

CHAPTER I

INTRODUCTION

This chapter informs the background of the study, research questions, research purposes, research significances, research scope, conceptual framework, and the previous studies.

A. Research Background

This study explores the students' responses to multimodal text in a learning reading course. There are three reasons for conducting this study. First, this study is concerned with multimodal text in learning reading courses because the multimodal text is one of the teaching media in learning reading courses commonly used in this advanced technology era, since multimodal texts combine a variety of modes. Moreover, in the Indonesian context, Nima (2018, p. 20) stated that "Reading materials in the classroom are often multimodal, especially in Junior High School." It shows that most junior high school students in Indonesia are already familiar with using multimodal text in learning reading courses.

Second, multimodal texts have some positive effects in learning reading courses. These positive effects apply to both teachers and students. Ikasari, Dradjati & Sumardi (2019, p. 95) stated that "Multimodal texts which were built with diverse modes of semiotic resources such as color, sound, motion, written text, and gesture could ease the teacher to help the students perform better in the area of reading comprehension." In other words, the multimodal text helps the teacher assist the students in achieving the learning objectives in the reading course because the students make sense of text using various semiotic resources (Shepard-Carey, 2020, p. 7). Moreover, Astarilla (2018) stated that "multimodal texts can have a positive effect on students' reading comprehension." Therefore, multimodal text helps students understand English texts.

Third, the contrast between the effectiveness of multimodal text in learning reading courses and the actual situation of the students makes it essential to know the students' responses to multimodal text in learning reading courses. This study describes the students' responses to multimodal text in learning reading courses, whether it has a positive or negative response. Furthermore, knowing the students' responses will help the teacher understand their students better, help the teacher decide on selecting the appropriate media in teaching reading courses, create more interesting multimodal texts, and significantly improve students' reading comprehension.

The effectiveness of multimodal text in learning reading courses is probably in contrast with the actual situation of the students. In the real situation, reading aloud without understanding the meaning of the text is possibly happened among the EFL students in Indonesia. It means that English reading comprehension has still become an issue among Indonesian students (Suryanto,2017). It is probably occurred in Indonesian junior high schools including in MTs Miftahul Huda. Based on the limited personal observation by the researcher, the school often uses multimodal texts in English reading courses. However, it showed that the students were engaged with the learning process. However, the issue of reading comprehension of the students was still found.

Several studies have been done regarding multimodal text in learning reading course. Shepard-Carey (2020) discovered that the students used various semiotic resources to convey their understanding of texts, some of which aligned with and resisted typical reading comprehension pedagogies in classrooms. Moreover, Phengsuai & Suwanarak (2020) mentioned that Thai university students felt comfortable and more engaged using multimodal text in improving reading comprehension, and they were also more motivated to learn. In addition, Jamil & Aziz (2021) identified the advantages of using multimodal text in enhancing students' reading habit. The advantages are Increasing the excitement and productivity of the learning environment, fostering greater reading habits, and motivating students to read

books with desire. Furthermore, Astarilla (2018) found that in the context of Indonesian college students, multimodal texts can positively affect students' ability to understand and use information. Therefore, the student's motivation, interest, and encouragement in learning a reading course using multimodal text and the effectiveness as well as the advantages of using the multimodal text in learning reading course motivate the current study to conduct similar research in the context of junior high school students in Indonesia.

Based on the previous studies above, it can be seen that the focus of those research is the students' views on the multimodal approach in developing English reading skill ability and the effectiveness of multimodal text in reading comprehension in higher education. In comparison, this current study focuses on students' responses to a multimodal text in learning reading courses in junior high school. Therefore, it leads to a gap between the previous studies and the current study. This current study investigates the students' responses to multimodal text in learning reading courses in the context of Junior High School, and applies a qualitative approach with case study research design, with questionnaires and tests as the instruments of conducting the data. This research is conducted in MTs Miftahul Huda, Bandung, Indonesia.

B. Research Questions

This study is concerned with multimodal text in learning reading courses. The study investigates the students' responses to multimodal text in learning reading courses. It, therefore, formulates two research questions. The research questions are:

1. How do the students respond to multimodal texts in learning reading course?
2. Do multimodal texts contribute to the students' reading comprehension?

C. Research Purposes

This study analyzes the contribution of multimodal texts to students' reading comprehension through how the students respond to the multimodal texts. The study

investigates two research questions: how students respond to multimodal text in reading classes and the contribution of multimodal text in increasing students' reading comprehension. As a result, it forms two research objectives. Firstly, this study intends to examine the students' responses to both printed and non-printed multimodal texts in learning reading courses at the ninth grade of MTs Miftahul Huda. Furthermore, based on the students' responses, this study aims to analyze the possibility of the contribution of multimodal texts to the students' reading comprehension.

D. Research Significances

This study focuses on the students' responses to multimodal text in learning reading courses. The study makes some theoretical and practical advances to multimodal text in learning reading courses. Theoretically, the result of the study describes the students' responses to multimodal text in learning reading courses. Students' responses will enhance the knowledge of the use of multimodal text in teaching reading courses. Therefore, it can be a reference for teachers to understand the students' responses to multimodal text in learning reading courses. Practically, the result of the study will help teachers decide on selecting the appropriate media in teaching reading courses, create more interesting multimodal texts, and significantly improve students' reading comprehension based on the students' responses.

E. Research Scope

This study investigates the students' responses to multimodal texts in a learning reading course. The scope of the study is then discussed, including the subject, object, and setting. The subject of the study is limited to the ninth-grade students. The study object is limited to the students' response to a multimodal text in learning reading courses. Moreover, the multimodal texts are limited in the form of printed and non-printed multimodal texts with procedure text and the story that use continues tenses as the reading lessons. Furthermore, the study is conducted at MTs Miftahul Huda, Bandung, Indonesia.

F. Conceptual Framework

This study examines the students' responses to multimodal text in a learning reading course. It therefore moves to the conceptual framework, which explains several related concepts in this study, such as multimodal text, reading course, and students' responses. The relationship between each concept can be seen in the following figure.

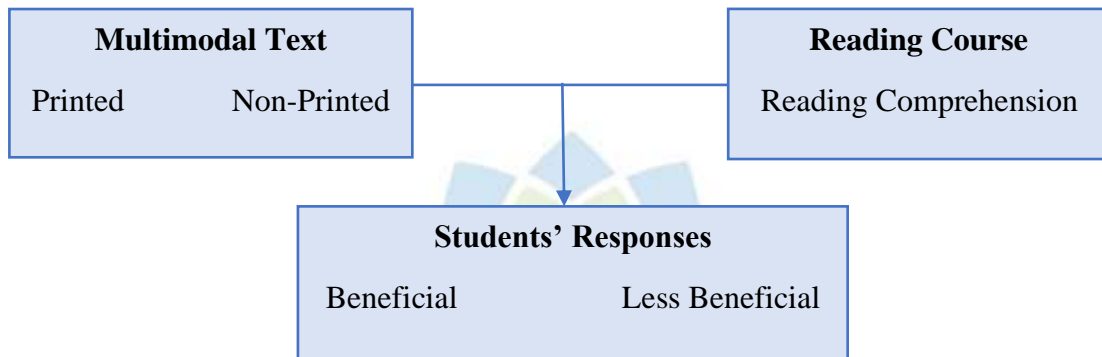


Figure 1.1 Conceptual Framework

The study is concerned with multimodal text. Multimodal text is one of the teaching media used in learning reading courses. Multimodal texts provide information in various formats, such as visual images, design features, written language, and other semiotic resources (Jewitt & Kress, 2003). Moreover, Astarilla (2018) divides multimodal texts into two categories. The first category includes printed writings, such as picture books, newspapers, magazines, and reference books. The second category consists of non-printed texts, such as video, cinema, and digital media. Digital media includes CD rooms, DVDs, text transferred through an electronic screen, emails, and information on the internet.

This study focuses on reading courses. Reading is one of the receptive skills that are essential in a language. According to Tarigan (2008, p. 67), reading is a procedure that a reader does to obtain a message communicated by a writer through words that the reader can see and understand. It means that the purpose of the reading activity is to understand and comprehend the writer's meaning through textual words. Moreover,

reading comprehension is vital for expanded learning, academic performance, and employment (Oakhill, Cain & Elbro, 2015).

This study investigates the students' response to multimodal texts in learning reading courses. A response is a memory and observation description in which the observed item is no longer in the space and time observation (Ahmadi, 1992). Therefore, a response describes a reaction from something experienced by someone. This study considers that a response is essential. Subandi (1982, as cited in Chairunnisa, 2017, p. 11) expresses a response with the term feedback that has a prominent role in determining whether a communication is effective. It is in line with the intention of this study. This study investigates whether a multimodal text is compelling or not in learning a reading course based on the students' responses. The study believes that investigating students' responses to multimodal text in learning reading courses will help a teacher select the appropriate media in teaching reading courses, create more interesting multimodal texts, and significantly improve students' reading comprehension.

G. Previous Studies

This study is concerned with multimodal text in learning reading courses. The study intends to investigate the students' responses to multimodal text in learning reading courses. As a consequence, this study is based on multiple prior studies. Numerous previous studies have been conducted on multimodal text in learning reading courses in both non-Indonesian and Indonesian contexts. It, therefore, leads to the gap with the current study.

In the non-Indonesian context, two prior studies have been conducted regarding multimodal text in learning reading courses. The first study is carried out by Phengsuai & Suwanarak (2020). Compared to the traditional teaching approach, they investigated students' and teachers' views on a multimodal approach to English reading skill development. The study is conducted in the context of Thai EFL students in a

university. The study applied mix method approach to conducting the data. The result shows that 90,6% of the students enjoyed the variety of modes in teaching materials such as texts, pictures, sounds, and video clips when studying English reading. Besides, they felt comfortable and more engaged with using a multimodal approach, and they were also more motivated to learn. Like the previous study, the current study discusses the multimodal approach in learning reading courses. However, the current study only focuses on the students' response to the multimodal text. It will be conducted in the context of Junior High School students in Indonesia, different from the previous study.

The second previous study in the non-Indonesian context is conducted by Shepard-Carey (2020). The study analyzed how multimodal ways can make sense of comprehension practices. The study was conducted in the United States of America using qualitative research design and selected a second-grade student as an observed participant. The finding shows that the student used various semiotic resources to convey her understanding of texts, some of which aligned with and resisted typical reading comprehension pedagogies in classrooms. The current research studies the effect of multimodality on students' comprehension practices, similar to the prior research. Nevertheless, the current research focuses on the effect of multimodal text on students' reading comprehension. Moreover, the current study will investigate Indonesian Junior High School students, which makes the difference from the prior research.

Two prior studies on the use of multimodal text in reading instruction in the Indonesian setting were undertaken. The first study is conducted by Nima & January (2018). They investigated the use of multimodal text in improving students' reading comprehension. The study applied the descriptive qualitative research method and selected ten Junior High School students and a teacher to be interviewed. The result shows that the majority of students felt the text with pictures was fascinating, it was also motivating them to read the entire text from beginning to end to discover the theme, primary idea, or content of the text, and reading materials in the classroom are

often multimodal, especially in the Junior High School. The current research is similar to this prior study in discussing the effectiveness of multimodal text on students' reading comprehension in Junior High School. However, this current focuses only on the students as the participants. In comparison, the previous study involved teachers as participants besides the students.

The following study on multimodal text in learning reading courses in the Indonesian context was carried out by Astarilla (2018). She analyzed the effect of multimodal text on students' reading comprehension. She applied experimental research and selected 60 college students as participants. The finding shows that using multimodal texts can positively affect students' reading comprehension. The present study investigates the effectiveness of multimodal text in students' reading comprehension, similar to the prior study. Nevertheless, this current study uses a descriptive qualitative method to conduct the data, and the data will be conducted in Junior High School. It distinguishes it from the previous study, which used an experimental study and conducted the data in the context of college students.

According to several prior studies above, the researchers are concerned with the effectiveness of multimodality in reading courses. The previous studies discussed multimodal as an approach, multimodal pedagogy, multimodal text, comprehension practices, and reading comprehension in several contexts, such as in elementary school, junior high school, and college students. Moreover, those prior studies mostly applied quantitative research. Nonetheless, there are a few studies examined how students respond to multimodal text in EFL Junior High School reading classes using qualitative research. This results in a discrepancy between the current study and past studies. As such, this study examines students' responses to multimodal texts in reading instruction.