

## CHAPTER I

### INTRODUCTION

This chapter presents the background of the study, research questions, objective of study, significance of study, and definition of key terms.

#### **A. Background Of Study**

One of several factors in teaching English is the book used or also known as textbook. The use of text book in English classroom is really important in achieving the goal of teaching and learning. Now formal institution enhances the acquisition of the target language and stimulates the learners to achieve higher level of proficiency. Beside English as foreign language in Indonesia has a major position in Indonesian educational system. It is one of the compulsory subjects studied in junior and senior high school in Indonesian curriculum. The large numbers of public and private university, realize the demand of producing graduates mastering English. That is why English is included as one of the subject taken in early semester of the study. Moreover, now there is a preference to teach English at Elementary Schools even in kindergartens (Cahyaning Fristiara, 2017, p. 279). Allah said in Surah An Nahl verse 89 as follows:

وَنَزَّلْنَا عَلَيْكَ الْكِتَابَ تِبْيَانًا لِّكُلِّ شَيْءٍ وَهُدًى وَرَحْمَةً وَبُشْرَىٰ لِلْمُسْلِمِينَ

Based on the verse above book is crucial thing for all people as a guidance as well as the textbook has an important role in teaching and learning activities. Textbook acts as the dominant teaching material or instructional media during teaching and learning activities.

The effectiveness of teaching and learning are depending on learners“

perceptions of the learning process and their belief on themselves as language learners. Asserting successful language teaching must start from the learners rather than the teachers so language learners must aware that they are the most important element in the learning process. However, students as the object in teaching and learning process needs high attention and treatment by the teacher to keep the balance of teaching and learning process in order to stimulate the effectiveness and efficiency of the learners (Harris, 1997, p. 189).

Teaching and learning can be defined as the process when a teacher transfers the knowledge to the student. Transferring knowledge means that the teachers give the material information with the used of technique and media. One of the famous technique is multimodality discourse which is *a 'procedure of analysis' to use to analyze texts which use more than one semiotic mode, particularly that use verbal and images at the same time or refers to the combination of various communicative modes (sound, images such as graphs or pictures, video, written text, transcribed speech, etc.) within one text* (Mari Carmen Campoy Cubillo & Miguel F. Ruiz Garrido, 2010, p. 398). The challenges faced by linguistic researcher and English teacher, in the field of Language teaching is the need to conduct theoretical research on both the multimodal texts into the design of pedagogical (Cahyaning Fristiara, 2017).

Multimodality according to Ideema (2003) in Cahyaning Fristiara, 2017 does not priori privilege language over images but shows how the two are heavily dependent on the other in meaning making. Meaning making gives the teacher and student some interpretation and understanding about the material. For addition,

multimodality treats the meanings of text as a potential rather than as fixed since meaning lies not so much individually in language or visuals but through their membership of a code which is “visual grammar” which gives the poster the potential to mean. Multimodal discourse approach adopts the view that diverse semiotic modes (e.g. language, images, music, sound, animation, and so on) are combined together to multiply the meaning in multimodal texts or communicative events (Zhang et al., 2016, p. 190). However, the use of picture in English teaching and learning not only make the interpretation of meaning but also make the interpretation of the meaning of the purpose of learning.

The picture in EYL’s textbook is made by systemic functional linguistic which is relevant to the analysis of textbook itself that offers a descriptive and interpretative framework for explaining language and visual semiotics as strategic meaning making resources in the picture. How language has developed in response to three kinds of social-functional “needs” which he calls meta-functions namely ideational, interpersonal and textual which work simultaneously in a piece of text. Accordingly, the text can make other definition from the other learner and enhance in the decision of meaning making.

Multimodal approach which informs this study is built on the work of Halliday (1978, p. 192) who argued that the grammar of a language is not a code, not a set of rules for producing correct sentences but a resource for making meanings. Extends the idea of grammar of semiotic modes such as, visuals and goes on to define semiotic resources as the actions and artifacts used in communication (Bezemer & Jewitt, 2009, p. 167) .

Learning is a factor that naturally appears from within of people and influenced by surroundings environment based on the character and behavior of each individual. Learning generally defined as relatively permanent changes in behavior, skills, knowledge, or attitudes resulting from identifiable psychological or social experiences (Seifert & Sutton, 2009, p. 588). There are a lot of studies conducted in different countries, different skill and different characteristics of student. However, teaching to young learners in Indonesia has essential requirements (Mustafa, 2010, p. 899).

Based on the explanation above, the researcher focuses in the quality of text book especially in chapter four entitled action what are they doing for young learner to gain some aspects in the text book for appropriate picture with characteristic of EYL in terms of multimodality in order to maintain students' interest, to evolve more meaningful picture, and to increase students' ability in remembering the lesson based on the real context. The researcher chooses chapter four because the chapter provides complete picture including visual and graphic

Accordingly, the result of this research is to find out the values in the the textbook based on the appropriateness to characteristic of EYL in terms of multimodality and to know the implications for textbook development.

### **B. Research Questions**

1. What are the values in the textbook based on the appropriateness to characteristic of EYL in terms of multimodality?
2. What are the implications for textbook development?

### **C. Research Objective**

The purpose of this study is :

1. To find out the values in the textbook based on the appropriateness to characteristic of EYL in terms of multimodality.
2. To know the implications for textbook development.

#### **D. Significance of Study**

##### **1. Theoretical**

- a) The finding of this research gives the aspect in the appropriate picture with characteristic of EYL in terms of multimodality.
- b) The finding of this research is expected to be a source for the next researcher who want to conduct a research in the same field, hopefully this research could give a good information and reference for the future research.

##### **2. Practical**

- a) For the students

This research is considering be benefit for the students to maintain the interest, to evolve more meaningful picture, and to increase students' ability in remembering the lesson based on the real context.

- b) For the teacher

It can make this research as orientation in addition to teach English for young learners well.

#### **E. Definition of Key Terms**

In order to avoid misunderstanding, the key terms used in this study are defined

as follows :

1. Young learners are elementary school students from the ages of six to twelve years old.
2. Text book provides novice teachers with guidance in course and activity design; it assures a measure of structure, consistency, and logical progression in a class. Accordingly, some pictures in the text book greatly affect the understanding of students.
3. Multimodal discourse adopts the view that diverse semiotic modes (e.g. language, images, music, sound, animation, and so on) are combined together to multiply the meaning in multimodal texts or communicative events.