CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research questions, purposes of the study, scope of the study, significance of the study, clarification of the terms, and the organization of the whole paper.

1.1 Background

In this 21st century, the industrial revolution 4.0 has presented several challenges as well as opportunities in the field of education. Literacy skills are one of the urgent needs that must be possessed by students in order to improve their ability and quality to compete globally (Nabhan & Hidayat, 2018). Since industrial revolution 4.0 is characterized by the rapid development of Information and Communication Technologies (ICT) (Liza & Andriyanti, 2020), where almost all of society's daily activities revolve around digital devices, several studies (Nabhan and Hidayat, 2018; Sidhartani, 2016) have argued that the previous century's learning that focused on emphasizing reading and writing literacy, has now turned into the foundation for the development of new literacies. One form of literacy that currently has a major influence on human interaction with the environment is visual literacy.

In Indonesia, visual literacy is emphasized by multimodal texts in Gerakan Literasi Sekolah (GLS) or the School Literacy Movement program, where its application in the 2013 curriculum and the independent curriculum encourages students to express themselves with various visual texts related to perceptions, social aspects, and technological issues to build the sustainable environment (Wiedarti et al., 2016; Kemendikbud, 2016). With the existing generation of students that have been referred to as Digital Natives, the impact of digital media has resulted in the wide dissemination of visual information. In

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1

accordance with Lewis (2001) who believed that "Their world is saturated with images, moving and still, alone and in all manner of hybrid combinations with text and sound. Competence with images is now a prerequisite of competence in life", students must develop their visual literacy skills in order to be able to interpret visual messages correctly. Therefore, visual literacy also needs to be developed in language learning activities, such as English.

The development of visual literacy in the 21st century English classrooms has started to shift the teaching strategies from print-based texts to digital-based text. Several researchers, (Lankshear and Nobel, 2011; Nichols and Johnston, 2020; and Higgs and Kim, 2021) argued that digital-based texts have greater implication than printed-based texts. They discovered that with the aid of learning visual literacy via digital text, students will have the capability to analyze and comprehend information in a variety of ways. Multimodal text plays an important role as a medium in visual literacy learning, since different modes such as aural, visual, gestural, spatial, and linguistic construct each other to generate meanings (Eksi & Yakisik, 2015 as stated in Nima, 2018). The learning of narrative texts becomes one of the English materials that combines many visual elements, especially images, fonts, and colors. Therefore, narrative learning offers an implicit or explicit ideological message about the various ways of being, becoming, and belonging where it plays an important role in the dissemination of learners to literacy practices that will help students become successful readers (Stephens, 1992, Mills and Exley, 2014).

Several studies have explored the teaching of English through visual literacy. Donaghy et al. (2014) found that by exposing students with interesting visuals and videos, they have better chances to develop their visual literacy in English skills through their personal use of digital devices. A study by Januarty and Nima (2018) found that visual literacy through digital texts, particularly visual images, can encourage students to read and comprehend the content more easily than literature that lacks visual imagery and can also enhance their creativity, interest, involvement, and productivity. Another study by

Cahyaningati and Lestari (2018) also found that visual literacy has proven significant in improving learner's reading comprehension through communicating the meaning of the texts in a variety of ways, including visual, audio, and motion.

Even though many teachers are enthusiastic users of digital tools, they are still hesitant to employ digital tools to teach literacy (Durriyah & Zuhdi, 2018). Yet, since visual elements in images are related to multimodality, it is also not easy to comprehend different modes separately because they have different meanings (Kress, 2001). This research investigates the use of images by exploring the teacher's way in utilizing visual images to teach visual literacy through narrative text.

1.2 Research Questions

The study is conducted to answer the issue that is the following questions:

a. How does the teacher utilize images to teach narrative text that support visual literacy?

1.3 Aims of the Study

Therefore, from the explanation above, the purpose of this study is to investigate the teacher's way in utilizing visual images to teach visual literacy, especially in teaching Narrative text. How the images are established, how students understand the visual elements, and what are students' response toward the utilization of visual images are going to be the points of the research purpose.

1.4 Scope of the Study

This study limits the area of the research by focusing to investigate the use of images by the teacher to teach visual literacy in narrative texts. The participants of this study included one English teacher in one class of grade VII Lower Secondary School. The students have been given questionnaire regarding their responses to the use of images and six students have been interviewed after

experiencing the learning. The results focus on how the teacher utilizes visual literacy and students' perception and understanding toward visual images.

1.5 Significance of the Study

The results of the study are expected to be significant in the following perspective:

Theoretically, the results of this study proposed to enrich the literature on how a teacher utilizes visual literacy in narrative text learning. The results are also expected to enhance students' ability to develop their critical thinking toward various modes of visual elements that can help them to understand reading text better and to widen the teachers' view on digital technology and visual images that is important in teaching literacy.

Practically, the study can be a reference for the teachers to develop an effective teaching process that can be understandable and enhance students' critical thinking in reading a text, especially in this era where people should visually literate with the development of digital technology that combines various kinds of visual elements.

1.6 Clarification of Terms

1.6.1 Information and Communication Technology (ICT)

Technology that consists of various hardware or software devices and media to collect, store, process, transmit, and present information in the form of voice, data, text, or images (Owusu-Ansah, 2013).

1.6.2 Gerakan Literasi Sekolah (GLK)

A program that involves school residents where the concept of literacy is included in teaching and learning (Wiedarti et al., 2016).

1.6.3 Visual Literacy

The ability to interpret, relate and understand information conveyed in visual or image form (Avgerinou & Ericson, 1997).

1.6.4 **Multimodal Text**

Refers to the integrated use of elements from a combination of different semiotic resources or multiple "modes" of communicating a message (e.g., language, image, sound, music) in text and communicative events (Kress, 2003).

1.7 **Organization of the Paper**

1.7.1 **CHAPTER I INTRODUCTION**

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1.7.2 **CHAPTER II LITERATURE REVIEW**

In this chapter, the theories that underlie the study are explained and elaborated including Literacy, Components of Information Literacy, Definition of Visual Literacy, The Importance of Visual Literacy, The Teaching of Visual Literacy, Visual Images Comprehension, Multimodality: Interpreting an Image, Narrative Learning, and Previous Study.

1.7.3 **CHAPTER III METHODOLOGY**

This chapter discusses the methodology that is used for this study including the research design, site and respondent for the study, the data collection, data analysis and the timeline of this study.

1.7.4 **CHAPTER IV FINDINGS AND DISCUSSIONS**

This chapter presents the research findings to answer the question of the study as well as discuss further how the findings obtained can be related to the theories proposed in Chapter II.

1.7.5 **CHAPTER V CONCLUSION AND SUGGESTIONS**

This chapter presents the conclusion of the study based on the findings and discussions explained previously. The implications and limitations that highlight the advantages and drawbacks of the study are also included in this chapter. Additionally, this chapter offers ideas for additional research.