

CHAPTER I

INTRODUCTION

This chapter presents Background of the Study, Identification of the Problem, The Research Questions, Objectives of the Study, and Significance of the Study.

1.1 Background of the Study

Listening is an active and interactional process in which the listener receives audible speech and tries to give meaning to the words spoken. Listeners try to understand the intended message of the spoken text in order to respond to the spoken text effectively communication. Listening has received little attention in language teaching and learning, because teaching methods emphasize productive skills and listening is characterized as a passive activity (Richards & Renandya, 2010). However, researchers have revealed that listening is not a passive skill but rather an active process of constructing meaning from a stream of sounds. Listening can be considered a basic skill of speaking, because without understanding the input at the proper level, any learning cannot begin.

Many teachers considered that listening is the most important skill of any other language skills(Aziez & Alwasilah, 1996). Moreover, the discussion of an issue about the use of authentic listening material is just fierce in listening as it is in reading(Harmer, 2001). According to Latipah (2012: 64) perception is the process of detecting stimulus, this meaning is built based on existing physical representations with the knowledge we already have. Student perceptions in the learning process are very important to research. Students' perceptions in learning are the way students perceive something that we provide or apply when we carry out learning activities. The perceptions formed can help teachers to improve and evaluate the learning systems, methods, or materials that we provide or apply to them.

In this case, it can lead to student perceptions of the learning process, expected to be able to develop and control themselves positively and be able to interact with the environment and control themselves positively and be able to interact with the environment. The word audience refers to the way people give their views on something. This term indicates the way people perceive something, which is commonly referred to as perception. Perception is described as a way of recognizing and feeling the understanding of facts (Dumitrescu et al., 2014; Edwards, 2018; Xu & Wu, 2021).

Perception is also defined as the ability to see, understand, then interpret a stimulus so that it becomes something meaningful and produces an interpretation (Lau & Li, 2019; Omotayo & Haliru, 2020; Sorensen, 2013). Students' perceptions reflect their attitudes or behaviors obtained from observations during the listening learning process. The results of these observations will lead to a perception where the perception can be positive or negative depending on the observations of each individual.

Multimodality is a concept that refers to the use of multiple modes of communication in conveying information or interacting with others. Communication modes can include various forms such as written words, sounds, pictures, gestures, and physical objects. In the context of communication and technology, multimodality is often related to the use of digital media and online interaction. In a digital environment, multimodality involves combining different media elements such as text, images, video, animation, and sound. Therefore, it can be concluded that multimodality is a mixture of several semiotic modes, which are almost always present in communication. In language teaching and learning, the selection of different multimodalities will have different effects in the classroom and teachers should consider this.

Driven by developments over time, teaching English at the upper secondary level is a multimodality that has emerged in line with developments over time. Multimodality education has become an important feature of modern education (Michael, 2018). Multimodal analysis is a new analytical theory that emerged at the

end of the 20th century (Brian, 2020). Before multimodality theory was introduced, experts believed that using various media to participate in classroom teaching could stimulate students' interest in learning.

Recent research shows that teaching reading using multimodality texts is a new technique in the digital era, because the use of multimodal modes can make students interested in the learning process. Every learner has a different learning style, especially when learning to read in a foreign language or English, because not everyone likes to read. This requires teachers to be creative in presenting lesson material and how to convey it using learning methods and strategies so that students are more interested and understand it.

Multimodality in language learning is defined as the use of various sources that can be used to improve student understanding and improve students' ability to communicate. The main characteristic of multimodality learning is that students are actively involved in using, interpreting, and creating understanding through various ways of understanding. According to Kress (2010), fashion is a source of meaning-making that is socially and culturally shaped. The digital era allows people to use multimodality to convey messages or meaning to others. Most teachers have implemented multimodal learning to help each student understand it more easily. In the learning context, to obtain good learning results it is necessary to combine learning with three learning styles, namely auditory, visual and kinesthetic. This is in accordance with the notion of multimodality where teaching or speaking can be combined in various ways and presented through various media. The use of videos in teaching helps students to help students understand their education more quickly and easily (Azniza, Afidah and Norbaiti, 2017). The use of videos in learning makes students passive because they only see video shows without giving a response to the material seen (Syamsulaini & Mashitoh, 2016). It was found that the use of videos made some students less active because they only saw video displays and lack of interaction between students (Hamdan Husein & Dessy Noor Ariani, 2016).

Based on the description above, the author is interested in conducting research on the problem discussed, namely students' perception regarding the use of

multimodality in listening learning. The need for this research stems from the large barriers to learning English in the education sector, but the focus of this research is only on students' perception in listening learning. By using multimodality, this research can also be a reference for prospective English teachers to find out more through student perception about the use of multimodality for listening learning which makes students more interested in learning English at school.

1.2 Identification of the Problem

Currently, learning listening is considered necessary and important to start from an early age, considering its importance and role, learning innovation must be increased. The use of multimodality in English language learning which can improve the listening skills of young children really needs to be created and researched.

In achieving the results of the learning process, innovation or renewal is always needed so that teachers continue to innovate what strategies students should use in various conditions and situations. Because each different situation and condition will require different handling. Here students need continuous thinking to carry out new innovations such as using multimodality in every teaching and learning process. So, it can be said that learning using multimodality in listening learning is highly recommended in achieving the teaching and learning process. This research aims to reveal how multimodality is applied in learning listening and how students respond to the application of multimodality in learning listening in English language learning.

1.3 Research Question

Based on the research background above, the researcher formulated a research questions, What are students perception regarding the application of multimodality in learning listening?

1.4 Objective of the Study

This research aims to determine students' perception regarding the use of multimodality in learning listening.

1.5 Significance of the Study

In general, this research is expected to provide excellent research results, and provide a useful overview of the use of multimodality in listening learning, so that it can be good information and reference for anyone in exploring various kinds of learning strategies. Specifically, this research is expected to provide benefits:

1. Teacher

Providing suggestions and helping teachers to provide alternatives in teaching, based on findings related to a broad topic/field, giving them motivation and additional information to improve the quality of listening teaching using multimodality.

2. Students

This research is also expected to help students to build understanding, enjoyment and increase their motivation in learning listening using multimodality. It is also hoped that it can build good interaction between students and teachers to support each other in the success of learning English.

3. Researcher

For researchers, researchers gain new experiences and hopefully this research can become a reference for further research.