

CHAPTER 1

INTRODUCTION

A. Background of Study

Learning English in Indonesia has been going on and has been developing since many years ago. People started studying English since Primary school, elementary school, junior high school, senior high school and the university level. In Indonesia, English is taught as foreign language not as a second language because English is not used as a means of daily communication. Why do we need to learn English?, it's because of the times and technology that makes us indirectly have to know about English. In addition, English has become a means of communication international so it is very necessary to learn English. Meanwhile, foreign languages are usually taught as one eye lessons in school with the aim of basic communication and mastering 4 skills language (Reading, writing, listening, and speaking). In this reseach the reseacrcher focuses of reading because reading is the first thing when learning language and in reading we learn about grammar and vocabulary.

One of the fundamental communication abilities is reading, which is the act by which a reader discovers information provided by a writer in written form. Reading is very important for students because by reading, students can increase their knowladge in answering the main ideas is explicit and implicit, especially in reading understanding. Through reading people can improve their own

knowledge which is needed to insure that continuing personal growth and adapt to the change in the world.

According to Tarigan (2008,p.7) reading is a process that readers engage in and employ to receive messages that writers express through words that readers can see and understand. Reading is, in essence, the process of understanding the meaning of written words or symbols and how to recognize, comprehend, and interpret them in sentences.

According to another expert, reading is an activity in which readers respond to and interpret a text in light of their prior knowledge (Spart, and William 2005, p.21). Learning and teaching reading is a really difficult task. It involves both the eyes and the brain. The eyes read printed messages, sending the information to the brain where it is processed for meaning. Hidayatullah (2007, p.7) claims that reading is a difficult and complex process. because it takes into account both the readers' internal and external influences. The term "internal factors" refers to anything related to the reading material and setting in which the reading is taking place.

From the explanation above we know how important reading, Allah say in Holy Qur'an in surat An-Nahl verse 125 :

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ
بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

From the verse above, we know that in conveying learning material, the teacher must convey it in good words or language, using interesting methods so that it becomes easier for students to understand the lesson.

Each students have a different learning style, especially in learning to read using a foreign language or English, because not everyone likes reading. This requires the teacher to be creative in presenting the material to be taught and how to convey it using teaching methods and strategies, so that students are interested and will more easily understand. Most of the teachers have implemented multimodal learning with the aim of helping each students to uderstand more easily.

Multimodality in language learning is interpreted as the use of various sources that can be used to improve student understanding and simultaneously improve students' ability to communicate. The main feature of multimodality is that students are actively involved in using, interpreting, and producing understanding through various media of understanding and representation.

Multimodality is called so because of the collections of many modes that creates it. Comes from the words “multi” that means “many” and “modality” that refer to “modes”. According to Kress (2010) modes are socially and culturally shaped resources from making meaning. Image, wrting, layout, speech, moving images are examples of different modes. In the digital era allows one to use multimodality to convey message or meaning to other.

In this context of learning, to get good result of learning, most of students need apply three combinations of learning styles that is auditory, visual and kinesthetic. This is in accordance with the multimodality understanding where teaching or speech can be combined in various ways and presented through various media.

Based on description above, this research intends to investigate the **Multimodality in Teaching Reading** in junior High school by linking the text, images and audio used in the teaching and learning process.

B. Definition of Key Term

1. Multimodality

Multimodal learning in education refers to the teaching of ideas using a variety of media and engaging the brain in different learning modalities. Informational channels or anything else that conveys meaning in a way that makes it simpler to understand is a mode.

Multimodality, according to Kress, is a philosophy that examines the various ways that people communicate and express themselves. Multimodality is the mix of communication modes (such as text, visual, audio, animation, etc.) used to convey a message to a specific audience. Combining different modes makes it easier for someone to grasp and comprehend the meaning of an image or text.

2. Reading

According to Jeremy in Rahmi (2007, p.5), reading is a brain and eye activity. The brain must determine the meaning of the messages that the eye conveyed to it. Reading is a task that helps us learn more about the author's intentions and the messages in the texts we read. Nowadays, more people use di more people use different modes to communicate. In learning reading, several modes are used simultaneously to convey messages to make them easier to understand, such as combining images and sound.

C. Research Question

The research question of this study is follows, based on the preceding context:

1. How is implementation multimodality in teaching reading?
2. What are the student's response about the implementation multimodality in teaching reading?

D. Objective of the Study

Based on the research question above, the researcher proposes the objectives of the research as follow:

1. To describe the implementation multimodality in teaching reading
2. To explore the student's response about the implementation multimodality in teaching reading

E. Significance of Study

The result of this study provide the following benefits:

1. For the teacher, the result of this study can provide them motivation and additional information to improved the quality of teaching reading using multimodality
2. For the researcher, researcher get new experiences and this study will hopefully serve as a reference for future research.
3. For readers, the result of this study can add insight into knowledge about multimodality in teaching reading.