

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of Study**

The human communication tool in conveying ideas, feelings, and statements is language. That is why, in every activity, humans cannot be separated from language because language is needed as an important thing in living the process of life. Moreover, language is not only in the form of verbal language, namely spoken and written language, but also nonverbal language such as motion, sound, objects, colors, and so on. In the concept of communication, these two forms of language play an almost balanced role because by relying on verbal language only understanding of something can be limited (Al Fajri, 2018).

The changing times that have resulted in the development of technology have made the world that at first seemed far away, now feels so close to the mere presence of smartphones and the internet. In addition, mobile phones, the internet, computers, and various other digital technology devices are found and used by everyone including students at school (Sulisworo & Maryani, 2018). In the past, one's environment usually consisted of monolingual or bilingual people. However, with the ease of cross-world, in one city there can be four or five languages at once. Plus, according to (Sulisworo & Maryani, 2018), The development of digital technology can be utilized as a learning tool in creating interactive, collaborative, creative, innovative, and fun learning for students. Besides being used as a learning tool, the use of various digital technologies in schools can also be very beneficial

for students because mastering these digital skills make students as human resources who are literate towards information and communication technology and make these skills a tool for future.

From the above explanation can prove how important it is to learn a language. The existence of other languages is as important as English, which is known as an international language. Many schools are currently improving their language learning so that students can communicate both in spoken and written form. The rapid development of information and communication technology in the 21<sup>st</sup> century is also starting to show its influence on the world of education. Global demands require the world of education to always and constantly adapt technological developments to efforts in improving the quality of education, especially adjusting its use for the world of education, especially in the learning process (Budiman, 2017). In teaching language in schools, it is important to integrate technology in learning to move students to be active, creative, and enthusiastic. That is because, according to the statement (Al Fajri, 2018), the dynamic nature of language teaching does not end with knowledge of grammar or vocabulary, but also involves practical learning to interpret everything around students today.

Furthermore, in recent years, the Indonesian government has made it mandatory to study and work from home. This is referred to all employees, teachers, and students. Various companies and schools from the initial level to tertiary institutions have started to work and study online (Bestari, 2020). Even though at that time there was suddenly a COVID-19 pandemic that hit the whole world,

including Indonesia. This does not make a person remain silent and resigned to the situation. In the end, the existence of distance learning makes everyone have the opportunity to get to know and utilize technology optimally for their survival.

Following the word of Allah SWT in the Qur'an Surah Al-Balad verse 10,

وَبَدَّيْنَهُ النَّجْدَيْنِ

In this case, the Ministry of Religion of the Republic of Indonesia states the interpretation of this verse: Allah has shown mankind two paths, namely good and bad, truth and falsehood, through nature, reason and other instructions. That's why, the human himself determine the path of his life; whether to choose the path of error or truth (Quran Surah Al-Balad verse 10, 2018). This shows that humans have two paths in life, good and bad. Every human being can decide his path in life.

In this case, the use of online learning media has increased significantly (Salsabila & Windi, 2020). As the only learning media that teachers can use in teaching and communicating with students, it makes them begin to integrate learning with technology and create innovations that make online learning more enjoyable for students. Integration between online and offline learning media is one form of innovation that is often encountered in the classroom.

Multimodality is not a new phenomenon. Baldry and Thibault (2006) observe that humans live in a multimodal society. Beside that (Baldry & Thibault, 2006), stated The digital era allows a person to use multimodality to convey messages or meanings to others. In the past, each field of study tended to focus on one mode of meaning and there was not much emphasis on multiple modes of meaning due to the use of printed texts in daily routines, such as one's writing a

letter. People can only use written language mode or maximum can be added with visual images. The message to be conveyed is expressed by using text or pictures.

Technology allows the delivery of messages today using a variety of methods. In the digital age, multimodality messages are created almost all the time. In line with this, Kress & Leeuwen (1996) stated multimodality as referring to a way of communication in which a person uses various modes at the same time. These modes are combined to complement and reinforce certain meanings (Kress & Leeuwen, 1996). Specifically, modes such as audio, visual or spatial embodied in a multimodal sense not only exemplify, extend, or modify linguistic meaning but work together to represent meaning to reinforce the way people communicate (Jewitt, 2008). Each mode has its own characteristics and creates a certain meaning or communication activity that is different for the sender and receiver of the message (The New London Group, 1996). As a result, interactions between multimodal modes provide unique and limitless possibilities for conveying information (Varapon & Sitthitikul, 2019). Some scholars believe that in practice, texts of all types are always multimodal, utilizing and combining the resources of diverse semiotic systems to facilitate generic (i.e. standard) and specific i.e. individual, and even innovative ways to create meaning. Technology, both in providing relative ease in text production and ubiquitous access in text consumption, also accentuates the multimodal nature of the text (Al Fajri, 2018).

The multimodal text combines two or more modes: written language, spoken language, visual (still and moving images), audio, gestural, and spatial meaning (Victoria, 2019). Furthermore, the Victorian Curriculum recognizes that

students must be able to create an increasingly complex and sophisticated range of spoken, written, and multimodal texts for different purposes and audiences, with accuracy, fluency, and purpose. Through the use of texts that are not only limited to words, but more broadly in the form of images, visuals, performances, musicals, or digital texts based on information and communication technology, students are not only required to present understanding through written language but can use visual literacy, musical literacy, performance literacy, technological literacy, and various other literacy (Abidin & Mulyani, 2017). Since communication is now multimodal influenced, multimodality has received growing attention in the literacy field, especially English language teaching, because it can offer a strong pedagogy that reflects students' real-life knowledge and experiences. The integration of this method into the pedagogy of using multiple modes in the learning experience becomes a common activity. It is not surprising that the times and technology have made multimodal communication platforms so embedded in student life in the digital era (Varapon & Sitthitikul, 2019). The researchers also found that, when students who struggled with print-based schoolwork were given the opportunity to use digital tools, such as iPads. Therefore, the ability of students to complete school assignments increases. One of the reasons for this increase is that students feel comfortable using the iPad (Dahlström, 2021).

One form of integration between multimodal text and digital technology in the classroom is the use of PowerPoint and videos published on the platforms YouTube, Instagram, Whatsapp. This merger produce a digital work in the form of

a video that has not only sound and images but also text. This is clear as an example of digital multimodal text.

Based on the explanation above, the existence of multimodal texts has been known for a long time. However, its widespread application, whether in learning, teaching or assessment, has not been evenly distributed. Based on direct monitoring, Generation Z (born 1996-2012) (Ananda, 2022), especially the 2019 generation, in the mandatory policy of preventing the spread of COVID-19, distance learning is applied. In times like this, teachers, from various subjects think of innovation as learning and assessment in English classrooms. It is known that for the most part, in improving English learning while taking advantage of technological developments in their environment, English Education Study Program in UIN Antasari Banjarmasin uses digital multimodal texts as one of the assessment objects during online and offline learning. This can be said as a better experience for students of English education in UIN Antasari Banjarmasin, who are also members of Generation Z, who previously used multimodal text, e.g. power point, as a presentation medium in front of the class.

## B. Definition of Key Terms

The researcher wants to define key terms to avoid misunderstanding in this study. Those are:

1. Student's view is defined as the student's process of interpreting something that comes from the environment in which the student is located and is based on the process of learning or experience. In this study, it refers to the perceptions of English Language Education

students at UIN Antasari Class of 2019 regarding their experiences in using digital multimodal texts during classroom learning.

2. Digital Multimodal Text is defined as a text that combines various modes of conveying meaning and is produced digitally. In this research, Teachers and Students of English education at UIN Antasari use digital multimodal text as a language learning strategy in class.
3. English Learning Innovation is described as a new solution or a solution that has been improved in second language learning to solve new problems that have developed under the influence of the times to create better results than before. In this study, it refers to digital multimodal text as a concept of renewal in education in Indonesia, especially in English learning classes as a second language in overcoming changing times due to technological innovation, or online learning caused by the Covid-19 pandemic.

#### C. Research Question

The formulation of the problem in this study is as follows:

1. What are the students' perceptions of the use of digital multimodal texts in English as a second language class?
2. What are the conveniences, difficulties, and solutions in creating and using digital multimodal text in English as a second language class?

#### D. Objective of Study

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

1. To describe students' views on the use of digital multimodal text in the ESL class
2. To identify the conveniences, difficulties along with solutions when creating and using digital multimodal texts in the ESL class

#### E. Significance of Study

The findings of this study are hoped to deliver a positive contribution in terms of:

Theoretically, education is dynamic, which is a challenge for everyone to adjust it to be in line with the times. Related to the conveniences obtained, the use of various modes and their integration with technology is a method that needs to be continuously developed in the world of education. Within Indonesia itself, Equity in the use of this method at every school level is one of the problems of the current situation. This research study is designed to help students as well as teacher candidates to assess the existence of digital multimodal texts, and contribute deeper knowledge to digital multimodal texts so that teachers and students know the benefits of using this method.

Practically, teachers and students are expected to be able to take advantage of the use of multimodal in a digital context for teaching and learning. At the same time, providing opportunities for students to develop skills that are useful for themselves in the 21<sup>st</sup> century.