

CHAPTER 1

INTRODUCTION

This chapter focuses on the background of the study, the problem of the study, the aims of the study, the scope of the study, the significant of the study, and the definition key of term.

1.1 Background of the study

As an educator choosing a strategy in learning English as a foreign language is very important in efforts to improve teaching English as a foreign language, innovative and effective learning technic are continuously researched and developed. One strategy in this regard is to combine various modes of communication, such as written text, images, sound, and movement, to enrich learning and assist students in understanding and producing language effectively. Nguyen et al. (2014) the study's findings show that many factors hinder the quality of English teaching and learning such as uninteresting teaching style, insufficient time for communicative activities, unreasonable time-management, unclear instructions, teacher limited ability in classroom organization, unequal students English levels, teacher limited use of teaching aids and technology.

Basically the way of learning that each student has is different, including the way of learning visually (sight), the way of learning auditory (hearing), and the way of learning kinesthetic (movement). For this reason, a teacher must understand the way of learning that each student has in order to get effective and equitable learning. The teacher must be able to combine every way of learning that his

Students have. In this case a teacher can use a multimodality in learning, especially in learning English as a foreign language.

One way that a teacher can use is to use a multimodality. In the context of learning, a multimodality refers that uses various modes or channels of communication to enhance students' learning experiences and understanding. This strategy recognizes that individuals process and obtain information through a variety of ways that involve the use of words, images, sounds, gestures, and so on.

In applying a multimodality to learning, the teacher can present learning material in the form of representations, such as written text, pictures, video, audio and live demonstrations. This strategy allows students to access information through the mode that best suits their learning style, increasing their understanding and involvement in the learning process. According to experts who have put forward the notion of multimodal approach in the context of learning is Kress (2010), multimodality in learning and teaching refers to the use of multiple modes, such as language, images, sound, movement, and gesture, to represent and communicate information and knowledge.

In primary research that has been carried out by researchers. Researchers found several things that made the researchers decided to conduct this research. Researchers have searched several schools and looked at and asked teachers and schools about the multimodality and educational literacy of each school. From the results of preliminary research that has been carried out, there are still many teachers who do not know about multimodality which is very important to

encourage effective learning. Some teachers only use one mode when providing material to their students, especially material regarding texts.

Researchers are trying to find examples of teachers who use multimodality in their learning. Researchers chose one school, namely SMPS Panglima Polem Rantauprapat. In this school there are teachers who use multimodality in their learning and it works effectively. This is evident from the student scores at the school and also the green literacy level which means the school is worthy of being an example for teachers and other schools.

Although there has been research on the use of multimodality in learning, however, there has been no research that specifically examines the use of a multimodal in the context of teaching English, which is still very limited. Therefore, will contribute to the ongoing discourse on effective EFL instruction and provide evidence-based recommendations for teachers, curriculum designers, and policymakers in implementing multimodality within the framework of *Merdeka Belajar*. By promoting learner autonomy, critical thinking, and engagement, the study aims to further explore the use of a multimodal in teaching English as a foreign language and gain an in-depth understanding of individual experiences and perceptions in using this technic in the *merdeka belajar* era. By studying and analyzing these phenomena, researchers will conduct research with the title "an analysis of multimodal approach in teaching EFL students of Senior High School".

1.2 Research Problem of the study

Based on the background study above, the researches question is

1. What kinds of multimodality that teacher used when teaching English material in EFL?
2. What is the teacher's perception of the use of a multimodality in learning English as foreign language?

1.3 Research Aims of the study

Based on the problems of the research, the objectives of the research is

1. To find out the multimodality that teacher used when teaching English material in EFL.
2. To determine the teacher's perception of the use of a multimodality in learning English as foreign language.

1.4 The Scope of the study

The study acknowledges that the findings will be limited to the specific research context and participants involved. The generalizability of the results may be limited to similar educational settings or context and the study will be conducted within the context of EFL classrooms, focusing on the teaching and learning of English as a foreign language. The study just focused to the media that the teacher used and the gesture that the teacher do when the process of the teaching.

1.5 The Significance of the study

The significance of the study can be explained in theoretically and practically aspects, as described below:

1. Teacher

This research can be used by the teacher to provide insight into the use of a multimodality in the context of teaching EFL. And also provide recommendations for English teachers in high schools to improve the quality of their teaching.

2. Student

This research will make students understand the material taught by their teachers more clearly in English learning. Students also get more meaningful and quality ones.

3. School

This research can contribute to efforts to improve the quality and effectiveness of English language subjects. Apart from that, increasing student learning outcomes will have an impact on increasing school quality.

4. Researches

This research will provide valuable assistance to researchers who require supplementary ideas, information, and new references about multimodality in their own studies.

5. Other stakeholders

The outcomes of this study are anticipated to bring advantages to various stakeholders, serving as a valuable resource for reference, entertainment,

and inspiration. Furthermore, these findings have the potential to enhance comprehension of multimodality.

1.6 The Definition of the key term

1. Multimodality

Multimodality that refers to the use of multiple modes of communication, such as text, images, sound, and gesture, together to convey a richer and more complex message or meaning. In the context of teaching, to teaching a concept through visual, auditory, and kinesthetic. It is meant to improve the quality of teaching by matching content delivery with the best mode of learning from the student.

2. EFL (English Foreign Language)

It refers to the learning and teaching of the English language in a non-English speaking country where English is not widely used as the primary language of communication. For example, the English used in Indonesia is called foreign language.

3. Teaching English as a Foreign Language

Teaching English as a foreign language refer to the process of instructing individuals who are non-native speakers of English on acquiring and developing their proficiency in the English language.