

# **CHAPTER I**

## **INTRODUCTION**

This chapter provides background of the study, research questions, aims of the study, scope of the study, significance of the study, and clarification of key terms.

### **1.1 Background of the Study**

Literacy has become a crucial issue in Indonesian educational system since School Literacy Movement being launched by the Indonesian Ministry of Education and Culture in 2015. The aim of the movement is to foster students' literacy competence in Indonesia. To achieve this aim, in the 2013 curriculum literacy competence has been considered as the goal of learning activity (Khairi, Retnaningdyah, 2018).

That is why English curriculum was designed to guide students to use some kind of texts for basic literacy need (Indonesian Ministry of Education and Culture, 2016). English curriculum implemented text-based learning to achieve students' competence for communicating using English in their real-life context.

In order to be considered literate, someone must be able read, write, and speak fluently (Flewitt, 2013; Haggerty & Mitchell, 2010). One of the language aspects for someone to be considered literate is reading skill. Reading is a complex skill which occurs with the combination of attention, memory, perceptual processes, and comprehension processes (Yukselir, 2014). Through reading, students can develop their critical thinking skills, expand concentration skills and enlarge vocabularies. Students can discover new knowledge and actively involved in the classroom discussion through reading. Moreover, it is expected that students will gain broader knowledge.

In addition, one of the purposes of reading is to provide a comprehension of the contents of the reading. Through reading comprehensively, the students will obtain more information and knowledge. Saddhono and Slamet (2012) stated that the essence of reading is a comprehension, this means that reading will not get any results if it is not accompanied by comprehension.

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***THE BOOK TRAILER PROJECT IN ASSISTING YOUNG LEARNERS' READING SKILL: THE COPE AND KALANTZIS FRAMEWORK OF MULTILITERACIES***

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Although that the School Literacy Movement has been implemented in Indonesia, the students, specifically the young learners still find it difficult to read comprehensively. Davoudi and Yousefi (2015) have listed a number of EFL learners' reading difficulties and problems such as lack of vocabulary knowledge and prior knowledge and problems with grammatical knowledge.

Moreover, poor reading strategies (Samad, Jannah & Fitriani, 2017) which is in fact very important to reduce the difficulties is also one of the reasons why the young learners find it difficult to read comprehensively. Reading can be a complex act requiring many years of experience and use in order to do well. Successful reading and writing involves comprehension, fluency, mastery of essential strategies and motivation (Strategic Marketing and Research, 2013).

In order to overcome those difficulties, one way to improve the young learners' reading skills is with the Cope and Kalantzis framework of multiliteracies. This framework can be used in teaching reading because the Cope and Kalantzis framework of multiliteracies promotes learning that is associated with the use of various learning resources as well as placing all four language skills as efficiently as possible and integrated with other subject matters. Moreover, the concept of multiliteracies acknowledges the existence of various non-textual modes for meaning-making (New London Group, 1996; Larson, 2006), such as images, movement, and gestures, that are intimately connected to our interactions with texts broadly defined.

Some studies have been conducted by experts in term of Cope and Kalantzis framework of multiliteracies, specifically in book trailer project. Festa (2017) conducted a research entitled "The Book Trailer Project: Media Production within an Integrated Classroom". The purpose of the research was to give an opportunity for primary school students with special needs to be critically literate and creative in this digital era. The result showed that this book trailer project bridges gaps in social-emotional development, communication skills, and critical thinking skills for all young learners.

Sala and Valios (2016) conducted a research entitled "Book-Trailers as Tools to Promote Reading in the Framework of the Web 2.0". The focus of this research was how can the book-trailer be a means to develop interest for reading

and to boost the literary competence of young learners both from the point of view of reception and creation. The results obtained from the research showed the importance of the book-trailer as a tool to develop the literary competence. Book-trailers, originating from picture books, can constitute in their aspects of reception and creation a useful tool to develop the literary competence and thus to promote reading in the framework of the Web 2.0.

Based on the previous research above, the researcher tried to do research on the implementation of the Cope and Kalantzis framework of multiliteracies in the form of book trailer project so that young learners' reading skills could be achieved well. Although many researchs on the use of multiliteracies learning have been carried out, this research was different from previous research – the studies did not conducted in the classroom of young learners' EFL teaching. Therefore, the researcher designed a research study which promotes multiliteracies framework to the EFL young learners' classroom by means of book trailer. In addition, there is a need for young learners' EFL classroom that addresses multiliteracies in 2013 curriculum context.

## **1.2 Research Question**

Based on the background of this research, the purpose of the study was intended to answer this question:

How does the use of the book trailer project as an implementation of Cope and Kalantzis framework of multiliteracies assist young learners' reading skill?

## **1.3 Aim of the Study**

As stated in the research question above, the study was aimed to find out the effect of using book trailer project as an implementation of Cope and Kalantzis framework of multiliteracies in assisting young learners' reading skill.

## **1.4 Scope of the Study**

Given the research questions and the aim of the study, this study focused on the effect of using book trailer project as an implementation of Cope and Kalantzis

framework of multiliteracies in assisting young learners' reading skill. This study was conducted in primary school level; more significantly in 5th grade level.

### **1.5 Significances of the Study**

From the study, it is expected that its findings will be beneficial not only for students and teachers but also for other researchers. For students and teachers, hopefully this research will give a new insight regarding teaching methods and media especially the use of book trailer project as an implementation of Cope and Kalantzis framework of multiliteracies in assisting young learners' reading skill. For other researchers, the study hopefully can be helpful as the source for another research regarding the use of book trailer project as implementation of Cope and Kalantzis framework of multiliteracies in assisting young learners' reading skill.

### **1.6 Clarification of Key Terms**

The terms below will be frequently used in this study. Therefore, to avoid misconception and misunderstanding, the following statements are the key terms that used in the study to assist in understanding several terms or concepts of the study:

#### **1. Cope and Kalantzis Framework of Multiliteracies**

Cope and Kalantzis framework of multiliteracies in this study refers to a framework that involved four stages of learning which are situated practice, overt instruction, critical framing and transformed practice. Also, this framework is associated with the use of various learning resources and modes such as images, movement, and gestures (Larson, 2006) as well as placing all four language skills as efficiently as possible and integrated with other subject matters.

#### **2. Book Trailer**

Book-trailers are defined as a form of promotion that has to do with a reader, the twenty-first century reader, who feels at ease in social networks and obtains information through multimedia formats including hypertextual words, images, and sound (Sala and Valios, 2016).

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### 3. Reading Skill

Mikulecky (2008) defines that reading skill is a complex conscious and unconscious mental process in which the reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have intended, based on data from the text and from the reader's prior knowledge.

### 4. Young Learners

Young learners in this study refers to children of pre-school and primary school ages. Pinter (2011) divides young learners into three groups. The first is children who start pre-school at about the age of three, the second is the group of children who start primary school at around the age of 5-7 and finish primary school 11 or 12.

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