

CHAPTER I

INTRODUCTION

This chapter discusses background of the study followed by research questions attempted to be answered, objectives of the study, significances of the study, scope of the study, and clarification of the key terms.

1.1 Background

A teaching activity has always been involving multimodal elements, but for many teachers, these elements are too small to see. Kress et al. (2005) propose that teaching and learning activities can be the places where communication is more than about spoken and written language, they are multimodal sites where meaning are conveyed through varied means, and where resources such as gesture, gaze, posture, and the deployment of visual objects which are crucially important to meaning-making. The process of meaning making in materials delivery in teaching has some bearing on how successful the knowledge comprehended by the students. The goal of teaching and learning can be actualized if the teacher is able to utilize a variety of modes in teaching, and make the most of them.

In line with it, Sukyadi, Hermawan, and Dallyono (2016) found that in teaching, beside verbal and writing, teacher also utilized pictures, and body movement. These modes worked together through the process of transduction and transformation which allow the teaching materials become more comprehensible to the students, and increase students' involvement in the teaching and learning activities. This assumption leads to the notion that a teaching and learning process deal with multimodality. Jewitt (2009) asserts that multimodality portrays approaches that communication and portrayal to be something more than about language, and which take care of the full scope of communicational structures individuals utilize like picture, gestures, look, postures, et cetera , and also how they are related to each other.

The teaching of languages, including English, can no longer be developed in traditional method, approaches of teaching in multimodal method needs to be specifically developed to give appropriate responses to the challenge (Suherdi,

2015). In relation to studies on multimodality, there have been some studies discussing its relevance to English teaching such as those conducted by Damayanti (2014), Fadel (2008), Shah and Freedman (2003), Mayer (2003), Chen & Fu (2003), and Moreno & Mayer (2007). However, most of those studies focus on the analysis of multimodal components like pictures, audio, and video to assist teaching and learning process, not in term of investigation which explores nonverbal communication resources like teacher's gesture, teacher's movement, as the multimodal components. For that reason, the present researcher feels the need to explore multimodality in EFL context by putting nonverbal component to the research framework. In term of nonverbal language involvement in multimodality, Wang (2015) agrees that in a teaching context, teacher's proper nonverbal communication plays a crucial role in the successful transmission of information and interaction between teachers and students. He explains that exploring how various modes cooperate to facilitate teacher-students interaction is crucial. It will be helpful in elevating the teacher's awareness of non-verbal behaviours in teaching to optimize the teaching and learning effect in class. Also, Knapp et al. (2014) found some facts that in an education context, classroom contains nonverbal components which have roles in the process of teaching and learning.

Based on those facts, we can deduce that multimodality is not merely dealing with the use of pictures, audios, and videos in teaching. Nonverbal language actually has a place in multimodality as equal as videos, pictures, sounds, etc, but it has not explored at its greatest extent. Bonsignori and Camiciottoli (2016) assert that with particular reference to language teaching, the multimodal approach not only helps learners to better understand and produce texts in the target language, but also enhances their awareness of the target culture as reflected in diverse approaches to non-verbal communication. However, there must be some challenges encountered by teachers when they come to the implementation stage of their EFL classroom. The limitation of information and studies in this field might be one of the problems. Based on the preliminary observation, some teachers do not know what multimodality is, and they do not realize that their nonverbal language has particular roles and meaning in their

teaching process. Also, they are not well-informed about how various modes can creatively produce meaning, and encourage classroom interaction.

Based on those established facts, the present researcher feels the need to take this research into account. This research aims at analyzing and exploring an EFL teaching through multimodal lense that directly votes the involvement of nonverbal language. In specifics, this study has three purposes: to seek the types of multimodal resource that is frequently used by the teacher, to find the functional specialism of each resource, and to find an intesemiotic relationship between nonverbal mode and verbal mode in multimodal occurrences.

1.2 Research Questions

1. What kind of modes that is frequently used by the teacher in teaching English?
2. What is the function of each mode in the teaching activity?
3. How is the intersemiotic relationship of gestures and verbal mode, proxemic space and verbal mode, and images and verbal mode?

1.3 Research Objectives

This study aims at describing and exploring an EFL classroom through multimodal lense. In specifics, this study has three purposes: to seek the types of modes that are frequently used by the teacher, and when they were used, to find the functional specialism of each mode, and how the intersemiotic relationship of gestures and verbal mode, proxemic space and verbal mode, and images and verbal mode.

1.4 Significances of the Research

It is hoped that the results of this research will help to contribute theoretical, and practical significances to Indonesian education as in the following ways:

Practically, this research is expected to provide EFL teachers, educational researchers, policy makers, and linguists a set of eye-opening ideas of English teaching namely multimodal approach. Moreover, it can be a guideline for teachers, curriculum planners, and book compilers in designing EFL teaching and learning materials in every level of education.

Theoretically, this research can shape a new understanding of how English is actualized in the classroom, and to provide literatures of a new approach in analyzing EFL classroom.

1.5 Scope of the Research

The main focus of this study is the analysis of multimodal resources that are used by teacher in EFL classroom. The subject of this research is an English teacher who is teaching at a private islamic boarding school in Bandung. The analysis is going to seek the types of modes that are frequently used by the teacher, to find the function of each mode, and to investigate the intersemiotic relationship between the nonverbal mode and verbal mode, or in specifics: relationship of gestures and verbal mode, proxemic space and verbal mode, and images and verbal mode.

1.6 Definition of Key Terms

1. Multimodality

Communication is now more than verbal language. Jewitt (2009) states that multimodality is an approach that explores communication and representation which discuss more than language in literal, and provides varied communicational system people utilize like pictures, gestures, and so on and so forth, also explains how those systems cooperate one another.

2. Modes

The resource of where language is represented is called mode. Kress and Leeuwen (2001) propose that modes are called as semiotic resources which is able to actualize the simultaneous realization of discourses and types of action and interaction.

3. Multimodal Analysis

Analyzing multimodality deals with the exploration about meaning making. Batemen (2008) argues that multimodal analysis covers the investigation of mechanism of modes in building their meanings. A detailed analysis of multimodal resource is needed in order to make multimodal signal being sent out by multimodal resources visible and to avoid pre-structuring our results with preconceptions imported from our experience with other kinds of semiotic artefacts.

