

CHAPTER 1

INTRODUCTION

This chapter presents a wide-ranging description of the study. It comprises the background, formulation of the problem, operational definition, aims of the study, and significance of the study.

1.1. Background of the Study

Multimodality is a term that is now widely used in the academic world. Multimodality is new way of conceptualizing text. Multimodality has occupied a pivotal position in current literacy because of its impact on how meaning is conveyed (Wang, 2018). Multimodality is most of us think about object interest such as making meaning in a variety of different ways or we communicate in a various ways. Trend of Multimodality has been discussed in multiple fields of science such as Discourse Analysis (Scollon & Scollon 2003), Conversation Analysis (Streeck et al 2011), Linguistic Functional systematic (O'Halloran & Lim 2014) and Linguistic Cognitive (Forceville 2006). Multimodal discourse analysis, according to Paltridge (2012), the people employ the combination of various communication tools, for instance, pictures, films, videos, images, and sounds used simultaneously with written languages, into account to make meaning. (O'Halloran, Tan, Smith, and Podlasov, (2011, p.110). Multimodal Discourse Analysis is study of language on the combination with other resources such as images, scientific symbolism, gestures, action, music, and sound (O'Halloran, 2011). A Multimodal is a part of English Learning and multimodality given the opportunities for students to explore and perform ideas and identities using meaning-making resources (Lim, Towndrow & tan, 2021).

The one of english language education programs, there is an applied linguistics course, namely Grammar in Multimodal Discourse a course which is considered challenging for students because it is exposed to new

knowledge, namely interpreting meaning that is not seen from language alone but from non-linguistic dimensions such as images, sounds, movements, gestures, facial expressions, and other things. The problem is that there are challenges, namely first there is no prior knowledge to understand the non-linguistic meaning. So, they have difficulty understanding these modes, which hinders their understanding and engagement, and on the other hand, they persist and look for solutions on how to adapt to the material presented using the concept of multimodality. so that by knowing the challenges in learning in this course, is an opportunity for students and lecturers in the future to facilitate students in understanding and applying Multimodality effectively in class so that by knowing challenges we can find the solution.

Numerous studies have been conducted on the role of multimodality in education. First, a study conducted by Magnusson, P., & Godhe, A-L, (2019) aimed multimodal approach to meaning-making can contribute to language education and how multimodal meaning-making is supported in the curriculum. The result show by stressing that the importance of recognizing multimodal meaning-making as learning in language education. Second, a study conducted by Abdullah, F., Hidayati, A. N., Andriani, A. at al. (2022) aimed to investigate endeavoured genre-based multimodal text analysis in fostering the students MCC. The findings showed that students could: 1.) build their knowledge on multimodality, 2.) engage with theoretical and practical learning activities, 3.) assign analytical and reflective task-based learning activities and 4.) provide constructive feedback about their learning performance, 5.) raise awareness of the contribution of multimodality to prospective English teacher competences. Third, a study according by Lin, L., & Shi, L. (2022) the aimed to investigation a concentration recognition model based on multimodal fusion of student's head posture and facial expression and the result these studies it was demonstrate that non-negative emotions are beneficial to concern and also the student's

concentration more clearly and the multimodal fusion method performs better than the unimodal method. Fourt, a study conducted by Purba, R., Herman, H., Fatmawati, E (2023) the aimed to investigation analyze multimodal based learning in improving students reading ability from systematic functional linguistic perspective. And the result conducted the multimodality method has proven effective in analyzing the literacy talents of junior high school and multimodality learning method can be used to improve the analytical literacy talent of junior high school in class. Even though there have been numerous studies scrutinizing multimodality in various investigative lenses, a few studies have concerned with the students 'Challenges and Solution' during learning multimodality in the EFL classroom context.

1.2. Formulation of the Problem

The question of the research is:

1. What are the student challenges learning multimodality in the course in GIMD?
2. How do students overcome those learning challenges?

1.3. Operational Definitions

The researcher provides three definitions related to this study to avoid misunderstanding about the terms set out in this study as follows;

1.3.1 Learning Multimodality

Multimodality is the study of ideas and thinking such as pictures, videos, images, advertisements, gestures, and textbooks. There is a multimodal as whole structured sources have produced the meaning. The phenomenon of multimodality has been from sensory modalities and the text. Which are to collective into one and the create of meaning multimodality.

1.3.2 Grammar in Multimodal Discourse

Grammar in Multimodal Discourse (GIMD) is a course found in semester 6. Multimodal learning is a type of learning that states that meaning is not only formed by linguistic elements or language but also by non-linguistic elements such as facial expressions, gestures, images, and so on. Grammar in Multimodal Discourse is the study of various semiotic sources such as images, music, and gestures. The purpose of this course is to provide knowledge about macro and micro approaches to texts for the material starting at the introduction to the course, Visual analysis: posters, Visual web analysis, Multimodality this textbook, social semiotics in social media, facial and gesture expression. The whole course was set for 14 meetings with various tasks and performances such as reflective journals, group discussions, presentations, collaborative writing, and project exhibitions. And in general, this course is to analyze various sources so that the final project of this course is project-based learning by making articles related to the material studied previously.

1.3.3 Challenges and Solution

The Challenges is one of parts in learning and there always on the learning context. and that is same things as with the challenges in learning multimodality there are a lot of difficulty to do the course. The challenges such as make little of material, understanding to take in the theory, and a lot of challenges learning multimodality is should be analysis the course based on point and criteria multimodal.

1.4. Aim of the Study

The study aims to know the student's challenges during learning multimodality in the course of Grammar in Multimodal Discourse (GIMD) and to highlight how they overcome those challenges.

1.5. Significances of the Study

This study The findings (result) of this research are expected for three parties, namely:

1.5.1. Theoretical Uses

This study contributes to the existing theories of multimodality and the exploration used of multimodality in learning for students and to get inform about challenges to learning multimodality in English learning class.

1.5.2 . Practical Uses

This study contributes to the English teacher, instructor, policy maker, and other people related stakeholders by providing practical recommendation on what the students challenges in classroom and it can help to how to overcome this problem which can increase students understanding in learning multimodality.

1.5.3. Empirical Uses

Empirical Significance concerns on first-time accounts of a phenomenon or new information about a phenomenon. It could open future possibilities for other researchers or practitioners to lead to opportunities for a rich understanding of a novel phenomenon or case, and to against their own practice.