

CHAPTER 2

LITERATURE AND STUDIES REVIEW

2.1. Brief Summary of Writing and The Practice in EFL

English, in general, is branched into listening, speaking, reading, and writing skills. Those skills are implemented by how intense the speakers have practised the input and the output in each particular level or defined as competence. Writing is included into enhanced productive skills as produced as speaking.

Based on Yule (2019), 1) Writing can be defined as the symbolic representation of language through the use of graphic signs. 2) In a logographic system, the symbols represent words and, in a phonographic system, the symbols represent sounds. 3) In rebus writing, the symbol for one entity comes to be used as the symbol for the sound of the spoken word used to refer to that entity. That symbol is then used whenever that sound occurs in any words. Writing is beyond the activity of composing the ideas into transcribed meaningful group of letters, sentences, and paragraphs with grammatical rules. Hymes in Richards & Rodgers (1999, 2001) elaborated that writing is a part of language learning competence elaborating the social and functional aspects to convey and interpret message and to negotiate meanings interpersonally within a specific context, where the focus is not only to develop the grammatical knowledge of language, but also to know when, where and to whom to use appropriate language in a communicative event.

The students need expert the writing skills. Writing skill contributes to students' comprehension on understanding various genre of texts and to be produced later. As mentioned by Kellogg in Ratminingsih et al. (2018), writing can reinforce grammatical structure, vocabulary, and even improve other language skills such as reading, listening, and speaking. However, from the four aforementioned skills, writing is difficult because related to lack of vocabulary and later assemble the words into structured sentences. Additionally, the aspects of pragmatic in communication or contextual writing as mentioned by Hymes in Richards & Rodgers (1999, 2001) lead the authentication or originality.

2.2. Students' Perceptions toward EFL

The students' learning process will commence the knowledge consisted of perspicacity or perception, culture or values, skills, and perspectives. The students will also present their impression, experiences, and perspectives towards the study. Their impression includes affective factors, system of learning activities and practicality. Moreover, there is a research which focuses on students' self-efficacy perceptions to align their beliefs and motivations about learning EFL (Genç et al., 2016). The experiences are results of their practiced skills and the perspectives about the study are from their accumulative learning process. EFL in learning teaching process has already been the same position as other languages in classroom.

2.3. Multimodal Discourse Perspective in Genre-Based Writing

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, few researches investigate multimodal discourse application into ELT and TEFL activities and materials. Cocchetta (2018) discovered the integration of multimodal text from Systemic Functional Linguistics framework in order to be developed as the ELT syllabus in university level, Abdullah et al. (2020) conducted multimodal discourses perspective exploration to investigate the grammatical aspect of the genre-based ELT writing, and Bal (2018); Balaman (2018) specifically applied multimodal informative and narrative writing.

EFL learning and teaching in Indonesia has been developed into genre-based discourse perspective. According to MGMP Kementerian Pendidikan dan Kebudayaan Republik Indonesia (2009) and being developed as 2013 curriculum competency standard in Permendikbud no. 37 (2018), the students are expected to communicate in English guided through genre-based analysis. The social function, structure of text, and language features of the text are the aspects they should learn. Therefore, genre-based writing has been applied in every Indonesia school. Initiating and exploring the aspect of multimodal discourse perspective in the genre-based writing proves how the pragmatic and contextual discourse are demonstrated.

2.4. Instructional Video-mediated Task on EFL Learning Teaching Process

Teachers need proper technology and media to improve students' skill, and at least enhance their motivation to learn more about writing. Proposed media assisted in teaching writing is video because video will accommodate both audio and visual senses of students. There are ELT activities being enhanced or mediated through videos with different focus of investigations, such as the aforementioned Balaman (2018) research and Widodo (2016) in form of digital storytelling, students' perceptions of YouTube videos by Sakkir et al. (2020), sociopragmatic perspective during listening classroom by Widodo & Cirocki (2015), etc. Moreover, how students respond and the outcome of this approach for multimodal understanding will be presented and discussed as the main purpose of this study.