

# CHAPTER I

## INTRODUCTION

This chapter presents the background, research questions, purposes of the research, significance of the study, scope of the research, clarification of terms, organization of the paper, and concluding remarks.

### 1.1 Background

During teaching English in the classroom, various communication interactions occur. In essence, how the teacher teaches is the teacher's way of communicating with students and what will be taught in class. For example, teachers may incorporate a variety of media and formats into their instruction, such as text, images, videos, and audio through exposing (asking students to interpret), exploring the elements, and engaging (creation) (Serafini, 2014). This way of communication can use specific modes, several modes simultaneously, and even change from one mode to another. The process of change between modes is called transduction and transformation. Kress (2010) defines transduction as a translation process in which meaning-material is transferred from one mode to another entailing "translation and transcoding" and transformation as alterations in the ordering and layout of elements within a single mode (Kress & Van Leeuwen, 2006; Kress, 2010).

The importance of transduction and transformation lies in how the teacher interprets the curriculum/syllabus, then creates his meaning and transforms it into learning materials in the classroom (Jewitt, 2008). She added that the modes used to represent knowledge are crucial to knowledge construction, meaning, and learning since the curriculum content and how it is taught depend on how something is represented. She continued that representations in all modes must be examined to understand learning and teaching in the multimodal classroom of today. Thus, by focusing on transduction and transformation, it can be seen how the teachers construct meaningful knowledge construction from the process of changing modes in teaching to his students.

Studies focusing on transduction (Kress, 1998; 2003; 2010) revealed that when teachers and students translate or remake meaning across modes, they engage in transduction. In Physics Education Research, Volkwyn et al. (2019) conducted an empirical investigation into the role of transduction in science education. The researchers recorded video footage of pairs of upper-secondary physics students engaging in a laboratory exercise specifically designed to explore the process of transduction. The analysis of the transcription revealed three distinct instances of meaning transduction, wherein the students utilized the paper arrow as a persistent placeholder to retain and signify the accumulated meaning. Building upon these findings, the interaction of transduction provides an opportunity for teachers to measure student comprehension.

Volkwyn (2020) investigated the distinction between students' transformation and transduction. Meaning movement inside the same semiotic system is referred to as transformation, whereas meaning movement between semiotic systems is referred to as transduction. The researcher found that transduction is more powerful in learning contexts than transformation. He took a social semiotic approach study, examining how various social groupings establish and sustain specialized types of meaning creation. He found out that transduction plays a crucial role in teaching and learning physics, enhancing students' attention to disciplinary relevant aspects.

In the ELT context, Floren (2018) compared students' essays and audiovisual presentations using English as a foreign language in a digital learning environment. The findings indicate that students' texts are transduced and transformed across essays and audiovisual presentations. Another research was conducted by Hellwig et al. (2022) in teaching English to architecture and civil engineering students. Their students must be able to understand and communicate meaning across several mediums regarding architecture design and civil engineering construction. However, they believed that subject-specific English courses frequently concentrate on text-based techniques, ignoring the development of crucial multimodal literacy. To address this, they researched students in two English classes for Architecture and Civil Engineering and built digital artifacts to help non-experts understand complicated subjects. According to this study, these models operate within a sign

system, where meaning is derived from the interactions between modes. Shifts in specificity and generality occur when moving meaning from text to model. Although some detail was lost, the precision of the interpretations made in terms of the student's goal of explaining increased significantly with the help of transduction.

In EFL contexts in Indonesia, Sukyadi, Hermawan, and Dallyono (2016) conducted research on Junior High School senior teacher's processes of transduction and transformation of modes in an English classroom. The findings reveal that the teacher employed verbal language, writing, simple pictures, and body movement (gestural mode) as modes and occurred primarily during the teaching stage. The combined process of transduction and transformation improved the comprehension of instructional materials, gave teachers more control in the classroom, and enhanced student engagement in the learning process.

Thus, the previous research was conducted in the science field, English for Specific Purposes, focused on students, and senior teachers. However, transduction and transformation research in English language teaching, especially EFL is not as many as in the science fields.

The research gaps between this study and previous research are evident in several key aspects. While the previous studies focus on video conferencing and upper-secondary physics students, respectively, also records a teaching session. In contrast, my research centers on an English as a Foreign Language (EFL) teacher. The methodological divergence is notable, with the previous studies employing video-filming and video recording for transduction analysis, while my study adopts a descriptive case study approach with observation, interviews, and document analysis. The previous research explores multimodal social semiotics in essays and presentations, while this research specifically adopts Bezemer and Kress's (2008) theory to investigate transduction and transformation in EFL teaching. Additionally, the content areas vary, with previous studies focusing on science-related disciplines and my research addressing the gap in understanding transduction processes in language learning environments. These distinctions underscore the unique contribution of my research to the understanding of

transduction and transformation processes in the context of EFL teaching. Specifically, this study seeks to fill the identified gap by offering insights into how an EFL teacher navigates transduction and transformation processes in teaching descriptive texts to 7th graders, providing an understanding of multimodal practices in language learning environments that have been relatively underexplored in the existing literature.

## **1.2 Research Questions**

1. What types of modes are used by the teacher in teaching descriptive texts to 7th graders?
2. How does the transduction and transformation process occur in the stages of teaching descriptive texts to 7th graders?
3. How does the process of transduction and transformation from textbook content into teachers' teaching media influence the teaching of descriptive texts to 7th graders?

## **1.3 Purposes of the Research**

The research aims:

1. Explore the various modes employed by the teacher in the instruction of descriptive texts to 7th graders.
2. Investigate the occurrence of the transduction and transformation process throughout the stages of teaching descriptive texts to 7th graders.
3. Examine the influence of the transduction and transformation process from textbook content to teachers' teaching media on the teaching of descriptive texts to 7th graders.

## **1.4 Scope of the Research**

This research focuses on the transduction and transformation process throughout the stages of teaching descriptive texts to 7th graders, to investigate the influence of those processes and explore various modes employed by the teacher. This study

examines the extent to which the transduction and transformation carry practical effects in teaching Descriptive Texts to the 7th Graders

### **1.5 Significance of the Study**

1. Theoretical significance: This research can enrich the literature on multimodal exploration and social semiotics in the Indonesian context in the academic fields. Hopefully, the other research will explore its role in other learning media and perhaps follow up the research findings for further study.
2. Practical significance: Hopefully, this study can provide readers with practical issues in changing meaning during designing and using learning materials.
3. Education Policy Significance: By conducting this study, the findings can enrich the information on the importance of multimodality and the role of modes in teaching English. The existence of multimodal texts in the curriculum is a significant step in developing multimodal awareness in Indonesia. By conducting this research, exploring the multimodal and how the teacher design and use learning materials will be highlighted. The importance of multimodality is not only by using many modes but also how the teachers can transduce and transform meaning from one mode to the others.

### **1.6 Clarification of Terms**

The terms below are frequently used in this study. Therefore, to avoid misconception and misunderstanding, the following is the clarifications of the terms used in the study:

1. Transduction: is a multimodal process where “meaning is moved across modes, from one mode (or set of modes) to another mode (or set of modes)” (Bezemer & Kress 2008, p. 169). It reveals how meaning is modified, expanded, complexified, or lessened regarding the "translation" of meaning, theme, and topic between modes (Newfield, 2014). It entails various form and content alterations. Transduction is sometimes called

‘trans-modality’ or ‘the transmodal moment’ (Newfield 2009, 2014). Thus, in this research, ‘transduction’ is used interchangeably with ‘trans-modality’ or ‘the transmodal moment.’

In this study, transduction refers to the change of meaning from one mode to another with different forms but similar meanings. The individual creating meaning or the sign-maker in this study is the teacher, acting as the participant. The teacher's transduction encompasses modes reflected in the lesson plan, selected textbook content, and instructional media content organized by the teacher. Furthermore, the transduction process is also involved in the classroom teaching sessions. Transduction could influence the teaching of descriptive texts by enabling translation and adaptation across different modes. This process created various approaches, allowing for diverse communication in teaching.

2. Modes: Modes are semiotic resources that utilized by people in systematic ways (Danielsson & Selander, 2021). They are used for making meaning specifically to arrange our understanding of the world (Bezemer & Kress, 2015; Kress, 2010). It is also known as modes or semiotic modes, which are equally important in the creation of English language communication as linguistic resources such as speech and writing (Kress et al., 2004; Danielsson & Selander, 2021). In another way, modes also known as semiotic systems cover visual, linguistic, gestural, and audio (Bull & Anstey, 2018). However, in this research, the term mode is mainly used yet still interchangeably with semiotic modes. In this study, "modes" refer to the elements that teachers use to instruct their students. Examples include visual, aural, and verbal components reflected in the lesson plan, selected textbook content, and instructional media content. Moreover, modes are also evident in the classroom teaching process. The research focuses on the modes used by teachers and the transformation from one mode to another or the modification of the same mode.

3. Transformation: is a change within a mode (Bezemer & Kress, 2008). They further stated that transformations are operations on structures that take place in a single mode in which entities stay constant while structures change. Words, for example, stay in a change within the method of writing, as do linguistic categories and textual groupings. Their structure is what changes. Moreover, it is important to note that these transformations typically occur in response to the interests or perspectives represented within the discourse (van Leeuwen, 2005).

In this study, transformation refers to the transformation from one mode to the same mode that contain similar meanings. The individual creating meaning or the sign-maker in this study is the teacher, acting as the participant. The teacher's transduction encompasses modes reflected in the lesson plan, selected textbook content, and instructional media content organized by the teacher. Furthermore, the transformation process is also involved in the classroom teaching sessions. Transduction could influence the teaching of descriptive texts by enabling translation and adaptation across different modes. This process created various approaches, allowing for diverse communication in teaching.

4. EFL context and classroom: EFL is described as the study of English by people who live in areas where English is not used as a first language and have minimal exposure to English outside of the classroom for pupils (Gebhard, 2006). Furthermore, Camenson (2007) defined an EFL classroom as one in which students use their native language primarily and acquire English for academic contexts.

## **1.7 Organization of the Paper**

This research paper is organized into five chapters as follows:

**Chapter I** is the Introduction. This chapter consists of a background of the study that introduces a brief explanation about the framework of this study, research questions that cover the statements of the problem, aims of the study, significance of the study, the scope of the study, clarification of the terms, research methodology and organization of the paper.

**Chapter II** is Literature Review. This chapter presents a literature review related to the study. This chapter also discusses some definitions regarding the research.

**Chapter III** is Research Methodology. This chapter explains the method and research design used in this study, the site, and participant, the data collection technique, and the data analysis of this study.

**Chapter IV** is Findings and Discussions. This chapter explains the results and discussion regarding the research to answer the research questions.

**Chapter V** is Conclusion. This chapter covers conclusion, limitation, and recommendations for further study.

### **1.8 Concluding Remarks**

The background of the study, research question, research aims, scope of the study, significance of the study, clarifications of terms, and the organization of the paper have been discussed in this chapter. The following chapter reviews the theoretical frameworks employed to answer the research questions.