# CHAPTER 1 INTRODUCTION

This chapter elaborates about the background of the research, reason for choosing the topic, research question, research objectives, research significance, research methodology, and definition of terminology.

# Background of thestudy

In our globalized and culturally various global, “communication is increasingly multimodal” (Christie, 2010, p.123), for this reason the importance of devoting interest inside the classroom to how semiotic sources other than verbal language wereused to create identities and to position humans socially, especially for the reality that the faculty plays – or at least ought to play – a vital function in people’s person, social, cultural and political improvement. Therefore, the writer agreeswiththequotewheretheroleofsemioticsisveryimportanttousesothatthe various signs can be solved properly. Through the semiotic approach we can examine in more detail about the communication conveyed, to devote interest in class to how semiotic sourcesother than verbal language are used to create identity and to position humans socially.

Hence, this new truth needs immediately movements from all and sundry, instructors and college students, with a view to broaden a better understanding of how verbal language and pictures construe representations of our enjoy and relationships between social actors as well as how those are introduced together in a textualmanifestation as a cultural construct (Bezerra, Nascimento & Heberle, 2010; Motta- Roth & Nascimento, 2010, p. 320). Thus the researcher hope to broaden a better understanding of how verbal language and images interpret our representationsofpleasureandtherelationshipsbetweensocialactorsandhowthey areintroducedtogether,becausecommunicationhasanimportantroleinthisworld. Communicationeven able to touch all aspects of life, man as social beings, can onlyliveand developandactingasahumanbyrelatingandcooperatingwithother human beings by meansofcommunication.

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It need to also be emphasized that the paintings with multimodal texts in the EFL classroom may be used to develop no longer simplest college students’ analyzingcompetencies,howeveradditionallytheirwriting,speakingandlistening competence,that may help consolidate a holistic technique to the coaching of the four skills (D’Andrea, 2010). Therefore, language is a communication tool by a group of people to communicate generate feelings and thoughts. semiotics and thought are related thatinfluence each other (reciprocal). In linguistic discourse, language given the meaning as a system of sound symbols that are meaningfuland articulation, which is used as a communication tool, while in a metaphoricalsense, the term language refers tovarious ways of communication or make contact (signs or other symbols). As for semiotics, studying the systems, the rules, that support the signs havemeaning.

Technological advances change people's learning styles. Therefore, previous expectationsofstudents'understandingandcompetencehavebeenreplacedbynew criteria of what they should be capable of (Pacific Policy Research Center, 2010). Multimodal analysis is a technique this is in accordance with the development of state-of-the-art lifestyles. Currently, many tools and technologies are multimodal. Multimodal means the usage of more than one tactics and multiple views. As an instance, whilst you touch the display of a device that has a touch screen feature, yourtouch might be answered to by the tool. The response may be in the shape of switching pages or being replied by voice. Your display show also mixes text, sound, and pictures. Whilst no longer all equipment have multimodal functions, maximum ofthe gear we use today have multimodal functions. Whilst multimodal technology is applied to help getting to know, students can have a multimodal experience. Multimodal revel in, primarily based on studies (Gunther Kress and Van Leeuwen, 2014) has led to higher learning exceptional than non-multimodal learners.Multimodality is the use of multiple modes (media) to create a single artifact, modes have verbal (spoken language and written language) and nonverbal (image, gesture, movement, eyecontact).

The use of technology has been proven to increase children's interest in learning because it has a more attractive appearance so that it will avoid boredom during lessons. As in Indonesia, most schools still do not use technology in education.Thefirstexampleoftheuseoftechnologyistheuseofapplicationssuch as WhatsApp, Google classroom as a communication tool between teachers and students and as a tool for collecting assignments. The second use of technology is internet facilities, theInternet plays an important role in the development of the world of education. The role of the internet is as a source of information and data, as well as a means to exchange data and information that is not limited by space andtime.Oneexampleofthebenefitsofinternetfacilitiesistoimprovethequality of teaching and learning interactions, because when a lesson is designed carefully and precisely, the benefitsof the internet for learning activities that can beobtained are the level (quality) of teaching and learning interactions will increase. The learning interactions referred to above include: between students, between educators and students, and between students and learning materials (enhance interactivity).

Teachers in particular must make various discoveries in learning. Learning tries to take advantage of existing technology using discovery from multimodal learning. Multimodal is used to strengthen lingual speech because it is more concrete anduseful for understanding a discourse. In addition, multimodalteachers play a role in achieving learning objectives. Therefore, teachers are expected to have good communication skills, both verbal (lingual speech) and non-verbal (multimodal). Multimodal teachers in informative acts, namely by providing different learning experiences by using technology such as using power point as a learning medium where the learning material will become more interesting, learning delivery will be more effective and efficient, and learning material delivered in a complete, concise, and fast manner through material pointers that may be illustrated so as to reduce student saturation in class. The use of WhatsApp and google Classroom applications as learning media.In the initial data collection, there searcher obtained data that the WhatsApp application is usually used to inform that thereare learning material sor assignment in Google Classroom. WhileGoogle

Classroomisusuallyusedastructuredself-assignmentandisassessedbyinvolving a collection deadline. With some of these learning media internet facilities are neededsothatthelearningprocesstakesplaceasexpected.Thustheteachercanbe used as a reference for designing learning that is able to foster student creativity in developing potential. In this case, the teacher can consider, choose, and use multimodalteaching.

Multimodallearningisessentiallyaprocess,method,actiontomakestudents and teachers learn by utilizing various text sources as learning media(Firmansyah, 2019).In utilizing these various sources, teachers and students gain knowledge about the wider world. Therefore the benefits of learning media for students are: it can increase students' motivation and interest in learning so that students can think and analyze thesubject matter given by the teacher well with a pleasant learning situation and students can understand the subject matter easily. One of them is the use of WhatsApp media whose main function, of course, is to establish online communication. However, WhatsApp can also be used as an effective learning medium, and Google Classroom As a learning application, Google Classroom allows educators to create special classrooms and share class codes for students to join. This free-to-access application also allows educators to provide assignments and materials without having to meetface-to-face.

Multimodal teaching has been widely researched in the context of EFL context. For instance, a study shown by Sakulprasertsri (2020) found that multimodalteachingenhancedstudents'languageskillsandhelpedthemapplytheir knowledge and skill in an authentic context. Based on several reviews that have explained the conclusions from the background of this study it can be concluded that multimodal helps to meet diversity, ensure inclusiveness that drives quality intellectual property and enables students to experience learning broad. With a multimodal approach, students can choose for themselves learning object, or representation that best fits preferences capital based on their dominant learning style. Therefore, it allows educators orteachers to meet the needs ofstudents

different in the language learning environment.So, the researcher examines the teachers' understanding of multimodal teaching in EFL context.

# ResearchQuestions

Based on the background and identification of the study, the researcher obviously wants to investigate teachers' understanding of multimodal teaching in EFL context. The problem that will be discussed in this study can be stated for the following reasons:

1. What is the teachers' understanding of multimodalteaching?
2. What mode does teachers' usually use when teaching in theclass?

# ResearchObjective

Based on the background and the research questions of the study, the researcherwantstoseemoreaboutteachers'understandingofmultimodalteaching in EFL context. The research objective in this are:

1. To investigate teacher understanding of multimodalteaching.
2. Toinvestigatewhatmodedoesteachersusuallyuseintheachingintheclass.

# ResearchMethodology

Theresearchattempttoknowteachers'understandingofMultimodalteaching inEFLcontext.Inthisstudytheresearchmethodusedqualitativeresearch,because this type of qualitative studies is that once researchers locate it tough to decide a selected hassle assertion or studies goal, because it's miles too hard to country the research problem and studies targets, qualitative research may be completed. This study uses a qualitative research design that adheres to the characteristics of phenomenology. This research will be conducted in junior and vocational high schoolsandjuniorhighschoolinGarutdistrict.Thisschoolwaschosenbecauseof things that fit into the criteria, such as teachers being able to apply multimodal teachinginthecontextofEFL.Therewillbe5Englishteacherswhowillbe

respondents to be given a questionnaire, then from these respondents there will be 3 teachers who will be interviewed related to this research.

# ResearchSignificance

The author hopes that this research can contribute to the teachers' understandingofmultimodalteachingintheEFLcontext.Ithastwomostimportant significance namely, Theoretical and Practicalsignificance:

# Theoreticalsignificance

Multimodality is a term used to consult the way humans speak the usage of unique modes on the equal time (Kress and van Leeuwen, 2010), which can be describedas“usingseveralsemioticmodesinproductlayout,orsemioticactivities simultaneously,andinapositivemanner.thosemodesareblendedto—giveaboost to, complement, or be in a selected order” (Kress and van Leeuwen, 2010). Multimodality also can be said as "a technical time period that aims to expose that the meaning we've completed thus far makes use of various semiotics" (Iedema, 2013). In the meantime, (Chen, 2010) defines multimodality as "knowledge how verbal and visual semiotic sources can be used to realize the kinds and levels of dialogic engagement, dialogic involvement in a textbook". In the context of text evaluation, multimodality consistent with the researcher can be understood as an 'analyticsystem'thatmixesthegearandstepsoflinguisticanalysissuchassystemic useful linguistics (SFL), or functional Grammar, with analytical tools to recognize images, if the textual content being analyzed makes use of two fashion, verbal and image.

# Practicalsignificance

This section describes a practical significant teachers' understanding of multimodal teaching in EFL context which consists of benefits for students, for teachers, and other researchers.

* 1. ForStudent

The effect of this research can be used as a reference through the use of multimodality mode can help to meet diversity, ensure inclusiveness that

encourages intellectual quality and allows students to experience a broad learning experience. This research can also be a motivation in fostering student enthusiasm for learning.

* 1. ForTeachers

The results of this examination can help teachers to understand more about multimodal teaching in the EFL context and what modes are used in text learning.

* 1. OtherResearcher

Provide additional data for other researchers who wish to conduct similar research in this area, and this research will foster knowledge about the teachers' understanding of multimodal teaching in the EFL context.

# Definition ofTerminology

This chapter contains the definition of terminology based on the title and background described previously, this research has three keywords that will often appear and are used in this research, namely multimodality, teaching, and EFL context.

1. Multimodality is the rules and principles of analysis that help readers understand things such as the placement of elements in the image, frame, salience, color saturation, and the overall appearance of the image” (Liu, 2013).Therefore,Multimodalplaysanimportantroleintheongoinglearning process which is able to improve the quality of the teaching process and increase studentproductivity.
2. Mode is teaching style which is the main factor that ensures the success of the teaching and learning process (Artvinli, 2010). Use of multiple modes In learning, or semiotic events concurrently, and in some way these modes are combined to reinforce, complement, or be in order certain (Kress and van Leeuwen, 2010). Mode in this study is non-verbal media such as image, gesture, movement and eyecontact.
3. Teaching is purposeful and purposeful activities in which the teacher shares information with students to enable them to complete a task that could not have been completed on their own before, (Mahani Razali, 2020). Teaching is a combination of two activities, namely teaching activities and learning activities. Teaching activities involve the role of a teacher in the context of seeking to create a harmonious communication network between teaching itself andlearning.
4. EFL stands for 'English as a Foreign Language'. This program helpsstudents overtheageof16toimprovetheirEnglishlanguageskills.Nowadays,many people think of English as an important part of their lives for variousreasons such as keeping up with the times, love, education, and learning new skills. Therefore, the EFL context can help students improve their English writing and speaking skills by packaging their instructions with the most useful information, presenting it in a very interesting way, even though learning English as a Foreign Language faces a different phase in the ongoing 21st century as it presents several challenges that society must master to succeed. Mastery of information, communication, and technology (ICT) is one of the things that must be equipped because of its rapid development (Wahyudi, 2020). They provide knowledge through various lessons to develop the four basic language skills of listening, speaking, reading and writing ofstudents.

According to (Reitz, 2012) the function of states that keyword is one word or phrases that stand out (significant) on title, subject heading, body note, abstract or the text of a listing in the catalog online and bibliographic databases, which can be usedasatermsearchinfreesearchforfindalllistingsthatloadthekeyword.Thus Keywords are important words/concepts found in a research question or thesis, which are used for a quick way to extract keywords from a researchstatement.