

CHAPTER I

INTRODUCTION

A. Background of Study

The lecture should implement a Multimodal Approach to support the needs of the students. Jewitt (2006) described modalities as various modes of expression-aural, visual, gestural, spatial, and linguistic, as cited in Freyn (2017, p. 81). In a modern landscape, these distinct modalities came together in ways that transformed the written texts, pictures, or sound. This combination encouraged imagination, created meaning, and could enhance the educational environment. Multimodality offered a variety of tools and alternatives through technology-induced experiences that challenged the traditional ways of communicating and teaching. Using multiple modes, multimodal could also be described as teaching, along with: 1) pictures, 2) illustration, 3) audio, 4) speech, 5) writing and printing, 6) music, 7) motion, 8) gestures, 9) facial expressions, 10) colors, and several others.

Relying on their learning style, each student was different. The style of learning was characterized as a range of cognitive, emotional, characteristics, and psychological variables that served as a remarkably constant predictor of how learners interpreted, communicated, and reacted to the learning environment (Keefe, 1979 as cited in LOH, Raymond, TEO, & Choon 2017, p. 196). Perceptual learning styles involved learners who learned through visual,

auditory, read/write, interact, and kinesthetic processing. The style of visual learners was that embraced learning by sight, including the use of PowerPoint and video. Students preferred hearing sound for auditory learners, along with lecture speaking as well as using audio recording. Kinesthetic learners had a "do-it-yourself" style of learning by trial and error and on-the-job learning typically referred to skill-based learning enhancement (Wen, 2011 as cited in LOH et al., 2017, p. 196). Lecture had better not use a single method, approach, or technique, related to teaching English. Those activities could be done using several modes, such as linguistic mode, visual mode, aural mode, spatial mode, and gestural mode that could be combined each other. Hence the reason there was a Multimodal Approach.

Frey (2017) demonstrated the importance of multimodal methods in previous research. Frey's study tested to the application of Multimodal Approach in Poetry in an ESL/EFL University classroom in Ecuador towards the students' attitude as the purpose. The result showed that their attitude was significantly different. Due to the implementation of Multimodal Approach in Poetry class would improve the students' attitude, they enjoyed to learn English.

The other research conducted in 2017 was by Frey, & Gross (2017) about An Empirical Study of Ecuadorian University EFL Learners' Comprehension of English Idioms Using a Multimodal Teaching Approach. The present study investigated the effect of using a Multimodal Teaching

Approach towards teaching English idioms to Ecuadorian EFL students. The study provided pedagogical suggestions on using a Multimodal Approach to teach English idioms. This study aimed at investigating Ecuadorian University students' comprehension of English idioms using a Multimodal Teaching Approach in English language class. There were 4 English classes in total, with two as experimental groups and two as control groups. The results from the study indicated that the group who received the Multimodal Teaching Approach scored significantly higher on the idioms quiz than the group that received a traditional teaching approach.

In parallel, Pan & Zhang (2020) could well conduct research on the other class in 2020 about An Empirical Study of Application of Multimodal Approach to Teaching Reading in EFL in Senior High School. The present study was intended to apply Multimodal Approach to reading teaching in EFL in senior high school and tried to find out whether the Multimodal Teaching could motivate students' participation in English reading class, improve their reading proficiency, and get to know students' attitude towards Multimodal Approach. The authors reached the following conclusions: 1) Application of Multimodal Teaching Approach to English reading teaching could improve students' English reading proficiency; 2) Application of Multimodal Teaching Approach could stimulate students' participation in English reading; 3) Students took a positive attitude towards Multimodal Teaching Approach.

The command to listen was the most valuable command to expose the truth, particularly when recited to him about Al-Qur'an. As directed in Surah Al-A'raf (7): 204.

وَإِذَا قُرِئَ الْقُرْآنُ فَاسْتَمِعُوا لَهُ وَأَنْصِتُوا لَعَلَّكُمْ تُرْحَمُونَ ٢٠٤

Al-Qur'an, as a formulation of great material, created the sense that when dealing with the presentation of reality, it was appropriate for someone to place their listening ability first as a kind of appreciation and gratitude for it. A way to get even more information was through listening skills. Listening skills provided someone with an opportunity to consider and focus on principles and to express the significance of the message.

Listening was required in learning English and could not be removed from teaching and learning English. As a lecturer, it was indicated that by developing some approaches to ensure a good environment in the class using a Multimodal Approach, it helped students to enhance their listening ability. The lesson should instruct students who were eager to learn more about listening. Over this, students were supposed to embrace the study and strengthen their skills to listen.

This research had significant advantages for specific audiences: 1) The next researchers, to serve as supplementary information that had similar topic related to Multimodal Approach in Listening Class; 2) The learners, to be beneficial to change their attitude towards Listening; and 3) The lectures,

could be a model and provided guidance for teaching Listening using Multimodal Approach in the future by adopting Multimodal Approach.

The purpose of this study was to figure out how many types of Multimodal Approach due the lecture implementation in Listening II class. The examination of types of Multimodal Approach was important to this study because it was expected to identify factors contributing in the application of Multimodal Approach in listening class. The second purpose of this study was to find out the students' attitude towards Multimodal Approach.

The student's attitude was defined as their responses in accepting or rejecting something. It was divided into positive attitude (good vibes that were enjoyable to experience) and negative attitude (bad vibes that should be avoided). In order to discover their ideas for implementing the Multimodal Approach, the researcher used observation, interview, and documentary.

Based on problem discussed previously, the researcher conducted a research of the Implementation of Multimodal Approach in Listening II class 2021 of English Education Department. This study figured out how many types of Multimodal Approach due the lecture implementation in Listening II class and found out the students' attitude towards Multimodal Approach in Listening II class.

B. Research Question

Based on to the gap in the background, the research questions that were discussed as follows:

- 1) How many types of Multimodal Approach due the lecture implementation in Listening II class?
- 2) How are the students' attitude towards Multimodal Approach in Listening II class?

C. Objective of Study

Specifically, the objectives of this study as follows:

1. To figure out how many types of Multimodal Approach due the lecture implementation in Listening II class.
2. To find out the students' attitude towards Multimodal Approach in Listening II class.

D. Significance of Study

1. Theoretical

- a. The result of this research could be a model for teaching Listening using Multimodal Approach.
- b. The result of this research was expected to serve as supplementary information for the next researcher that had similar topic related to Multimodal Approach in Listening class.

2. Practical

- a. This research was believed to be beneficial for the learners to change their attitude towards Listening.
- b. This research could provide guidance for teaching Listening in the future by adopting Multimodal Approach.

E. Definition of Key Terms

1. Listening II Class

In this study, Listening II class referred to the specific subject as the main sample in which the students did activities that needed audio or sound to be listened to. Listening II class 2021 was an online class in UIN Antasari Banjarmasin's English Education Department Academic Year 2020. The topics were about TOEFL and IELTS.

2. Multimodal Approach

Multimodal Approach in this study referred to a number of modes that were combined and implemented by the lecture in Listening II class in order to support one skill to the other skill. In this case, it could be described as teaching along with 1) Words that were written/spoken (Linguistic mode), 2) Images and characters (Visual mode), 3) Sound (Aural mode), 4) A brochure/infographic (Spatial mode), and 5) Facial expression, hand gestures, body language, and contact between individuals (Gestural mode).

3. Attitude

Attitude referred to the way students thought and felt about the Multimodal Approach and the way they involved themselves in the process

of learning through Multimodal Approach in Listening II class. It included three structures, such as affect (emotions/feelings of the students), judgment (of people), and appreciation (of things). Those showed the students' responses between positive (good vibes) and negative (bad vibes) responses.

4. English Education Department Students

It referred to the students as the participants of this study. They were second semester students, Academic Year 2020, while English Education Department is one of a major of Tarbiyah and Teacher Training Faculty of Antasari State Islamic University Banjarmasin.