

# CHAPTER I

## INTRODUCTION

### A. Background of Study

English is one of the most important and widely used languages in the world in a variety of social, academic, and professional contexts. In today's era of globalization, being able to communicate well in English is essential. In addition, advances in information and communication technology (ICT) have changed the way people learn and interact with each other. The biggest difficulty for English language learners is limited language and literacy skills (Zhou & Zhang 2014). Therefore in learning English, learning must be effectively carried out. Teachers can use teaching aids to attract students' attention.

The most crucial element for the successful operation of the teaching and learning process is, of course, the English learning strategy. As a result, choosing the most effective learning strategy is crucial. A good teaching strategy may address any student's comprehension gaps in any English subject. Additionally, pupils will be understood more quickly, which will shorten the time it takes for them to master the language. It requires effort to decide which English learning strategy is best. As a result, the approach must also be modified to fit the pupils' skill level.

In recent years, the use of multimodal texts in English language teaching has increased. Unlike the operational dimension of literacy (Green, 1988), which focuses primarily on reading and comprehending printed texts, new

literacy encompasses multimodal texts such as images, sound, and other various communication modalities (Kress 2010). Bateman et al. (2017) explain that multimodality is an approach to describing communication situations as a whole, utilizing a mix of different types of communication to make message delivery more effective. Their findings show that in teaching, people often combine different modes of communication simultaneously to convey information. The use of multimodal texts can help students understand a wider communicative context, improve their language skills, and increase their desire to learn.

Previous studies have shown that the use of multimodal texts in English teaching can encourage creativity, increase students' understanding of the material, and improve information retention. Kress and Van Leeuwen (2001), in their research on visual and multimodal languages, emphasize how images, layout and other visual elements can provide context and additional information in communication.

The emergence of multimodal text is the result of the development of communication and information technology that has occurred in recent years. And confirmed in the Qur'an surah Al- Baqarah verse 31:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾

صَادِقِينَ ﴿٣١﴾

The verse above explains how Allah SWT taught prophet Adam a.s about the names of all things and all creatures. So this verse is related to multimodal text which is very developed lately.

The teacher and students can become more creative when using multimodal text in their learning activities. Using a multimodal text approach to teaching will help the teacher with both digital and non-digital activities as well as visual and non-visual learning in general.

Considering the great potential of multimodal texts in English language teaching, a case study would be an effective approach to investigate the impact of implementing multimodal texts in English language teaching and learning. This case study will allow the researcher to find out more about students' and teachers' experiences with the use of multimodal texts as well as to evaluate whether this approach can be effectively applied in various educational settings.

Based on previous research conducted by (Ikasari et al., 2019) which examined the use of multimodal text in English classes for deaf students. The findings show that multimodal texts built with various modes can make it easier for teachers to help students with special needs perform better in the field of reading comprehension. Other studies also discuss the use of multimodal texts such as those conducted by (Kummin et al., 2020) in their research discussing the use of multimodal texts in teaching English oral skills. However, most studies only focus on students with special needs or students for whom English is their second language. However, what can distinguish this research from previous studies is that this research focuses on the techniques and tools used by English teachers in English learning activities to improve student achievement in learning English where English

is their foreign language. The utilization of multimodal texts is a crucial element in facilitating the teaching of English by educators.

Based on the explanation above, the researcher is encouraged to conduct research as outlined in the form of a thesis with the title **“Using Multimodal Text in Teaching English: A Case Study.”**

The aim of this research is to examine how the instruction of English through multimodal texts has an impact on students' learning. Multimodal texts incorporate numerous modes, including print, picture, image, sound, and movement. While digital texts are more prevalent, books like story books, informative texts, YouTube, google document, google form, WhatsApp and graphic texts can also be multimodal text.

## **B. Definition of Key Terms**

To promote clarity and accuracy when addressing the concepts outlined in this title and to reduce the risk of misunderstanding the research, researcher will define the terms employed. This approach aims to foster a shared understanding among readers and ensure the intended meanings of these terms are clearly conveyed.

### **1. Multimodal Text**

Multimodal text refers to the use of multiple modalities in representation and communication processes. It is assumed that individuals often combine different modalities, such as text and images, video and script, music and lyrics, gesture and sign, to create meaning. Multimodal text

in this research focuses on the media used by teacher such as Book, YouTube, Website, or WhatsApp and others in teaching English.

## 2. Teaching English

Teaching English is the process of instructing others in the English language, whether as a first language (L1) or as a second or foreign language (L2/EFL). This process encompasses various aspects, such as: Grammar, Vocabulary, Speaking, Listening, and Reading. Given that each meeting has a different topic and the methods used in teaching vary depending on the learning objectives and the needs of the students, teachers must adjust the way they teach English. Teaching English in this research aims to find out how teacher's use multimodal texts in the learning process of English subjects to suit the learning needs of students in Class XI, Advanced Level 3.

## 3. EFL (English Foreign Language)

EFL (English as a Foreign Language) is the teaching and learning of English in countries where English is not the first language. Contrary to ESL (English as a Second Language) learned in English-speaking countries, EFL is taught more commonly in environments where students have fewer opportunities to use English in day-to-day life. Thus, EFL teaching method basically revolves around structured learning, consisting of grammar, vocabulary, reading, writing, listening and speaking through classroom drills. EFL in this research is a

participant where teacher and students are non-native English speakers but English as foreign language that teacher teach and students learn.

#### 4. Case Study

A case study is a qualitative research approach of intensive investigation of one or more specific cases typically with the purpose to know an event or a situation in detailed depth. In this research, the researcher chose the case study as a study method for carrying out the research because it is ascertained to the phenomenon of study.

### **C. Research Questions**

Based on the research background above, the researcher formulate the research problem as follows:

1. How does the teacher use multimodal texts in English language teaching?
2. Are there any challenges or limitations that teachers have in using multimodal texts in the English classroom?

### **D. Objectives of Study**

Based on the research question above, the research objectives of the research are follows:

1. To find out the use of Multimodal texts in teaching English by teacher.
2. To find out any challenges or limitations that teachers have in using Multimodal texts in the English classroom.

## **E. Significance of Study**

Based on the research objectives to be achieved, the researcher hopes that this research can make a meaningful contribution to the world of education, especially for teachers in developing more effective learning strategies through the use of multimodal texts in teaching English. In addition, this research is also expected to be a useful reference for other researcher who are interested in further exploring the role and effectiveness of multimodal texts in improving learners' English language comprehension and skills.

### **1. For EFL Teacher**

This research aims to show English language teachers, especially EFL teachers who use multimodal texts in teaching English, how the use of multimodal texts can be an interesting alternative to use when teaching English and what challenges are faced in using multimodal texts in teaching English to EFL students.

### **2. For EFL Students**

This research is expected to be useful for students, especially EFL students to apply in order to create learning activities that can encourage their desire to learn English with the use of multimodal texts.

### **3. For Future Researchers**

This research is expected to produce data, models, or references that can be further developed in future studies that are also related to the use of multimodal texts in teaching English.