

CHAPTER I

INTRODUCTION

A. Background of Study

Video is the one of effective media in teaching and learning English language among several kinds of media in teaching and learning. Based on Jewitt (2013, p. 250) In this world of learning and teaching there are various resources and form which are able to combining the meaning of any language e.g. (sound, music, images, gesture, body posture, and speech) by using video in teaching English, a student can see paralinguistic behaviour, how facial expression matches intonation and also the gesture in video. Thus, listening can be more meaningful if a student can see how language was apply in actual situation. Otherwise, a student have to see how language actually spoken by the speaker. Therefore, a student can study the language using both visual and audio inputs. The video that the researcher means is English video learning to investigate the research, because in the video has several aspects of multimodality that should be analyzed and understood in teaching and learning listening skill.

The school that applied video in their teaching and learning listening skill is AL-Azhar 48 Islamic Junior High School Samarinda, this school is a semi-Islamic boarding school. A school that prioritizes habituation to etiquette and morals. At this school, the students are accustomed to be kind to the Qur'an so that they produce a quality *Robbani* generation. Al-Azhar 48 Islamic Junior High

School Samarinda is also part of a group of schools under the auspices of Al-Azhar Jakarta Islamic Boarding School established on April 7, 1952 where BUYA HAMKA was one of the figures who raised him. Currently, 171 Al-Azhar Schools have been established spread across cities in 17 provinces of Indonesia to realize the symbols of quality Islamic education in the country. The curriculum used by AL-Azhar 48 Samarinda Islamic Junior High School applies three types of curriculum in the learning process. The curriculum used includes; The National Curriculum of the Ministry of Education and Culture, the Muslim Personal Development Curriculum or (KP2M) Al-Azhar, which is an imtaq curriculum, and the Cambridge International Curriculum. The teaching and learning process is carried out with a student-centered learning approach. Learning with fun and collaboration through the use of information and communication technology. From some of the explanations above, it can be seen that the researcher raised the title of research because the school uses the Cambridge International curriculum, which in this curriculum uses the English Mind Cambridge learning book, which is included in the application of this book DVD as Support for the learning material, but from several explanation by the resource, the DVD application is still not optimal. Therefore, the researchers want to find out more about how the multimodality contained in English video learning videos helps in learning at Islamic Junior High School AL-Azhar 48 Samarinda.

The Islamic Junior High School AL-Azhar 48 Samarinda, has been applied video in teaching and learning process in various visual (e.g animation). When the

teacher applies video by various semiotic system, a student can be easier to understand every material were used by the teacher. The audio and visual elements of video also helped the teacher to teach their students because it has a meaning as a media that contains with principle, concept, procedures, and theories of knowledge application to help in understanding material.

Al- Qur'an mentions audio and visual as media in teaching and learning. In this era video can make a combination between audio and visual in one learning platform. Because audio is a media that can only be heard in the form of voice with various means transmitting voice both voice of human or sound of animation (Ramli, 2015, p. 137).

Al- Qur'an has been mentioned audio in surah *Al- Alaq* verse 1;

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝١

In the verse 1 of *Al – Alaq* above, Allah has indicated that using another word “recite “in the use of audio media is to explain (the origin of the verb "clear"), this course because when recite, reading or telling some material it will show a voice or sound, therefore it can be understood what the content is conveyed (Ramli, 2015, p. 138).

While visual is a set of message delivery tools in learning that can be captured through the senses of sight without the sound of the tool (Ramli, 2015, p. 139). Al- Qur'an has been mentioned visual in Surah *Al- Baqarah* verse 31;

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

In the verse 31 of *Al – Baqarah* above, Allah has taught Prophet Adam a.s. the names of all things that are on earth, Then Allah commanded the angels to name them, which the angels did not know. The objects mentioned by Prophet Adam a.s. ordered by Allah swt. It means, Allah has given a description of its “shape”. The existence of a "picture of shape" is used to indicate the use of visual media in learning.

In order to be accepted and understood combination between audio and visual, several semiotic systems contribute the audio and visual in listening skill of student learning process there are; gestural and spatial elements (Kress et al,2001, p. 79). The collaboration of words and pictures provide more information were make brain process its working memory. The use of several semiotic system such us words and pictures are called by Multimodality, if the multimodality applied in classroom environment, student can negotiate the meaning of the language by interesting media and authentic material from video.

There are some interesting media that include both semiotic mode in teaching and learning English (e.g. film clips on video, DVD or online watch while listen) (Winiharti & Herlina, 2017 p.182). In completed explaining above several Multimodal Semiotic system can describe as these aspect; 1) Linguistic: Vocabulary, generic structure, andthe grammar of the oral and written language

2) Visual: color, vectors and viewpoints in still and moving images, 3) Audio: volume, pitch, and rhythm of music and sound effects, 4) Gestural: movement, body language, speed, and stillness in facial expression, 5) Spatial: proximity, position of layout, direction, and organization of object in space (Apriliyanti, 2017, p. 90). All the elements above the researcher has been analyzed every video was used by the teacher in Junior High School AL-Azhar 48 Samarinda.

Furthermore, multimodality makes the better result in teaching listening because in listening process there are collaborating verbal and non-verbal modes become a famous thing in the modern world of multimedia. With the help of digital technology, teachers are expected to be able to use more than one mode. It could bring more advantages to learners' comprehension. Categorized four different levels of communication that contribute meaning: discourse, design, production, and distribution. They explained their concepts of multimodality (language, images, and sound can be used for the same discourse). Furthermore, explained that each medium has its own possibilities and limitations of meaning.

Applying these views in language teaching, teachers are required to be well-understood that the use of more than one mode in language teaching could be so useful for the students in analyzing the meaning of the message sent. Mode is used based on purpose. Referring to the theory to apply multimodality analysis in teaching listening, the teacher should ensure that the learners' visual mode should aid them in comprehending the meaning of the verbal mode they listen. (Yusnimar, Surbakti, & Isa, 2019, p. 1).

Several studies investigating the problem of using different input modes has concluded that there are no differences observed in the use of one mode (audio) and another mode (video listening). Other studies It has been observed that learners show better results when viewing videos or multimedia materials, rather than listening only to the audio version of the listening test (Campoy & Querol, 2015, p. 5). From the problem of research above, we can see if the teacher applies only audio version in listening comprehension for students especially in the learning process, it's going to not be effective media in understanding the listening material, if in teaching and learning process to serve the only audio without providing the video. Therefore, if the teacher provides the video it can help student in the future in a listening test which is done by only listening to audio.

Certainly, the importance of listening skills should be considered more important in the process of learning a second language than any other skill in language learning. Moreover, there are several reasons why listening should be considered in learning a second language;

The first, Listening takes precedence over anything else when it comes to learning languages, it can be seen to rely on listening abilities in real life, it makes successful speaking, writing and reading especially for children, and Second, the most used skill that was apply in communication is listening skill from four language skills. And as we know video show several images, sound, and also visual text. If we can take several reasons above applying video in teaching listening it make learning English be comfortable and easier to understand for every

EFL learner especially junior high school student.

Several researches investigate multimodality in the video with several aspect. The first one research that has been conducted by Daulay about “Multimodal Analysis on Shera Ceiling Board-Seriously Durable Advertisement” (2021) did an investigation Multimodality on Shera Ceiling Board- seriously durable advertisement. In this result, the researcher analysis several semiotic modes (e.g. Gestural, spatial, and also visual of video). Based on this research the Shera ceiling board advertisement include the five multimodal semiotic systems, such as audio, linguistic, visual, spatial and gestural. The five semiotics systems blend into one value of bright advertisement.

The second research is a research that has been conducted by Jazilah ,(2020), entitled ‘ “Multimodal analysis of Indonesian ELT teaching videos” the result of this research to give several overview and more explanation of the meaning showed in the video to have teacher more understanding on how to teach English for senior high school and Junior high school on the applicable curriculum by using some modes of multimodality.

The last research is a research that has been conducted by Fitriana & Wirza (2021), entitled “An Analysis of Multimodal Text in EFL Textbook of Secondary School in Indonesia in Assisiting Students’ Text Understanding” the result of this research there is the lack of composition pattern, mainly in terms of picture’s color and size, there should be an improvement by coloring images than attract students to read the reading passage rather than the monochrome images.

In this case, the research about multimodality in the video has been carried out by several researcher as mention above, but their analysis focused on advertisement video or teaching video in multimodality approach. Otherwise, their focused on reading skill, not listening skill in the classroom.

Concerning this research, the researcher used a teaching learning interaction as the source of data. The teaching learning interaction take in Junior High School AL-Azhar 48 Samarinda. The researcher interest in investigating Multimodality in English Video Learningof Listening skill students, because There are still many schools in Indonesia that use video as learning English, but they less attention to the quality or accuracy of the use of multimodality in the video elements contained in it, the impact is that students' listening skills do not improve in every meeting, because there many problems in the mode of video and the student learning process is not effective because it doesn't evaluated bythe teacher, this study will discuss what multimodality used by the teacher to enhance the listening skills of their student.

An analysis of multimodality in the video is the important thing for listening skill interaction among student and teacher, because every school doesn't apply the better video for their student. Then, for more understanding in the course, it needs to know what is exactly multimodality used by the school. In some reason the school is chosen because of this cambridge curriculum in their learning process, especially in applying video the teacher interaction used full English in explaining the material to the student. With all these considerations, the researcher

is interested in a study and discussing the good multimodality in listening skill of students in teaching and learning interaction while utilizing this research in Junior High School AL-Azhar 48 Samarinda which located at East Kalimantan, Samarinda, the research title is “An Analysis of Multimodality in The English Video Learning”.

B. Research Questions

Based on the background of the study, the researcher formulated the research problem as follows:

1. What types of Multimodality are used in the English video learning?

C. Objectives of Study

Based on the research question above, the objective of this research are:

1. To find types of Multimodality are used in the English video learning

D. Significant of Study

The result of the research to give some contribution to education some significance as follows:

1. English Teacher

The finding of this research, the teacher can apply as reference for teaching listening skill in using several modes of multimodality in junior high school.

2. Student

The result of this research is expected to give achievement to student,

especially student learning language style in various modes of multimodality.

3. Readers

The result of this study is expected to give several information to the other about what multimodality used in English video learning in junior high school.

4. Researcher itself

The researcher could improve their ability to determine the topic of research. they can analysis several multimodalities and then make it more selective from multimodal prespective.

E. Definition of Key Terms

1. Multimodality

Multimodality is a way to express communicative situations (considering very broad) that combines different 'forms' of communication to be effective (e.g Youtube videos using spoken language, images, or text, or books using written language, pictures, and diagrams, or speaking with bringing together spoken language with the ability and posture of each speaker, and computer games that show representation of all things including movement and action as well). In this research, researcher would like to find several kinds of multimodal semiotic system in the video of listening material in the school, namely: Linguistic, Visual, Audio, Gestural and also Spatial.

2. English Video Learning

English video learning is the tool of data collection and is a choice for researchers interested in the multimodal character of social interaction. The use of video has been expanded by provides a fine-grained multimodal record of an event detailing gaze (e.g facial expression, body posture, spatial and gesture). In this research, the researcher uses English video learning as her tool to find and identify all the data. Because in English video learning contain several educational English materials for several topic whichis to be learned by student. From the English learning video, the teacher as a key part of teaching in contributing communicating the essentials of the topic that present by the video.

3. Listening Skill

Listening skill is an activity in which people have to pay attention to somebody or something that they can hear. To take attention to what somebody says to you, means you have to follow the sound or believe them. The listening activities develop a wide variety of listening in detail, and inferring meaning from context. some exercises often require completing an authentic task while listening, (e.g. taking missing words in completion items, the text of the song, or taking telephone messages).

The listening skill also involves two forms that spoken language takes, it can be in the form of monologue or dialogue. Several different sources of listening based on teaching listening. there are student talk, teacher talk, guest speakers, televisions, radio, songs, video, DVD, and textbook recording.