

CHAPTER I INTRODUCTION

A. Background of Study

Listening is the basic skill toward beginners who wants to learn about new language. Listening is how the listeners can get the messages and mean from the speaker, learners accept new words from what they hear. Receptive capacity affects production capacity. If they can listen carefully; as a result, they will understand and even become proficient in productive skills i.e. speaking and writing Hendrawati (2019).

Furthermore, Teaching listening isn't really considered a skill that need a lot of attention to teach because listening is same important as speaking. This hypothesis includes superficially because it is believed that hearing could be developed with speaking. However, that the listening getting more often actively and effectively in language classroom (2005)

Listening instruction through a combination of verbal and non-verbal modalities is becoming more and more popular in teaching with multimedia. Teachers have to employ more than one mode with the help of digital technologies. Thus has potential in improving student's comprehension. Discourse, design, manufacturing, and distribution are four separate layers of communication that generate meaning. According to Kress and Leeuwen (2001, p.56) discussed how multimodality (the use of language, visuals, and sound in the same discourse) works.

Furthermore, each medium has its own set of meaning possibilities and constraints, according to the author. Not everything that can be expressed in words can also be expressed in graphics.

According to Iedema (2003, Pp. 29-57) “multimodality is a procedure for assessing an image and a text at the same time in order to determine meaning”. Chen in (2016, p.44) states that “encompasses both verbal and visual aspects in semiotic resources that can be used to determine the type and level of dialogic participation”. Furthermore, according to Iedema (2003, p.37), “multimodality is a technical term that refers to the use of several semiotic to show the meaning that we have achieved thus far”. In addition multimodality blends visual and linguistic aspects to strengthen, complement, and express the meaning of an image or text.

Nowdays, teachers need to use multimedia such as movies, images, website or etc to build new environment of learning English. Multimedia like movies are better suited to developing a real context or situation than pages of a textbook. This is because language is not only about word elements and grammatical paradigms, but also about verbal and nonverbal behaviors and the context that words are spoken. Based on this study, the researchers focused on multimodal modalities. How does this affect students' listening comprehension?.

Unfortunately, for some students, even just in class, listening isn't enough. Therefore, they exercise learning autonomy and find a way of

speaking that suits them. Even students are responsible for all decisions. Teachers are also involved and they need to develop an understanding and knowledge of learner autonomy as teachers act as scaffolding (2016).

This is one of previous study that took multimodality as their subject from UIN SUNAN AMPEL Surabaya written by Nikmatun Jazilah (2020). Untitled “Multimodal analysis of Indonesian ELT teaching videos”. The aims of this research was to analyze the multimodality in Indonesian EL Teaching videos and the function of the combination of some modes in expressing the meaning for English teaching and learning in Indonesian EFL context. Using content analysis, this research collected and analyzed the possible existence modes of multimodality with the three metafunctions of ideational metafunction, interpersonal metafunction, and textual metafunction.

In listening, the students is trying to listen in order to identify and understand what the speaker said. It is pedadogical for the teachers to help their students become effective listeners (1998). Snell (1999) states that “the main problem for EFL teachers in traditional classroom is dealing with passive class where the students being unresponsive and avoid interaction with the teacher”. To maintains this problem, developing such an interactive way to teach listening is recommended. In gaining benefit of the lessons students has to hear carefully to the lesson, otherwise they will

not get the gist of the lessons. Allah SWT says in Al-Qur'an :

شَهِيدٌ وَهُوَ السَّمْعَ أَلْقَىٰ أَوْ قَلْبٌ لَهُ كَانَ لِمَنْ لَذِكْرِيٰ ذَٰلِكَ فِي إِنْ

Abu Qutaibah explain "That is, he listens to the Book of Allah with a heart that is concentrated and understanding, not negligent and not negligent. This verse hints at things that can block the influence of the Qur'an, namely a heart that is negligent and does not understand the words addressed to him. This kind of heart does not appreciate and contemplate what is said." (Tafsir Gharibul Qur'an p. 315)

Researcher took this problem, because teaching listening by multimodality used be popular in this era, due to the infomatical technology. Teaching listening using multimodality could helps students comprehension in listening.

Researcher took English Banua as subject of research, because learning method of this course is different than general school and they made the modul made by their own. Its referenced from Kampung Inggris,Pare,Kediri,Jawa Timur. English Banua also accentuate practice from speech,conversation and pronunciation etc.

In this research, the researcher limits the topic about implementation of multimodal analysis in teaching listening and analyze

whether the use of audio and visual modes helps students in developing their listening skill

Based on the descriptions and the statements above, the researcher would like to know and is interest in conducting research, and the title of this research is **“THE ANALYSIS OF USING MULTIMODALITY IN TEACHING LISTENING MATERIALS FOR EFL STUDENTS IN ENGLISH BANUA COURSE”**.

B. Research Question

The research questions are determined as follows:

1. What modes of multimodality that used in teaching listening materials in English Banua Course?
2. How the Teacher responses of using multimodality in listening materials.

C. Objectives of Study

1. To the modes of multimodality that used in teaching listening in English Banua.
2. To find out teacher responses in listening materials using multimodality.

D. Research Significance

The findings of this research is expected to have advantages, such as:

1. For the teacher

It can make this research as orientation in addition to teach listening more creative to develop students comprehension.

2. For the next researcher

It can make this research as sample thesis, if they want to research about this problem

E. Definition of Key Terms

In order to avoid the misunderstanding during exploring the content of this research, the researcher needs to explain several key terms, thus are :

1. Listening is the basic skill that beginners must learn. This is a basic skill, by meaning language learners could accept new words from what they hear. Receptive capacity affects production capacity. If they are good listeners; as a result, they will understand and even become proficient in productive skills i.e. speaking and writing.
2. Multimodality is a way to assessing an image and a text at the same time in order to determine meaning. According to Chen(2016) that encompasses both verbal and visual aspects in semiotic resources that can be used to determine the type and level of dialogic participation. The modes that used in this course was : Linguistic, Audio, Visual and Gestural. This research focused on these modes, because that applied in the teaching listening in English Banua.

