

PREFACE

EFL has been practised as an important language to learn by Indonesian students. The students are expected to understand the language which the ELT practice is asserted through the genre-based analysis. One of the students' aspects of language learning is the writing ability provided with the authentic materials. Derived from the discourse concept, multimodality is discovered as authentic evidence in language studies. This research investigates how the students' multimodal perspective is depicted in their recount writing texts.

The first chapter or the introduction is about the background, formulation of the problem, operational definitions, aims, and uses of the research. The literature and studies review in the second chapter contains the theories, concepts, and practices of EFL writing to students' perceptions. The chapter also composes the multimodal discourse perspective in genre-based writing and the instructional video-mediated task on EFL learning and teaching. The third chapter consists of the research method, setting and participants, data collection, techniques of data analysis, and the research schedule. Chapter 4 reports the research findings and discussion. Chapter 5, the last part, conveys the conclusion and suggestions for further future research.