



VISUAL REPRESENTATION AND COMPREHENSION: THE EXPLORATION OF MULTIMODAL TEXT TO ENERGIZE READING OF THE TENTH GRADE STUDENTS' AT STATE VOCATIONAL HIGH SCHOOL 5 OF PALEMBANG

Inggit Ayu Fadilah¹, Aswadi Jaya², Yuspar Uzer³

¹State Vocational High School 5 of Palembang,

^{2,3}Universitas PGRI Palembang

Email: ¹inggitayu437@gmail.com, ²aswadijaya@yahoo.com, ³yusparuzer@gmail.com

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Corresponding Author:

Aswadi Jaya

Email Corresponding :

aswadijaya@yahoo.com

ABSTRACT

Reading is a critical English ability for students to attain develop master to examine English, it is crucial to the destiny of students who want to be better degrees of studying. This study was aimed at finding out the exploration of multimodal text to energize reading with visual representation and comprehension. This study used a qualitative descriptive method. The data in this study were, observation, documentation and questionnaire. Based on the result of questionnaire in graph of pie, it was found that 53% of students answered fully agree and 39% of 35 students answered agree, so it can be concluded a students to give the positive perception about multimodal text as a media to energize their reading, and it can be conclude that the tenth grade students of State Vocational High School 5 of Palembang has positive perception. So students can enjoy and explore the multimodal text with their own choices.

Keywords: *Multimodal Text, Reading, Visual Representation and Comprehension*

1. INTRODUCTION

English is a global communication that is used in international language. As a result, learning English is critical because English is not only studied and taught in Indonesia, but also around the world. English is taught as a foreign language that students must learn in Indonesia. English is an extremely important subject from elementary to university level. The goal of teaching English to Indonesian students is for them to be able to communicate in English both orally and in writing Fajri (2020, p. 27).

Reading is a critical English ability for students to attain mastering to examine English, it is crucial to the destiny of students who want to development to be better degrees

of studying. However, without additional assist such as tutorials, more classes, and opportunities to make use of this type of English in their each day existence, English is a hard situation. Those on the middle of this studies require powerful competencies for handling English texts, in addition to a greater know of the reason, shape, and language picks discovered in writings of diverse genres and topics (Fitriani, 2019).

According to Serafini (2012)studying comprehension address the processes of producing feasible interpretations in transaction with texts and readers' talents to assemble understandings from a couple of perspectives, together with the writer's intentions, textual references, non-public experiences, and sociocultural contexts where

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in one reads. Meanings constructed all through the act of analyzing are socially embedded, brief, partial, and plural.

Learning process in pandemic Covid-19 so hard for the students could focus on study, the students feel bored on this situation. Therefore, learning with multimodal text could help them to overcome the problems in teaching reading. The researcher found that reading was difficult to learn because sometimes when they learn English subject the students' do not exercise and feel difficult to pronunciation what they read and students also not mastering the vocabulary.

Mastering the skills necessary to comprehend text or message in reading is important. According to (Snow, 2012), children who've troubles analyzing now not only warfare in school, but additionally have problem at process, in social capabilities in society, and in different elements of regular life. As a end result, gaining knowledge of multimodal techniques in competencies and language, particularly reading textual content, is crucial, in particular in studying. college students with disabilities could advantage from multimodal studying spotting generation as a part of normal lifestyles.

In this study, the researcher issues the studies in analyzing to observe approximately visible illustration. Visualization is split into sorts: inner and external (Cohen, 2007). The inner Visualization is famously called mental imagery that readers create in their thoughts as part of which means production method. The snap shots that that they had in their thoughts is invisible positioned certainly, we are not capable of see them.

When they did the internal Visualization in picture especially thematic mode, they could look at their understanding of the studying passage being study by using asking them to do think aloud, thus they could share what they've already understood to others. however nonetheless, the mental imagery that they invent remains invisible. To

make the internal Visualization visible, readers can draw a visible representation to represent their intellectual imagery in addition to representing the which means of a text. that is what we call as external visualization (Hegarty, 2007).

The external visualization is seen as a multimodal text that involves semiotic resources including for example visual and linguistic resources like images and words. Currently, there is still little attention given by scholars to explore the meaning of a text represented by EFL University students' through the analysis of visual representation by looking at its semiotic resources and how these resources are related. We have the assumption that the types of multimodal relation explain the meaning of a text that they visualize which also show students' understanding to the text (Fitriani, 2019, p. 27).

There were so many way that could be used teachers English when they teach reading, one of them is using the multimodal text as a learning media. Multimodal text was a media could help the student to easy to choose what the media interest to explore. Because when the researcher using multimodal text as a learning media to study, the students' feel free to choose the media were interested. So the students' could enjoy the study of the reading.

This study was limited to find out the visual representation and comprehension: the exploration of multimodal text to energize reading. This study was aimed at finding out the exploration of multimodal text to energize reading with visual representation and comprehension.

This study aims to develop students into knowledgeable readers and text procedures by drawing attention to the various sources in making sense in the text. This study learning was chosen as line of the attempts to solve problems of learning and honing the learners creativity independently with using various fashions (media) or technology combine into one meaningful unity.

2. METHOD

The researcher conducted a research at State Vocational High School 5 of Palembang especially of the tenth grade students. The researcher took the students of multimodal text as the English learning media at State Vocational High School 5 of Palembang.

This object in this research to explore of multimodal text with close ended for the tenth grade students at State Vocational High School 5 of Palembang.

The method used of a qualitative descriptive method. Qualitative research such as the data are words, phrase, and sentence. The data in this study were interview, observation, documentation and questionnaire. In this study, researcher used the triangulation technique and approach used to analyze data was multimodal semiotics.

3. TECHNIQUE OF COLLECTING DATA

Technique for collecting data, the research would used close ended questionnaire, (Dornyei, 2003) states that The typical questionnaire is a highly structured data collection instrument, with most items either asking about very specific pieces of information, or giving various response options for the respondent to choose from, for example ticking one of box it. The exploration of the various types of questionnaire item by examining the most frequent question type: closed-ended (or simply 'closed') questions.

Validity is degree of accuracy between the data occurs on the object of research and the power that can be reported by the researcher (Sugiono, 2016, p. 267). The accuracy of the test item with the content of English curriculum and those in the students' book would choice.

4. TECHNIQUE OF ANALYZING DATA

The data collection approach utilized in this study was extremely beneficial in fulfilling

the research. The researcher used observation, questionnaires, and documentation in collecting the data so that got the result.

To analyze the data, the researcher use descriptive qualitative to analyze data. According to Sugiyono (2008: 245), there are three activities to analyze data in descriptive qualitative research. Those activities are data reduction, data display, and conclusion drawing/verification. Based on those statements, the researcher divides the activity in analyzing data into three activities, they are data reduction, data display, conclusion drawing, and also analyze with percentage through the following formula:

$$P = F/N \times 100\%$$

Where:

P = percentage

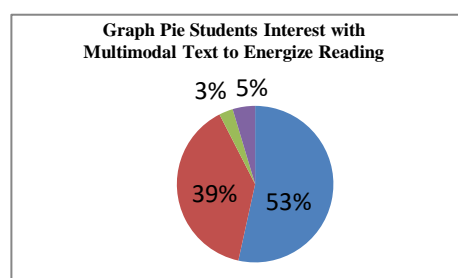
F = frequency being search percentage

N = number of cases, (Source Sugiyono, 2017, p. 43).

5. FINDING AND DISCUSSIONS

The research was conducts at State Vocational High School 5 of Palembang. For the respondents is all students of tenth grade business daring and offices, there are 35 students. In this study, the writer analyzed students to energize reading in multimodal text with visual representation and comprehension at State Vocational High School 5 of Palembang. The questionnaire that the writer used 40 item close ended questionnaire.

The researcher gives 40 questionnaire item to the respondents of State Vocational High School 5 of Palembang. It can be seen Graph of Pie and explanation of the result of the questionnaire below.



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From the graph above, it can be seen students interest to multimodal text as a media was energize their reading, there are from 35 respondents or students that 53% respondents answered fully agree, 39% respondents answered agree, 3% respondents answered highly disagree and 5% respondents answered disagree. It can be conclude that many students prefer to used multimodal text as a media to energize their reading.

Multimodal text have a lot of media. But in here reasearcher using just two media such as short novel and oral language (conversation). Based on the media who are given, 6 (17,1%) of 35 respondents choosing the oral language (conversation), while 29 (82,9) of 35 respondents choosing the short novel as a media. Furthermore, it can be seen that the students prefer the short novel as a media to energize their reading skill.

In research the students' achievements in learning with multimodal text as a media to energize their reading skill, the students are able to know to pronounce well what they read, students increase their vocabulary knowledge in English teaching, the students understanding the grammatical in media are deserve and also students showing good performance in English skill.

6. CONCLUSIONS

1. In studying reading, students can energize their reading skill with visual representation and comprehension, therefore student can energize their reading and got the achievement such as the students are able to know to pronounce well what they read, students can add their vocabulary in English teaching, the students understanding the grammatical in media are deserve and also some students showing good performance in English skill using the multimodal text as a media in learning reading.
2. The students can energize their reading with multimodal text because, in this research, the students feel free choose the media are given based on the student interest. So students can enjoy and explore the multimodal text with own choices. In this research students also gives the positive perception about multimodal text as a media to energize their reading.

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