

CHAPTER IV

FINDING AND DISCUSSION

This chapter present research findings and discussion of the study. In this part, the presented and analyzed data are those which has been collected through observation, interview and documentation.

A. Research Finding

There are two research question that have to be answered in this research, the first how is implementation multimodality in teaching reading and the second, what are the student's response about multimodality in teaching reading. This research has been collected the data from observation and interview by the Teacher and the students of SMPN Pulau Laut Tengah in Kotabaru. The organizing of the finding from two research question, the research obtained the following result.

1. Implementation multimodality in teaching reading

Based on the data analysis there was some opinion about how is implementation multimodality in teaching reading. In collecting data in this section the writer use observation, documentation and interview.

From observation, the data obtained in the teaching and learning proses refer to Lesson Plan.

Tabel 4.1 Teacher's of lesson plan

	Description of Activities	Times
Pre-activity	<ul style="list-style-type: none"> • Teacher given greeting to students • Teacher given ice breaking • Teacher invited students to prayed before started the lesson • Teacher played video related topic, to provoke active students in critical thinking 	10 minutes
While-activity	<ul style="list-style-type: none"> • Teacher explain about "Narrative text" • Teacher gives several images related to the material and ask students to guess the topik • Teacher give example about narrative teks • Teacher divides students into five groups • The teachers gives some paper related to the material 	60 minutes

	<ul style="list-style-type: none"> • Students in group begin analyze and discuss • Students present the result the discussion. 	
Post-Activity	<ul style="list-style-type: none"> • Teacher and students make a conclusion • Teacher close the class and say salam 	10 minutes

From the observation, the data obtained from the teaching and learning process using multimodal learning in English subjects with the Narrative text.

More details can be seen as follows:



Figure 4.2. The teacher opened the lesson

A. Pre-activity

1. In the introduction the teacher starts and opened the class by greeting students and check the student's attendance.
2. Next the teacher gave ice breaking, so that students are better prepared to accept the lessons that will be delivered
3. Then, the teacher played a video related to the topic to be studied, the goal is to provoke student's critical thinking. They are free to argue from what they were saw.



Figure 4.3. The teacher given an example of narrative text.

B. While-activity

1. The teacher starts learning by explaining the topic or material, about narrative text. The teacher explain about the parts of the narrative text and gave example apart from the video showed at the beginning of the lesson.
2. Then, the teacher gave several pictures related to the material and asked students to guess the topic.

3. Next the teacher divided students into five groups and gave each one sheet of paper containing different stories.
4. After that, the teacher asked students to discussion to find parts of Narrative text from each of these stories.
5. The last, teacher asked students to presentation and also asked role play in front of the class. Students directly by using exited properties in the class and outside, in order to support the performance.



Figure 4.4. The teachers divided students into five groups



Figure 4.5. Students perform role play in front of the class.

C. Post-Activity

1. At the end of the lesson the teacher gives a conclusion. Explaining back what has been learned before closing the lesson.
2. Then the teacher closes the lesson by giving home assignments and closing with greetings



Figure 4.6. Teacher made conclusion.

The teacher goal is that students not only understand narrative text, but also able to explained the intent and purposed, and able to analyze a narrative text. Students also understood the meaning of the story or material. By performing arts and utilizing exiting materials, it is easier from students to understood the meaning of the stories they were presented.

This is objective and multimodal learning. That made it easier from students to understand the intent and purpose learning. Teacher also used various modes in learning, not only using digital technology, teacher also used gestures and make use of objects around them to make easier to understanding what they were learned.

Researcher also conducted interview with the teacher. The teacher explain the effective way in teaching English especially reading using multimodal learning.

I often use multimodality in learning, in my opinion this method is very effective to apply, because with this method students understand learning more easily. This method is also considered in accordance with the current trends and conditions.

Teacher also mentioned that the students were more active and enthusiasm in teaching learning process when using multimodal learning.

Teacher awareness that each student has a different learning style, so teachers are required to be more creative in presenting material, so students don't get bored and understand easily.

The data above is supported by teacher statements in interviews.

As a teacher I realize that students have different learning styles which is the reason I use this method because in my opinion various methods and media will stimulate and provoke students to be active in critical thinking and confident in expressing opinions.

For example in learning Narrative Text, the teacher uses LCD media and displays several pictures and then asked students to guess about the topic to be studied. The second example is in learning descriptive text. The teacher gave a pictures that has been prepared in the form of a print out the gave a clue and asked students to described the pictures.

The researcher also interview students, multimodal learning is very helpful in learning English, because according to them learning English is difficult and boring learning so it will be easier when using media such as videos and pictures.

Based on the results of interviews with several grade 8 students.

(Student A)

My feelings when learning English are very enthusiastic, even though I sometimes don't understand it, learning is very fun. Moreover, the teacher uses various media so that I don't get bored in learning. The media that I like the most is when the teacher plays a video so that we become enthusiastic in learning.

(Students B)

My feeling when learning English is normal, because I don't know what it means. But sometimes I really like the way my mother teaches. because when we start to get bored the teacher will break the ice by playing a video or game to get us excited again.

Teachers also use teaching guides which unconsciously used multimodal learning. as in the book “Ring a bell” on page 58 students are introduced to the material "Invitation Card"

In this chapter students are asked to read the invitation card and pronounce the words as exemplified then the teacher asked to make a personal invitation card.



Figure 4.7. Invitation Card

The teacher asked students to read and understand the instructions from several examples of invitation cards. Then the teachers given instruction to students:

“Hey, take a look at this invitation card!”

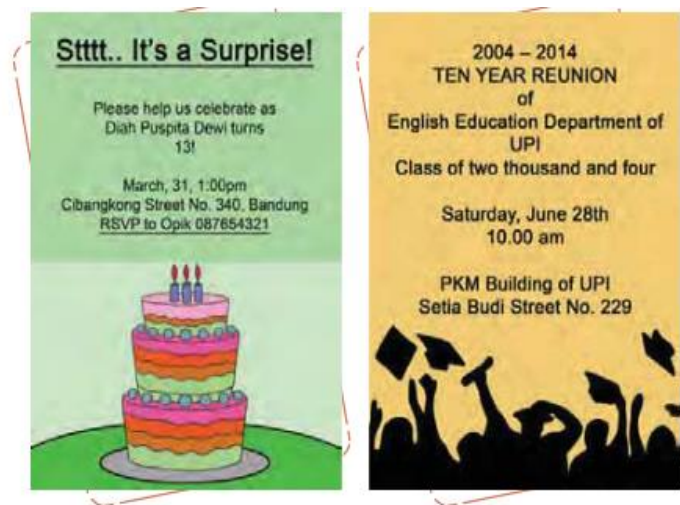


Figure 4.8. other examples of greeting cards

The teacher can ask students about the information that can be obtained through the invitation card:

“Who is invited to the party?”

“Who does celebrated the birthday?”

“How old is she?”

“When will the party begin?”

“Where will the party begin?”

Through these questions, students indirectly learn about the parts of the invitation card. Students can also be asked to bring examples of invitations from their homes. so that students more easily understand what is learned when they can see examples directly.

2. Student's response about the implementation multimodality in teaching reading

After analyzed the implementation of multimodal in teaching reading, the researcher also identified student's response about multimodality in teaching reading. The result of the observations and interviews, researchers know the responses of students.

Some students when learning English feel bored and less enthusiastic. According to them, learning English difficult because they do not understand the meaning and sentences English, besides that makes students confused and don't really like this subject.

In multimodal learning, teacher was required to use various modes or several ways of conveying learning, so that the message can be well received. Teacher at SMPN 1 Pulau Laut Tengah, have implemented multimodal in every English lesson. The goal is of course so that students can easily understand what is conveyed during the teaching and learning process.

At the beginning of each lesson after greeting students, the teacher used this method. They don't get bored and enjoy the learning process. They responded very well, they were active in asking question and discussing.

For example, in learning narrative text, they get excited when the teacher shows a video related to the material. They can answer and explain well when the teacher asks. When they are asked to perform a

role play, they were very enthusiastic and played well, using makeshift properties and various object around the class to support their performances.



Figure 4.9. The teacher showed the video.

The data above was supported by interviews with teachers and students. According to the teacher, students will be more excited when showing videos and showing interested pictures.

The teacher is always guided by the student manual book. In the book Ring a bell on page 63 there is a large picture that told the situation that occurred at the zoo.

Please observe the picture below.
Can you describe it?

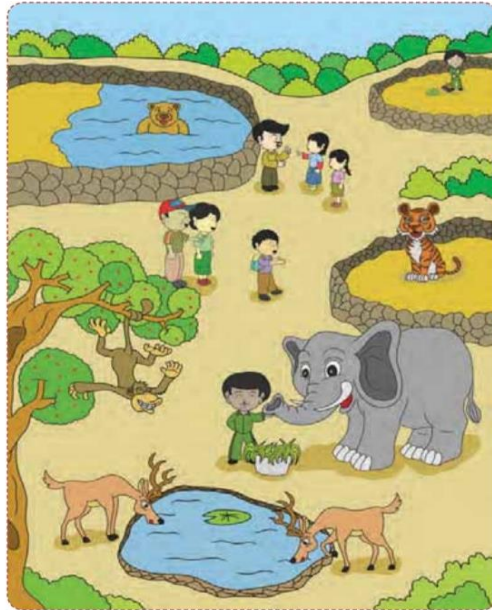


Figure 4.10. Describing Picture

In this section students are asked to observe the pictures and ask to describe them together.

“All right, students! Now, let’s turn to page 2!”

“Have you opened it?”

“On this page, you see that there is a picture. What do you think about it?”

“It is about the situation in a zoo, isn’t it?”

“Now, let’s identify! How many animals are there? What are they?”

“Do you see any visitors? How many visitors there?”

“What else? Do you see any zookeepers? What are they doing?”

“Now observe the picture!”

In addition, teachers also often use power point to supported the teaching and learning process. For example, when learning descriptive text, the teacher gave pictures and clues about animals, then the pictures will be pasted on the cardboard and ask students to described from the pictures. According to the teacher students will find it easier to imagine when students see pictures and they will be more easily described them.



Figure 4.11. The teacher showed the picture.



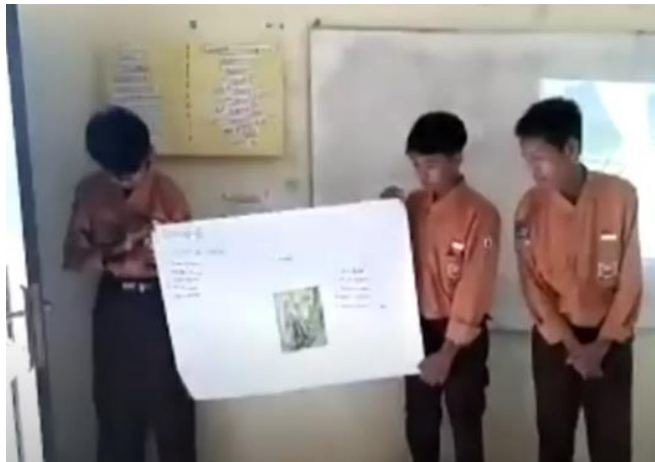


Figure 4.12. Students presented the results of the discussion about descriptive text

This data is also supported by the result of interviews with several eight grade student's at SMPN 1 Pulau Laut Tengah in Kotabaru. Students were randomly selected and then interviewed.

(Student's C)

I am very excited when learning English even though I sometimes don't understand but the learning is very fun. Moreover, the teacher uses various media so that I don't get bored in learning. The media that I like the most is when the teacher plays the video.

(Student's D)

I really like learning English, because I want to be able to speak English. I always pay attention when the teacher explains, because the way the teacher teaches makes it easier for me to understand learning. The teacher always gave examples that are easy to understand. Video is a very interesting medium for me.

From several students, the data were selected according to the expectations of the researcher, that using multimodal learning in learning English, especially reading, is very helpfully. They mentioned

that they were very enthusiastic when the teacher used some interesting media at the beginning of learning. In the midst of learning the teacher often gives ice breaking or quizzes to train focus than teacher given reward to students. This makes student's excited and each students becomes more focused and pays attention. This can also affect students understanding, because students who focus and enjoy in learning will more easily accept lessons. In the end the teachers always given evaluations in form of assignment both independently and in groups. The aim to find out so far students understanding the lesson.

B. Discussion

This section presents the discussion of the research findings. As mentioned in the previous chapter, there are two problem statements proposed in this study.

1. Implementation multimodality in teaching reading

In the first research question that multimodality in learning English is often used, especially in learning to read. From the results of observations, it was found that several modes and media were used by teachers, such as power points, pictures, videos to support learning. This finding is in line with the statement put forward by Kress (2010) that multimodality is a framework that requires collective interpretation of two or more scripts, visuals, videos, graphics, animation, sound, music, movement, and facial expressions to produce meaning.

The use of some of these media is very helpful for teachers in conveying learning material to students. Students are happy when the teacher uses media in learning. Because with media students become more understanding and enthusiastic than just reading texts and listening to teacher explanations orally.

Multimodality is a combination of several modes at one time when someone communicates. This is of course the main attraction for students when teachers use media in learning. Such as playing a video before learning begins can make students more prepared in starting lessons because they are interested and stimulate student activity. The application of multimodality really helps teachers in conveying material and facilitates and motivates students in learning English, especially reading. The application of multimodal is expected to improve the ability to understand English, especially reading.

2. Student's response about multimodality in teaching reading.

This research attempted to know a to find out student's response about multimodality in teaching reading. The teacher realized that each student has his own learning style. They have a variety of different learning styles so it can be difficult to teach using just one method.

Learning English language in multimodality needs to know how the student's feel toward the learning style in multimodality. The role of multimodal learning is very influential in improving students reading skill and understanding in learning English. Using multimodality in a

classroom can improve students learning performance (chen & Fu, 2003).

Reading is very important for students because through reading we can find out what we did not know before. According Tarigan (2008) reading is a technique that readers employ to acquire messages that are written in words that can be seen and understood by readers.

The application of multimodal learning in teaching reading also received a positive response from students, some of the students find it helpful when learning to use media and methods. They will understand more quickly when using this method because the multimodal method uses various means of delivery so that the message to be conveyed can be well received and understood by students, and is very helpful for teachers in delivering material because students will be motivated to think critically and be able to solve problem on their own.

Student responses to the application of multimodality in learning to read are supported by the results of interviews with several students and teachers in grade 8. From the results of the teacher interviews it was explained that students were very excited when they started learning using video media because in the video there are pictures and sounds that can stimulate and stimulate students to be enthusiastic. start learning.

From the results of interviews with several students it can be concluded that the application of multimodality in learning English really helps students in understanding learning.