

# CHAPTER 1

## INTRODUCTION

### 1.1. Background

English, as part of the most communicated language, was introduced and practised by most speakers in the world supported by expeditious globalisation. Indonesia is included in expanding circle country and English as Foreign Language is prevalently practised in Indonesia. The reason is according to the categorical models of McArthur's (1998: 42) framework and the World Englishes concept by Kachru (1995) considering the English language development linguistic processes and features (Kirkpatrick, 2020).

EFL in Indonesia contributes as an important language to be learnt. English in general, and also EFL in practical, is branched into listening, speaking, reading, and writing competencies or skills. Those skills are implemented by how intense the speakers have practised the input and the output at each particular level. According to the 2013 curriculum competency standard, the students are expected to communicate in English guided through genre-based analysis. The social function, structure, and language features of the text are the aspects they should learn. Therefore, genre-based writing has been applied in every school.

The multimodality of discourse is discovered as the authentic evidence in language studies. This matter of concept is part of the writing competence and branch. Moreover, multimodal discourse is applied into ELT and TEFL activities and materials. However, only a few researchers conduct multimodal discourse perspective exploration to investigate the grammatical aspect of genre-based ELT writing. The investigation carried out by Abdullah et al. (2020) is one example.

This research investigates how the students' multimodal perspective is depicted in their recount writing texts. As the main point of this research, the students are able to have the literacy perception of the genre-based authentic multimodal discourses when they discover, comprehend, produce, and evaluate in their daily lives through self-experience text or recount text. Assisted by multimedia technology, the teachers synergically take account into introducing the students to

their perception or perspectives about multimodal discourse as part of genre-based writing competence and apply the perception in each material.

## 1.2. Formulation of the Problem

According to the objective of the study aforementioned before, the problem of this study is determined by answering the question: To what extent do the students experience multimodal writing perception in English recount text?

## 1.3. Operational Definitions

Some dichotomies defined in this study are as follows:

1. **Students' Competence:** The abilities, skills, and knowledge of eighth-grade students in English multimodal discourse writing learning activities.
2. **Students' Perception:** The students' impression, experiences, and perspectives in English multimodal discourse writing learning and teaching activities. This impression includes affective factors, the system of learning activities and practicality.
3. **Multimodal Discourse:** An approach that considers multiple modes of communication such as text, gesture, visual (rigid and animated images or videos in any kinds of colors), and audio (music on the web or in a film).
4. **English Genre-Based Multimodal Discourse Writing:** It refers to the EFL genre-based writing learning and teaching activities embedded in multimodal discourse perspective and supported by instructional video-mediated tasks.
5. **Instructional Video-mediated Task:** A part of multimedia technology facility for the teacher containing the instructional learning and teaching of EFL activities in form of video presentation.
6. **Recount Text:** It defines about one of the text genres which retells past events or experiences.

#### **1.4. Aim of the Research**

The study is conducted in order to identify the students' experiences of the genre-based EFL writing multimodal perception at one of the junior high schools in Tasikmalaya. The reason selected the aforementioned school is not only the noticeable accreditation but also English Learning Teaching activities have been conducted in technology-based learning or facilitated by multimedia. These supportive reasons are able to facilitate multimodal exploration in EFL learning and teaching. However, the scope of this study only investigates students' multimodal discourse comprehension in one of the genre-based writings, which is recount text. Therefore, the study should be able to provide more information on how the students' multimodal perspective is depicted in their recount writing texts as part of the students' writing learning experience.

#### **1.5. The Uses of the Research**

This study result will expectedly contribute to teachers, students, and other researchers in elaborating English genre-based multimodal discourse writing. Assisted by multimedia technology, the teachers are able to introduce the students to multimodal discourse as part of genre-based writing competence. The teachers also expand the perception in each of the material and share it beyond English teachers. The students, as the main point of this research, are able to have the literacy perception of the genre-based multimodal discourses when they discover, comprehend, produce, and evaluate in their daily lives. Additionally, they are able to discover and expand their creativity through borderless multimodal perspectives and technological content competence in every school subject. This research is very useful for other researchers to construct their perception about genre-based multimodal discourse writing, and generally multimodal itself, that is assisted by multimedia technology of instructional video-mediated task.