

# CHAPTER I

## INTRODUCTION

This chapter presents the main content of this research. It concerns with the research background, research questions, research purposes, research significances, research framework, and previous studies.

### A. Background

This research intends to examine the implementation of teaching reading using multimodal texts in online EFL classroom, According to Sulistami et al., (2018), many students still have difficulty in understanding the text central idea or content due to a lack of vocabulary and low grammatical structure. Reading skill is an essential part of learning English. Besides, several other factors make students still have low reading skills, one of which is most teachers let students read on their own and then work on the task or worksheet (Sulistami et al., 2018). Meanwhile, Suganda (2016) stated that students need guidance or collaboration with parents or friends in learning reading.

Furthermore, understanding a texts could be challenging for some EFL students because it involves specific contexts and prior knowledge (Dahlia, 2016). This challenge becomes more complicated because they need to take the meaning of sentences by making sense in a context that might be unfamiliar to them. Using multimodal texts could significantly enrich students' learning experiences and provide them with a more comprehensive grasp of knowledge and skills (Walsh, 2010). To make reading more effective comfortable, the teacher must prepare appropriate media and apply it in the learning process. The relevant media in teaching reading is chosen by the students and fit with their learning style.

Based on the researcher's observation at junior high school, West Java Province, 26 of the 35 students have difficulty understanding the text they have read when they read individually. It is in line with Dahlia, (2016) stated that individual work does not allow students to compare comprehension and share their ideas with others. In addition, there are strategies for reading. One of the

strategies is by using multimodal texts. Multimodality means the combination of different semiotic modes (Leeuwen, 2005). Meanwhile, Jewitt (2006) defined multimodality as two means of representation and communication, such as still image, gesture, posture, speech, music, writing, or new configurations of the elements of these. Multimodal texts are texts that include multiple modes (or genres) of representation, with combined features of print, visual images, and design. As Kress (2008) and other literacy theorists suggested, multi-modal texts decentralize the written word; print is no longer the central communication mode. As Leu (2000) suggested, when students engage in multimodal experiences in the classroom, they become critically oriented to ever-evolving digital media and multimodal forms. According to Sankey, Birch, & Gardiner (2010), students could choose their learning object or representation with multimodal text, which best suits their capital preference based on their dominant learning style. The advantages of multimodal texts are it could help students and teachers when reading (Healy, 2008, pp.5). The reason why multimodal texts as media in the learning reading is because multimodal texts could be used for beginners, intermediate, and advanced students more interested in reading learning. Therefore, the implementation of multimodal texts in the reading learning process is used to help students who have difficulty in reading.

There are several research reports regarding reading skill. First research by Baharani (2015) revealed an impact of multimodal texts on reading achievement. This research showed that using multimodal texts as media in reading learning could improve students' reading skill abilities. Second, a research by Meneses (2018) discussed that there is an effect of multimodal texts on science reading comprehension. This research also showed that the use of multimodal texts is influential for word recognition process of the students. Third, Lirola, (2019) stated that multimodal texts could develop critical thinking and bring cultural aspects into the classroom. However, this study is different from the previous studies because it intends to explore how a multimodal text is applied in online class. Besides, due to pandemic of Corona Virus Disease (COVID-19), the teaching and learning system is shifted into online class, significantly, e-learning.

Therefore, this study is entitled "THE IMPLEMENTATION OF THE TEACHING OF READING USING MULTIMODAL TEXT IN ONLINE EFL CLASSROOM".

### **B. Research Questions**

Based on the background research, the researcher formulates the research questions as follows:

1. What is the implementation of teaching reading using multimodal texts in online EFL classrooms?
2. What are the students' responses to the teaching of reading using multimodal texts in online EFL classrooms?

### **C. Research Purposes**

Related to the research questions above, the aims of this research are:

1. To find out the implementation of teaching reading using multimodal texts in online EFL classrooms?
2. To find out the students' responses to the teaching of reading using multimodal texts in online EFL classrooms?

### **D. Research Significances**

This study at least gives two significances include theoretically and practically.

#### **1. Theoretical Significances**

This study can be beneficial information for curriculum planner as evaluation for creating improvement for students especially in online class

#### **2. Practical Significances**

The results of this research are expected to be beneficial. Practically, this research gives significances to:

##### **a) Students**

This research is expected to help students enhance their reading by multimodal texts in online class.

##### **b) Teachers**

This study could contribute to all English teachers to consider students' reading skill and determine the best in the teaching and

learning process to maximize their potential in learning English, especially in online class.

#### **E. Research Framework**

Reading skill is one of the language skills in English, which gives considerable input to the students. Reading is an activity to get information or idea from the texts about what the researcher means by the messages on the printed page. It means that a process to understand what we read. Zimelman, et. al. in Farris (2004:324) stated that reading means getting meaning from print. Reading is not phonic, vocabulary, syllabication, or other skills, as useful as these activities. The essence of reading is a transaction between an author's words and the reader's mind, during which meaning is constructed. This means that reading instruction's primary goal must be comprehension: above all, we want readers to understand what is on a page.

Besides, Nurhadi, as cited in Hidayatullah (2007:7) put forwards that reading is a complex and complicated process, because reading involves the internal and external factors of the readers. The internal factors mean everything related to the reading materials and the environment where the reading takes place. In addition, Thinker in Abbot (1988) that reading identifies and recognizes printed or written symbols that serve as stimuli for the recall of meaning build-up through pass experience.

Multimodal texts are inherently associated with digital technologies because they come together to construct meaning in many digital texts, different modalities, and linguistic. However, the visual images in multimodal texts, picture books, in particular, require readers to use different strategies for constructing meaning than the aforementioned cognitive strategies.

According to Cress (2010) multimodality is a framework that requires a collective interpretation of two or more scripts, visuals, videos, graphics, animations, sounds, music, gestures and facial expression for producing meaning. Jewitt and Kress (2003) said that multimodal texts present information across various modes, including visual images, design elements, written language, and other semiotic resources. Walsh (2010) defined that multimodal texts are those

texts that have more than one 'mode' so that meaning is communicated through synchronization of modes. He points out that printed or linear texts are monodal texts, whereas multimodal texts use various sensory methods and work in synchronized ways to convey meaning. In other words, multimodal texts could be a combination of spoken and written languages, still or moving images which could be found on paper or electronic screen. It makes the students learning change from only printed to screen pages. To improve students' reading skills, teachers have to integrate technology into their English reading skill classroom to make them interested in learning English. In that classroom, the students would be exposed to multiple genres of texts and in the multimodal forms that combine words, images, and sounds as learning resources.

To attract students' in performing reading skill program, non-printed multimodal texts as the reading materials was implemented during the program. Walsh (2010) characterized multimodal texts as the texts which consist of more than one "mode" (a kind of meaningful sign or symbol) so that the meaning of the text could be conveyed through a "synchronization of modes". It means that the definition of multimodal texts could be understood by bringing together all of the different modes included in that texts. In this case, students might read the multimodal texts on a piece of paper (printed) or on an electronic screen (non-printed) such as a computer, which also includes sound. Furthermore, Bearne (2009) described any multimodal texts might combine elements of a variety of semiotic resources including "gesture, movement, posture, facial expression, images (moving and still, real or drawn), sound (spoken words, sound effects, and music), writing (including font and typography)".

According to Abbad et al., (2009) as cited in Arkorful & Abaidoo (2014) online class is all learning done electronically. Besides, Gilbert (2015) said that online class has various types of technologies such as chat, web, group, e-mail, video, and audio conferencing sent to provide education through computer networks. Furthermore, Arkorful & Abaidoo (2014) said that the term online class means that most achievement and knowledge are facilitated and assisted by electronics.

The features of online class are centered on the internet, the flow of knowledge and broadcast information, learning resources, and retaining flexibility (Ghirardini & Organisation des Nations Unies pour l'alimentation et l'agriculture, 2011). Online class are considered quite effective because it could help teachers build virtual classrooms according to the situations and conditions of learning in the classroom (Jati, 2013).

#### **F. Previous Studies**

There are several research reports dealing with multimodal texts. This research was conducted on the basis of the previous research as follows:

First, the research by Baharani (2015) indicated an impact of multimodal texts on reading achievement. This research reflects that the printed and non-printed multimodal texts significantly affected reading comprehension test performance.

Second, the research by Meneses et al. (2018) revealed an effect of multimodal texts on science reading comprehension. The students got improvements in the paraphrasing sentence, finding topic sentence, and vocabulary mastery. Moreover, through the mind map technique, the students were motivated to be active in the classroom activities

Third, a study conducted by Martínez Lirola (2019) showed that multimodal texts could develop critical thinking and bring cultural aspects into the classroom. It showed that using the multimodal texts as a media, the students' could understand the material or texts easily. Besides, the researcher could create more enjoyable learning activities. As a result, it is found that shows an overwhelmingly positive response to the pre-reading activities.

Based on several previous studies, the researcher intends to examine the implementation of the teaching of reading using multimodal text in online EFL classroom. However, this study is different from earlier studies because, in this study, the multimodal texts is used to teach students reading skill to help students in the reading learning process, especially in online classes. Besides, the type of online class that is used is a fully online class.