

CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is an intensive and extensive skill learned by experts in the field of language teaching among the four language skills. The results of the research found regarding the nature of reading are that language educators are required to choose between teaching methods and techniques for students learning to read in a second language (Grabe & Stoller, 2019; Epstein et.al., 2018; Singer & Alexander, 2017). Reading is one of the important ways to improve language skills in learning English because by having reading skills is beneficial for students' personal lives, and also beneficial for their language mastery like improving students' writing skills, spelling and vocabulary knowledge. Not only that a student learns to think, find ideas, facts and new experiences in English, but also in this 21st century learning, of course there is a challenge for educators so that reading skill remains the most important ability that must be possessed by students.

Learning in the 21st century is learning that focuses on standards that are used as a reference in achieving the learning objectives that have been set. In contrast to learning in the previous century which only paid attention to standards. According to Murti (2013), some of the characteristics of learning in the 21st century are the scientific approach and the use of technology. Learning using this scientific approach is a learning that prepares students to be able to compete in the global era by using the knowledge they have and also facing the challenges and opportunities that exist.

The use of technology in the 21st century is very common where all jobs that have the same or repetitive nature have been replaced by machines. Technology has touched various fields, including the field of education. In the world of education, technology is used as a facility that can support the

learning process and also improve performance through various learning models (Januszewski & Molenda, 2008).

In the context of reading skills that must be possessed by a student, this 21st century can also be referred to as the era of globalization or the digital era which is marked by the use of technology. So that, in this century students in their efforts to have reading skills do not only read through textbooks but can also be in the form of text with static or dynamic images and have also added movement, audio, spoken language and written language. Basically it is a process or way so that educators and students can use an interactive text as a learning medium or can also be referred to as multimodal text. By using multimodal text that involves audio, movement and static images, it can foster students' interest in reading skills or literacy activities, which are generally problems that students currently have when they are bored and lazy when faced with long reading texts.

The existence of technological developments can facilitate both educators and students to be able to improve literacy skills or reading skills in a multimodal manner so that many companies create applications and software for free or paid to support educators in the learning process, especially in language classes (Mezhuyev, 2019; Novak, 2010). One application that can support teachers in teaching is PowToon. This powtoon application is an online software that contains various kinds of animated videos that can be added with sound. PowToon's free icons, sounds, and animations are interesting, but this software also provides a paid menu to be able to use more varied and interesting icons, animations, and sounds. Not only that, the results of this Powtoon animated video can also be uploaded to Youtube so that educators can more easily share it with students. Sutisna et al (2020) mentioned that powtoon is a web-based animation software that allows teachers to create animated presentations quickly and easily by manipulating previously created objects. Besides that, teachers can also add imported images or videos, provide music and add sounds that can make the teaching and

learning process more interesting and fun for young learners (p.537).

Several studies have been conducted related to utilizing technology in learning, especially in improving reading skills. In the research, Sutisna et al (2020) revealed students' attitudes towards the use of powtoon in teaching reading. In addition, research conducted by Ardaningsih & Adnyayanti (2022) focusing more on the use of powtoon as a learning medium.

However, there are still few studies that focus more in multimodality through the use of powtoon in improving students' reading skills. Therefore, the aim of the study is to explore students' perceptions about the use of the powtoon application on teaching english reading to foster multimodal literacy.

B. Limitation of the Study

The limitation of the study was to explore students' perceptions on the use of powtoon application on English teaching reading by 8 grades of SMP PGRI 1 Buduran Sidoarjo. The focus of the research is limited on English Narrative Text.

C. Statements of the Problem

Based on the background of the study described above, the statement of the problem can be formulated as follows:

What are the students' perceptions of using Powtoon application on fostering multimodal literacy for English reading.

D. Purpose of the Study

Based on the problems described above, the purpose of the study can be formulated as follows:

To explore the students' perceptions of using Powtoon application on fostering multimodal literacy for English reading.

E. Significance of the Study

The benefit that can be obtained from the results of this study are :

1. Teacher: It is expected that the teacher change the traditional way of learning not only by reading books. However, it can also be transferred to collaborative learning activities by e-learning, especially as exemplified in this study by using one of the learning applications, namely Powtoon.
2. Students: The using of Powtoon application can make it easier for students to understand and be enthusiastic in learning English. Through this research, students' can find out more about the benefits of using Powtoon in reading learning.
3. Other Researchers: This research can be used as a for further study related to the Powtoon application.

F. Definition of Key Terms

1. Multimodal Literacy

Multimodality is the role of a mode in meaning making. In addition multimodality consists of "mode," forms in various sign systems that carry meanings that are recognized and understood by a social collective. While multimodal literacy is a term that comes from social semiotics which refers to the learning of someone who can search, choose, and write through writing and other media using various types of digital platforms (Kress and Jewitt, 2003; Kristina, 2019).

2. Powtoon Application

According to Adnyani et al. (2020), Powtoon is an animation software that can create animated videos to make them look professional. Powtoon is also classified as very easy to use for a beginner and also to use Powtoon

there is no need to download an application because it can be accessed through a web browser. In this Powtoon users can edit several templates, so they can use their creativity to make creative videos.

3. Reading Skills

Reading is a communication process through decoding messages or information from written words to get the meaning of a text. Not only that, reading is also an effective process in which students think, reason, and apply strategies to construct meaning (Nutall, 1989; Walsted, 2004).

4. Student's Perception

Perception is an ability that can influence the way a person thinks, acts and reacts to existing situations. Weiten (2013) also added that perception is a complex psychological process that involves selecting, organizing, and interpreting sensory information that is used to make sense of the complex world around us. Meanwhile, student perception refers to the point of view of a student in the learning experience they have. This student perception is an important factor in the teaching and learning process in the classroom. Students who have positive perceptions of teachers and teaching methods tend to be more motivated and have better achievements (Zhang, Pan, & Liu, 2020).