal machine translation model that incorporates picture information modified by a caption. Images, in general, carry far more information than their descriptions (Go, 2020).

In Indonesian context, the use of multimodal text is also suggested by the 2013 curriculum. To cope with the problems mentioned above, it is suggested that an EFL teacher use multimodal texts. An EFL teacher may use a combination of visual text in pictures, images, or audiovisuals in videos or films, teaching spoken text using multimodal text (Istiqomah, 2016).

There are several previous studies related to multimodal text in developing English skills. First, research by Go (2020) investigates to demonstrate a multimodal machine translation model that incorporates picture information modified by a caption. Images, in general, carry far more information than their descriptions (Go, 2020). Second, in this study research by Wildfeuer (2022), the researcher relies on linguistic approaches for the semantics of formal dynamic dialogue. The researcher, in this example, uses the resulting "multimodal discourse interpretation logic" to highlight two circumstances in which the video game lesson will be highlighted (Wildfeuer, 2022). Third, Lei Chen (2014) extends the multimodal scoring model for public speaking evaluations to include three types of features: speech delivery, speech content, and nonverbal actions. Researchers added elements often utilized in automated speech assessment for voice delivery. Researchers employed voice and transcription to develop a number of features on the different aspects of speaking abilities, such as speaking rate, prosodic changes,

pause profile, and pronunciation, using the feature extraction approach outlined in. On voice transcripts, features of the content of speech were retrieved using a syntactic complexity analyst program (Lei Chen, 2014)

However, although research on improving English learning using a variety of multimodalities has proven effective, this study is different from previous studies. While the previous studies investigated the use of various media for multimodal communication, such as; machine translation models that incorporate picture information modified by the caption, then video game lessons to linguistic approaches for the semantics of formal dynamic dialogue, also Multimodal scoring models for public speaking evaluation. This research focuses on understanding spoken text using cartoon films as multimodal. This research has also never been studied at SMP Plus Al-Aqsha Jatinangor, Sumedang, or other junior high school levels. As a result, this study will examine the quantitative (quasi-experimental) enhancement of junior high school students' understanding of daily dialogues in a spoken text when cartoon films are used as a multimodal.

This study fill in the gaps and investigates the level of understanding of the spoken text when multimodal is used and whether there is a significant increase in student understanding when this research was conducted on second-grade students at SMP Plus Al-Aqsha Jatinangor, Sumedang in West Java.

B. Research Questions

This study aims to answer the following questions:

1. What is the student's understanding of spoken text before being exposed to cartoon films as multimodal text?
2. What is the student's understanding of spoken text after being exposed to cartoon films as multimodal text?
3. What is significant improvement in students' understanding of spoken text after being exposed to cartoon films as multimodal text?

C. Research Purpose

Based on the formulation of the problem, the author has goals for this research in finding answers from the formulation of the problem, including:

1. To describe students' understanding of spoken text before being exposed to cartoon films as multimodal text.
2. To describe students' understanding of spoken text after being exposed to cartoon films as multimodal text.
3. To identify students' improvement of understanding spoken text after being exposed to cartoon films as multimodal text.

D. Research Significances

Theoretical and practical significance are envisaged from this study. Theoretically, this study may answer one of the problems with listening, namely a misunderstanding of capturing the meaning contained in the audio. Practically, this research proposes new ideas besides video or film to overcome misunderstandings in spoken text and improve students' listening skills.

E. Research Scope

This research discussed listening, which focuses on developing students' skills when cartoon film as multimodal text is included in the spoken text for daily conversation in listening skills. This study focuses on the second-grade students at Junior High School in SMP Plus Al-Aqsha Jatinangor, Sumedang.

F. Conceptual Framework

According to Underwood (1998), spoken and written English have different characteristics. It is highly beneficial for learners to be taught to recognize and use spoken English qualities to enhance their listening abilities. Differences in sound, stress, intonation, speech structure, grammar, vocabulary, pauses, fillers, and formal and casual language (Underwood, 1989).

Regarding those previous definitions, the term "spoken text" refers to the spoken language that is now in use. It is also known as an oral language, which refers to the language generated in its natural state instead of a written language. In one case, the context determines the meaning, but in another case, it does not.

Multimodal for students, from multimodal pedagogy has the ability to give a more representative platform for meaning-making for students in culturally

diverse classrooms. This is significant since English learners come from diverse origins and consequently have diverse life experiences. Multimodal pedagogy can help English learners gain literacy, especially in light of a growing interest in semiotics and the growth of multiple text kinds, technologies, and media. Exploration of Multimodal Texts meaning-making possibilities in the modern world. This pedagogy seeks to explain the interrelations and interconnections between the different semiotic modes that coexist in multimodal texts, and how the diverse modes provide different affordances and constraints in communications and representations (Ajayi, 2009). When multimodal pedagogy is guided by the theoretical notion of multimodality, it refers to "curriculum, pedagogy, and assessment techniques that focus on mode as a characteristic element of communication in learning contexts." It enables students to communicate their learning in a variety of formats, as well as co-construct and perform information in engaging ways. While picture books, textbooks, graphic novels, comics, and posters are examples of multimodal texts in which meaning is given to the reader through various combinations of visual (still image), written language, and spatial modalities (Li, 2020). These advantages enable learners to build semiotic knowledge in many modalities, allowing them to express a more extensive range of identities with more clarity and a more incredible feeling of authorial agency (Hafner & Angay, 2020).

Multimodal text will help in the development of their imagination when spoken text is coupled with visuals, graphics, music, posters, and storyboards, all of which originate from the multimodal text. As a result, many academics are interested in tasks like picture captioning and visual question answering, which combine natural language with vision.

Although this study needs to know if there is any significant improvement in students' understanding of spoken text when cartoon films are used as multimodal text, the researchers employ a quasi-experimental method, which is appropriate for data collection in this study. As a reason, Quasi-experiments often assess the causal effects of long-term therapies. However, unlike "real" trials in which treatment is given at random, assignment in quasi-experiments is by self-selection or

administrative discretion. Rather than explaining why a difference happened, all experiments strive to determine if a treatment produced a difference in a particular result. Experiments can be more explanatory by including measurements of the putative moderator or mediator factors or by selecting theory-relevant treatment and outcome variables. Also, a quasi-experiment is prospective or retrospective research in which students or groups of students self-select (or their providers do so on their behalf) one of many distinct treatment groups to compare the real-world effectiveness and safety of those non-randomized treatments (Maciejewski, 2018).

G. Hypothesis

In quantitative research, hypotheses are declarative statements in which the investigator makes a prediction or speculation about the outcomes of a connection. (Creswell, Planning, Conducting, and Evaluating Quantitative and Qualitative Research 4th ed, 2012)

Hypothesis is an educated guess based on certain data that acts as a foundation for further investigation.

A hypothesis is a preliminary answer or assumption made in response to either a research question or the identification of a research problem. It indicates that the reactions to hypotheses are based on appropriate theory. Furthermore, a hypothesis is not founded on empirical evidence but rather on data collection.

Hypothesis enables researchers not only to discover a relationship between variables, but also to predict a relationship based on theoretical guidelines and/or empirical evidence.

Sudjana said that a hypothesis is a set of assumptions about something that solves a problem and guides additional research. A hypothesis can be true or false. As a result, hypothesis testing should be used to prove it (Sudjana, 2004).

The hypothesis in this research is:

- **Ha:** There is a significant improvement in students' understanding of spoken text after being exposed to multimodal text.
- **Ho:** There is no significant improvement in students' understanding of spoken text after being exposed to multimodal text.

H. Previous Studies

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