CHAPTER I

INTRODUCTION

This paper is going to describes the background of the study, the research questions, research purposes, research significances, research scope, conceptual framework, hypothesis, and previous study.

A. Background

The research will explore the students' interest in reading multimodal texts and the students' reading comprehension achievement and find out the correlation between the students' interest in reading multimodal texts and their reading comprehension achievement.

One of the abilities that students learning English as a foreign language need to acquire is reading. Reading is the most important skill for language learners to develop when learning English, according to (Farhady, 1994). Reading is the main source for developing students' knowledge and skills in order to improve their knowledge of foreign languages. It is important to enhance students' general language skills in English; assisting them to think in English, enlarging their' English vocabulary, and improving their writing. It can also be a good way to obtain new ideas, facts, and experiences Mc Culecky & Jeffries (2004) as cited in (Ismail, 2017).

Reading involves more than just looking at or reading what has been written; it also involves comprehending what has been read, and reading comprehension is the core of it. As stated by (Kitson, 2011), reading comprehension involves the process of creating meaning through interaction between the reader and the text. In similar terms, Johnson et al. (2004) as mentioned in (Warman, 2017) state that reading comprehension is an active process directed by the intentional thinking of readers in making connections between their thinking processes, the textual content, and their own knowledge, expectations, and purposes for reading. So that readers get knowledge and information from the reading.

However, there are many problems that occur in the reading activities that arise for students. One of them is their lack of interest in reading, because it is considered a monotonous reading model or text that is too long and boring for them. As a result, reading interest is one of the most important factors in learning, particularly when it comes to English and reading comprehension. Students' reading comprehension will improve if they have a high reading interest (Pratama, Susilowati, & Nugroho (2022).

According to Rahim (as mentioned in Hasanah, 2019), reading interest is a strong desire to read combined with active reading. Students interested in reading will show this by being curious to find books to read, either on their own or with assistance from others. Reading interest refers to the ability of readers to be interested in what they read. Furthermore, reading interest indicates a desire to read as effectively as possible. Reading interest is the process of reading a material in order to understand its content.

Now, the field of education and the learning paradigm have changed as a result of the rapid development of information, communication, and technology (ICT). Limited observation shows that students are now using online media to get more information than reading books directly. Students nowadays employ a variety of digital media and technologies in their daily lives (Warman, 2017). Reading materials are presented as an integration of various modes. It is a combination of written text with images, colour, space, sound, movements and gestures. The images cover photos, pictures, emoticons, and graphics; and cyber links connecting texts in a single display (Suherdi, 2015). It is called as multimodal texts (Walsh, 2015).

Students are exposed to a variety of multimodal texts in this context, including written text, visual images, graphics, design elements, and sounds found on websites, such as picture books, magazine articles, ads, novels, video games, and movies (Warman, 2017). On other words, students have access to texts and information that they can read from non-printed or digital sources in addition to printed ones. This phenomenon greatly impacts the classroom atmosphere and instructional materials. Put another way, both in printed and non-printed texts, the

lecturer's resources for teaching and learning to read should move from static (monodal) texts to dynamic (multimodal) texts.

There are some researches related to this present research. First, Purba, Herman, Fatmawati, Saputra, & Sabata (2023), this study was encouraged by taking advantage of the low analytical literacy abilities of students in junior high schools. The research results, the analytical learning system in the classroom still does not meet the actual learning requirements. The second result is that the multimodality method has proven effective in analyzing the literacy talents of junior high school students from various backgrounds. Second, Erza (2022), It's the observation on the use of multimodal text in teaching English: A case study at SMA Srijaya Negara. The study aimed to investigate how teacher apply a multimodal approach in learning English. The result shows that the implementation of multimodal text in teaching English at SMA Srijaya Negara is adjusted to students' ability level. Third, a study by Warman (2017) this research aimed to know the effect of multimodal texts on students' reading comprehension ability, reveals found that there was significant effect in the post-test after using multimodal text in learning reading comprehension in experimental group.

According to the problem above, this study is aimed to find out do the interest in reading multimodal texts has the correlation with students' reading comprehension achievement. This research is different from previous research. The previous research only focuses on the use of multimodal as a media to teaching and the effect of multimodal texts on students' comprehension. Meanwhile, this research tries to find out the correlation between students' reading interest in reading multimodal texts and students' reading comprehension achievement.

B. Research Question

Based on the problems in the background above, the research question is formulated as below:
1. How is students' interest in reading multimodal texts?
2. How is students' reading comprehension achievement?

3. Is there any correlation between student's interest in reading multimodal texts and their achievement in reading comprehension?

C. Research Objectives

According to the research problem above, the objectives of this research are below:

1. To find out students' interest in reading multimodal texts.
2. To find out students' reading achievement in reading comprehension.
3. To find out what is the correlation between students' reading interest in multimodal texts and reading comprehension achievement.

D. Hypothesis

A hypothesis is a conjectural statement of the relation between two or more variables according to Kerlinger (1956) as citated in Prasad & Rehani (2001). It is a tentative prediction about the connection between two or more variables. A hypothesis is a tentative explanation of the research problem, a possible research outcome, or an educated prediction regarding the study outcome (Sarantakos, 1993; 1991 as refer to Prasad & Rehani, 2001).

Prasad & Rehani (2001) state that there are two types of hypotheses: the null hypothesis and the alternative hypothesis. The null hypothesis is a proposed theory that has not been proven, either because it is thought to be true or because it serves as a foundation for argumentation. However, The alternative hypothesis is a concise statement that defines the objective of a hypothesis test. In contrast, the alternative hypothesis is the opposite of the null hypothesis and is only accepted when H0 is rejected.

In addition, according to Creswell (2012), a hypothesis is a prediction that the researcher makes about expected relationships between variables. The hypothesis is derived from the data collected from the sample.

The hypothesis of this research is below:

1. $H_0 =$ There is no correlation between students' interest in reading multimodal texts and their reading comprehension achievement.
2. $H_a =$ There is a correlation between students' interest in reading multimodal texts and their reading comprehension achievement.

E. Research Significance

The research is expected to provide both theoretical and practical significances:

1. Theoretically, this research gives information about the relationship between students' interest in reading multimodal texts and reading comprehension achievement. It observes how students' enthusiasm for reading multimodal texts affects their ability to read comprehension in class. Additionally, it is intended that this research will serve as a comparison for future studies.
2. Practically, teachers are able to improve their skills in reading, attract their interest in reading multimodal texts, and use multimodal texts as one of the media for teaching reading. For students, it may increase their reading comprehension achievement through their interest in reading multimodal texts.

F. Research Scope

To collect the data for the study, the researcher will limit the study to merely exploring the relationship between students' interest in reading multimodal texts and their reading comprehension achievement. English Education students at the second semester in the interpretative reading class of UIN Sunan Gunung Djati Bandung as a research population. The data conducted in the interpretative reading class instead of the class is studying reading with multimodal texts as a media of learning reading.

G. Conceptual Framework

The purpose of this study is to find out the correlation between students' interest in reading multimodal texts and their reading comprehension achievement. The conceptual framework was related to reading interest in multimodal texts and reading comprehension.

The framework thoughts of this research are shown in the chart below.

Figure 1: The Framework Thoughts Schematic
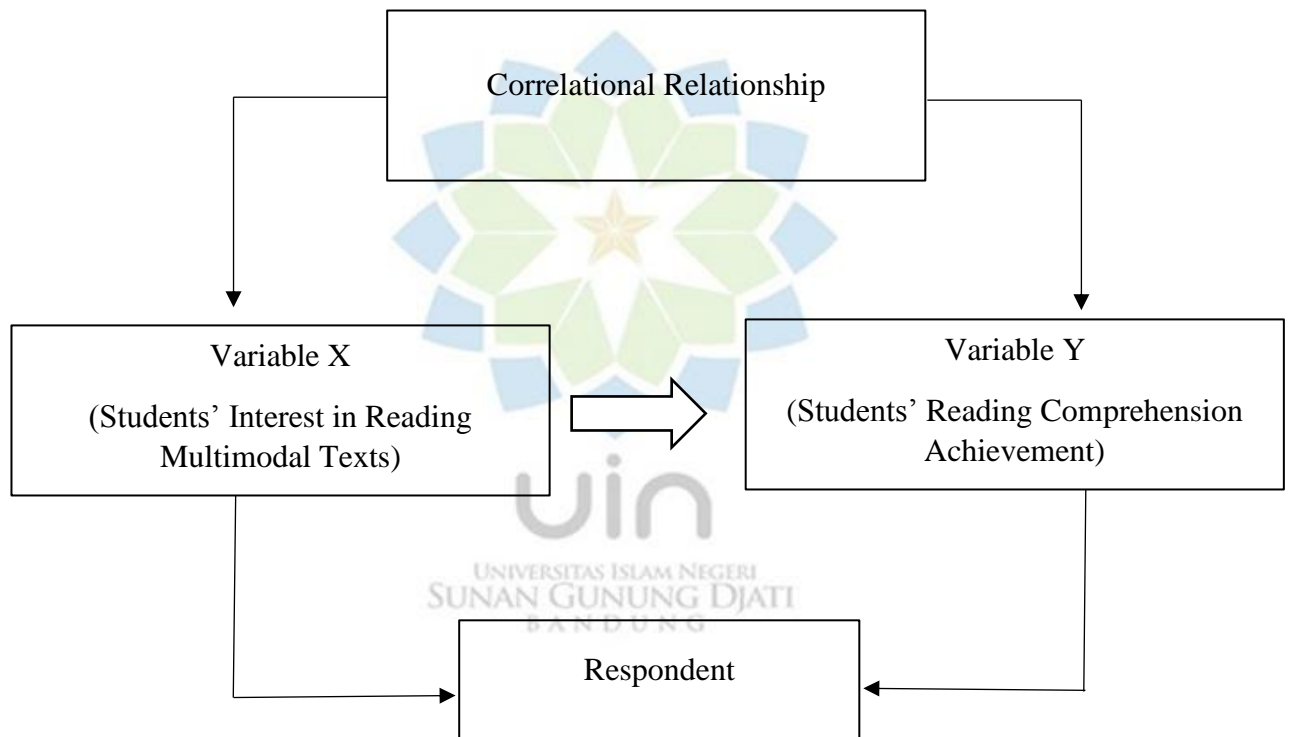
This research is investigate the impact of students' interest in reading multimodal texts on reading comprehension achievement. According to Pratama (2022), high reading interest improves students' reading comprehension. Therefore, the study will focuses on the relationship between students' interest in reading multimmodal texts and their reading comprehension achievement.

Reading is an activity to learn the information written in the text. Cline, Johnstone, and King (2006) define reading as the process of interpreting and

understanding written text. According to Hughes (2007), reading is a complex interaction between the text and the reader. It means that reading is an activity to read a text and understand the words and what has been written. In order to understand the words, the students need to have an interest in reading.

According to Kool, cited in Purnama, Warna, & Sartika (2023), reading interest occurs when students outside of the classroom or school use their time to read. Reading interest refers to the capability of the readers to be interested in what is being read. On the other hand, reading interest is a willingness to read the text as efficiently as possible. Students' reading interest is a powerful motivation for them to comprehend the text.

The field of education and the way students learn have undergone significant changes as a result of the rapid development of information, communication, and technology (ICT). The students use a variety of digital media and technologies as a result of this era. Thus, communication has become multimodal (Warman, 2017). Multimodal texts, like Jewitt and Kress (2003), convey information in several modalities, such as written language, visual imagery, design components, and other semiotic resources. With a variety of presentations of reading texts, it will be easier for students to obtain information and understand the content of the reading.

Furthermore, to gain information, the skill that must be developed is reading comprehension. Reading comprehension is an activity to understand and find the meaning of written materials. It is like knowing the message from the writer through the text. The process of reading comprehension is concerned with understanding the ideas or messages that the writers intend to convey intentionally (May & Rizardi, 2002, cited in Papatga & Ersoy, 2017).

In this study the researcher focuses on the relationship between students' interest in reading multimodal texts and students' reading comprehension achievement. There are two variables that used in this study. The first variable is students' interest in reading multimodal texts as the "X" variable, and the second variable is students' reading comprehension achievement as the "Y" variable.

H. Previous Study

There are some studies related to the present research. First, Purba, Herman, Fatmawati, Saputra, & Sabata (2023), conducted this study by taking advantage of the low analytical literacy abilities of students in junior high schools. The purpose of this study is to examine the effectiveness of multimodal-based learning from a systemic functional linguistic perspective in enhancing students' reading abilities. This research was conducted using quantitative research, incredibly descriptive research, and experimental research. Data is collected through comment sheets and ratings. The respondents in this study were 210 students and nine teachers in seven classes. The tools used to obtain learning statistics are (1) an assessment to measure the competence of junior high school students and (2) note sheets to obtain statistics on the results of looking at the learning system. Inferential facts and descriptive statistical judgments have been used in the processing of the statistics. Based on the research results, the analytical learning system in the classroom still does not meet the actual learning requirements. The second result is that junior high school students with various backgrounds' literacy abilities may be effectively analyzed using the multimodality method. Based on this, the multimodality learning method can be used to improve the analytical literacy talents of junior high school students in classes with various backgrounds.

Second, Erza (2022), the study was an observation on the use of multimodal text in teaching English: A case study at SMA Srijaya Negara. The study aimed to investigate how teachers apply a multimodal approach to learning English. The result shows that the implementation of multimodal text in teaching English at SMA Srijaya Negara is adjusted to the students' ability level. The teacher uses all the tools and materials for the learning activity. Qualitative is a method that was used in conducting this research. The data for this research were collected through observation and interviews. The subjects of this research were an English teacher and students at SMA Srijaya Negara.

Third, Warman's (2017) research aimed to determine the effect of multimodal texts on students' reading comprehension abilities. This was experimental research. The participants of this research consisted of 60 students of the second semester at a private college in Pekanbaru in the academic year 2016–2017. 30 students were

assigned as an experimental group and another 30 students as a control group. The instrument of this research was a reading comprehension test in the form of multiple choices, used as a pre-test and post-test to assess the participants' reading comprehension ability in both the experimental and control groups. The result of this research found that there was a significant effect in the post-test after using multimodal text in learning reading comprehension in the experimental group. It was obtained that the value of the t-test was 4.223 and the value of the t-table was 2.002, with the level of significance $\alpha = 0.05$ at 58 degrees of freedom. The t-test result was higher than the value of the t-table, therefore the hypothesis H1 was accepted. The research concludes that there was a significant effect of multimodal text on students' reading comprehension.

In addition, Sachruni (2018) explore the relationship between students' reading interest and their achievement in reading comprehension at the Department of English Language Education at UIN Ar-Raniry. This study adopted a quantitative approach. This study's population consisted of students from the English Department at UIN Ar-Raniry during the academic year 2016-2017, who were purposefully chosen. The sample size for this study was 50 students. The data for this study were gathered utilizing two types of instruments. The first is a questionnaire, whereas the second involves document analysis. The questionnaire was designed to determine the pupils' reading interests, both individual and situational. The document analysis examined data on the academic achievements of students. Based on the findings of the data analysis using the Pearson Product Moment method, the researcher discovered that r = 0.49. It shows that the connection in this study is moderate. As a result, the alternative hypotheses of this study, which state that there is a moderate association between students' reading interest and reading comprehension achievement at the English education department of UIN Ar-Raniry, were accepted.

Then, Purnama,, Warna, & Sartika (2023) examined the relationship and the impact between students' reading interest and comprehension at SMA Negeri 9 Palembang. To solve the research question, a quantitative study was conducted using the correlational design approach. Researchers employed convenience sampling to select their sample. The research sample consisted of 207 pupils. The

data for this study were acquired using two instruments. The data were gathered using a questionnaire to assess students' reading interests and a reading comprehension test. The researchers utilized SPSS to examine the data and Pearson Product Moment correlation and regression analysis to determine the answers to the research questions. Based on the Pearson Product Moment findings, r is 0.419. It shows the moderate relationship between variables X and Y, as well as how students' reading interests influence their reading comprehension. The R square value was found to be 0.175. It can be concluded that the students' interest contributed 17.5% to their achievement in reading comprehension. It means the better the students' interest in reading, the better the score will be.

However, this study focusses on the correlation between students' reading interest in multimodal texts and their reading comprehension achievement. In contrast to the previous study, which concentrated on the use and the effectiveness of multimodal texts in reading term.