CHAPTER I

INTRODUCTION

This Chapter is an introduction to research. It is intended to describes how and why the researcher choose this topic. The basic details of research are described consists of Background of the study, Research Question, Research Purpose, Research Significances and Scopes of the Research

A. Research Background

Reading is widely recognized as one of the most important skills for learners to master as an activity and process of understanding the contents. Many experts have given their definitions of what reading means. Reading is a complex conscious and unconscious mental process in which the reader uses a variety of strategies to reconstruct the meaning (Mikulecky, 2011). The author assumes that the reader has intended, based on data from the text and prior knowledge. Then, includes cognitive activities in which the reader as part of the conversation is related to the writer trying to imply in the text (Zare & Othman, 2013). Reading is part of a larger language process which is mainly associated with comprehension. The latter in cognitive activities refer to fully understanding and grasping what is read. The, above explanation referring them that reading comprehension is the outcome of various ways of reconstructing the author's meaning being communicated. As mentioned, understanding or comprehending the text means to process of intentional thinking on drawing the meaning of the written text to understand it (Aunnurahman et al, 2022).

In the meantime, the students are expected to reach a level of understanding. The curriculum for reading competency English subjects is given from the beginning of the odd semester to the end of the semester. Inline to that matter the objective of reading comprehension is aimed at realizing the teacher's expectations of students, such as students being able to master reading competence, specifically reading comprehension well, and students

being able to describe ideas, thoughts, opinions, or feelings. Despite the necessity of comprehending written English, many students suffer from major difficulties with English reading comprehension which often negatively affect their academic as well as professional lives. The researcher found some problems with the reading activities the in classroom where many students are unintended in reading English text because assuming that reading text is a difficult activity during a preliminary observation of the second-grade students SMPN 06 SATAP Sepauk. Students have no experience to understanding the reading aspects such as the inability to understand the context, look for references and detailed information in the text because the long form of the text is inversely proportional to the short time it takes to understand, and then causes them to tend to forget what words they are looking for in the text.

The problem is caused by some factors from the teaching-learning in which the student is unintended to the material presented where the teacher tends to manage the class periodically generalize on how to run the class monotonous learning within those problem witch not help the student to understand English reading better. By asking the student whether to read silently or loudly and then the student has to answer the question that follows. Concerning that reading comprehension activities go through several strategies, which include the construction of the meaning of a written or spoken communication which involves the reader in intervening in reciprocity, exchange of ideas between the interpreter and the written message or not. The researcher intended to research to help the student by an introduction to multimodal text as a teaching medium.

Expanding students' perspectives to understand this multimodal text is an important part of understanding better along with the clear instruction within the material. For instance students who visualize in reading have a better recall than the others based on Pressley (1977) readers take advantage of the illustrations contained in the story text which may be related to the story text they even draw while reading to have a better recall. According to (Serafini, 2012) expanding the perspective of visual images is an important part of

comprehension instruction. That is comprehension instruction through visual images that brings new insight into reading text which requires the student to understand deeply and open up their perspective about reading material within comprehension instruction as in multimodal text.

Then, Akulutum (2017) reader deals with the information from various kinds of Integrated images, which means they deal with the circulation of meaning between different sign systems; the image includes the text, the text referring the image as therefore. To create reading more effective and comfortable, the teacher must prepare appropriate tools and apply them in the learning process. multimodal texts offer learning experiences and provide them with a more comprehensive grasp of knowledge and skills (Walsh, 2015). New forms of learning, provide broader mastery of knowledge and as the best way to understand the meaning so that it stimulates certain competencies of achievement in teaching-learning which is relevant media in teaching reading are chosen.

This may include spoken modes and gestures of speaking, listening, and dramatizing as well as writing, designing, and producing the texts. However, Multimodality is understood here as the combination of several modes of communication in one single message. Nevertheless, the importance of multimodal communication has not been recognized well from the teacher's perspective. A little-known study of the use of multimodal texts in teaching English language oral Skills presented by (Kummin et al., 2020) The aims of this study is to demonstrate specifically the ways in which the incorporation of multimodal materials will enhance students' competency in the English language as well as their critical and creative thinking skills. Another, a study from (Kadwa & Alshenqeeti, 2020) conducted research based on the problems faced by students in writing descriptive text and the class situation during the learning process. The use of visual aids as the multimodal teaching media used by the teacher is expected can solve those problems. Then presented by (Gregori-signes2014), argues how multimodal explicit teaching in the curriculum developed a certain critical of socio-educational through

digital storytelling, the result of this study, proves that the digital story is a genre that
allows students to work both individually and in groups to produce a critical opinion about a conflicting social issue.

Meanwhile, in this research what is the writers focus is a social activity, on chapter *What are you doing* based on the book *When English Rings a Bell* that will be transformed into a digital story, therefore explores on how language as instruction in the visual mode choices through digital stories. Based on the background, the researcher reviewed the study through classroom action research, titled "The Multimodal Texts Use to Energize Students' Reading Comprehension".

B. Research Question

Dealing with the research background the researcher elaborates a question formulated as "How can the Multimodal text implementation energize the students' learning reading comprehension?"

C. Research Purpose

The objective of this study was for the researcher to seek out the result regarding the use of multimodal text dealing to energize reading comprehension "To describe the use of multimodal texts can energize the student's learning reading comprehension."

D. Research Scopes.

1. Research Variable

Variables can be thought of as constructs that are operationalized or certain properties that are of interest to the researcher. According to (Creswell, 2012) states that variables are characteristics or attributes of individuals or organizations that researchers can measure or observe and vary between individuals or organizations studied. It can be concluded that the variable is the object of observation being examined by researchers. In this study,

researchers only used one variable, focusing on students' reading comprehension through multimodal texts.

2. **Research Terminology**

To avoid misinterpretation, some terms used in this research are defined as follows:

a. Multimodal Text

Multimodality is defined here as the semiotic meanings that can be made from the interrelationship of two or more modes A text may be defined as multimodal when it combines two or more semiotic systems. A gentle description is a visual mode, which includes written text and voice as the instruction of a scene.

b. Reading Comprehension

The reading activity that has been done by the students is a kind of comprehensive reading. Reading comprehension is a process of reading to build understanding (Tarchi, 2017) When we read, we use our eyes, to receive indicator (finding actual information, main ideas, finding meaning of certain moment, inferences and conclusion)

c. Eight Grade Students of SMP N 06 SATAP Sepauk

The Eight Grade students are students who study in SMP N0 06 SATAP Sepauk in the academic year of 2022/2023 which is located on Jl. Bukit Nanas SKPC SP2 Mait Hilir, Sepauk Sintang Regency.

d. Classroom Action Research

Classroom Action Research is the study of social settings to enhance the quality of action in certain contexts. Encouraging teachers to reflect on their teaching methods, be critical of them, and be open to changing them is one way to improve education through change. To put it another way, the teacher is prepared to assess himself throughout the process to improve his professional standards and, in turn, the quality of the students and their reasoning, social skills, and comprehension.

e. Energize

The term energized refer as give enthusiasm to, or Intense and eager enjoyment, interest, or approval.   By term of enthusiasm will drive a person forward and won his struggle (Samuel, 2015) Encourage interest or activity.

E. Research Significances

The results of this study are expected to be beneficial both theoretically and practically elaborated in the following section:

1. Theoretical Significance

   The results of the research will also theoretically give benefits such as:

   a. It can be a reference for the teacher if they want to use multimodal texts as a material form for teaching deals in energizing students' reading comprehension.

   b. It can be a reference for the institution of IKIP-PGRI Pontianak, until become important for the reader to be an investigation material in terms of the improvement of English learning, especially about English reading

2. Practical Significance

   a. To the Teacher

      The findings of this study will be expected to be a source of information will provide information to English teachers in using multimodal texts to energize students' reading comprehension

   b. To Students

      This study is expected to provide additional insight for the students in understanding the material through different nuances in the teaching and learning process.

   c. To School

      The result of this study is expected to give the source of information that will provide information to English teachers in applying multimodal text to energize students' reading comprehension.

   d. To Researcher

Hopefully, it can give a clear description and additional reference information related to conducting a similar topic.