CHAPTER 1

INTRODUCTION

This chapter presents a comprehensive description of the research. It comprises the background to the problem, formulation of the problem, operational definitions, aim of the study, and significance.

1.1 Background of the Study

The rapid development of technology has had a significant impact on the world of education, one of which is looking at the profile of an educational institution through a website. This website is used as a medium for information and an introduction to an institution, both national and international, so that accuracy and criticism are needed to see the information, so that there are no negative issues in understanding something. In this way, by the title of this research, which is contained in the Grammar in Multimodality Discourse class, which invites and asks students to examine, analyze, and search for information from a formal university website which they analyze using Multimodal Analysis, which is an analyze tool that combines images, text, color, and sound, which they then collaborate to save a meaning from the website so that here students will find difficulties, so they have to look for a solution to the challenges they find when analyzing a formal university website, so this research will find out what challenges there are they face and then what solutions they do to face these challenges when they are analyzing a formal university website.

Multimodal Analysis refers to using multiple modes of communication or expression within a single context. These modes can include text, speech, images, videos, gestures, and other forms of communication. In various fields such as linguistics, education, psychology, and technology, multimodality is studied to understand how different modes interact and convey meaning and how individuals comprehend and produce information across these modalities. It is often applied in designing communication tools, educational materials, and interfaces to enhance understanding and engagement. Today, globalization and rapid technological developments have explained all means of meaning under multimodal theory. Multimodal is any source of verbal and visual semiotics that can be used to realize

the type and level of dialogic engagement in a text. An important multimodal approach is used in learning. The multimodal approach aims to develop students into knowledgeable and engaging readers and producers of multimodal texts by paying attention to various sources in making meaning in the text and how a specific choice works to achieve the desired communicative goal. In addition, a multimodal approach helps to cater to diversity, ensuring inclusivity that drives quality intellectual activity and allows students to experience a broad learning experience. With a multimodal approach, students can choose the learning objects or representations that best suit their modal preferences based on their dominant learning style. This enables educators and teachers to meet the needs of different students in the language learning environment.

The history of discourse analysis is based on a vagueness around the homonym 'discourse'. The term names a large territory, located somewhere between two 'markers', which might, generally speaking, be something like 'providing accounts of connected stretches of language in use' and 'uncovering salient social, political, psychological features in text-like entities' (Gee & Handford, 2011). Multimodal analysis is an approach to discourse that focuses on how meaning is made through multiple modes of communication instead of just language. It is a method of discourse analysis that looks at not just how individual modes communicate, but how they interact with one another to create semiotic meaning.

The point of a multimodal approach is to get beyond approaches where mode was integrally linked, often in a mutually defining way, with a theory and a discipline. In such approaches, writing was dealt with by linguistics, image by art history, and so on. In a multimodal approach, all modes are framed as one field and domain. Jointly, they are treated as one connected cultural resource for (representation as) meaning-making by social group members at a particular moment. Whatever view one takes of the social, economic, cultural, political, and technological world, it is a world in rapid transition and where the pace of 'transport' in all these dimensions has accelerated, out of control. The pace of transport, the instantaneity of access in many domains, have changed the social and

political, and economic framings of the world and, with that, the framings around – and of – the cultural resources at issue in the semiotic domain, the domain of meaning-making.

Previous research, namely Hilton et al. (2024), was conducted to examine whether the educational institution's website was detailed and analyzed to find clarity on a website to attract the interest of prospective new students. To register with the educational institution, based on just looking at the information on the vocational school website that they want, the researcher here examines whether the website provided by the educational institution provides detailed and accurate information about vocational schools that suit the interests of prospective students. and their families about school offerings through websites available on the internet, so the researchers in this case study are examining whether the educational agency's website has detailed and accurate information regarding the programs and activities of the educational agency that they created to attract the interest of prospective students.

Previous research has shown that students face challenges and solutions when analyzing an educational website with Multimodality. This research will explore the challenges and solutions of analyzing website university with multimodality in the GiMD class, but here, the researcher describes not only the challenges but also the solutions to dealing with these challenges.

1.2 Formulation of the Problems

This study addresses a research question: "What are the challenges faced by the students in analyzing formal university websites with multimodal content, and how do they solve these challenges in the Grammar in Multimodal Discourse class?"

1.3 Operational Definitions

1.3.1 Multimodal Analysis

Multimodal is an analytical tool for interpreting the meaning of images, audio, and visuals, as well as video of objects, writing, and colors that are observed or analyzed using them in a certain way. Multimodal analysis in the research context is an analytical tool for analyzing a formal university website. In using

3

multimodal analysis, it can be seen from the framework, types, and principles of multimodal analysis.

1.3.2 Grammar in Multimodal Discourse

Grammar in Multimodal Discourse is one of the English language education courses at one of the universities in Tasikmalaya, West Java. In this class, grammar in Multimodal discourse discusses many analytical techniques, including multimodal analysis. As I have learned from my reading, multimodal is an analytical tool or reference covering and examining all existing aspects. The research here explains that this class includes various activities analyzing various objects, one of which is analyzing a university website using multimodal analysis as a tool for analysis, which is carried out during learning in the Grammar in Multimodal Discourse class.

1.3.3 Formal University Website

A formal university website is the official online presence of a higher education institution, such as a college or university. This website is the institution's primary portal for information on academic programs, admissions, faculty biographies, campus facilities, news and events, student resources, research activities, and other topics by incorporating eye-catching graphics and colors. In other words, in the context of this study, a university website is an official website owned by a university that offers a wide range of detailed information about the university. The website used for this study is one of the formal university websites in Tasikmalaya, West Java.

1.4 Aim of the Study

The aim of this research is to determine the students' challenges in analyzing a formal university website using multimodal analysis in a Grammar in Multimodal Discourse class and the best solutions to these challenges.

1.5 Significance of the Study

1.5.1 Theoretical Uses

This study contributes to existing theories in multimodality learning by providing material regarding analysis tools and briefly discussing difficulties, challenges, and solutions in the GiMD class.

1.5.2 Practical Uses

This research was conducted to find a way for practitioners, such as website designers, to create websites more carefully by choosing colors and writing word-for-word. The images used on a website and the colors used must also be appropriate. a meaning in one unified website that they design in the future. Furthermore, the use and benefit for students is that this research will give them new knowledge that everything has challenges when done. However, if we believe in everything, there will be a solution or a way out, so this research will be useful for language education students. When faced with a challenge in analyzing formal university websites, they feel confused about what solution to take.

1.5.3 Empirical Uses

This research was carried out by the researcher, which is very useful to gain new insights, new experiences, and even new challenges from completing this research, starting with looking for data, participants, and other research needs, so that this research can be helpful for many people or themselves.