

The Use of Image in EFL Classroom: The Perspective of Multimodality

Widi Nurhusna¹, Setia Muljanto², Amelia Raisa Putri³, Fitria Amalia⁴, Noviyanti Rahayu⁵

English Education Program Faculty of Social Science, Language, and Literature Education Institut Pendidikan Indonesia
widinurhusna123@gmail.com¹, tanto_sm@yahoo.com², ameliaraisaa20@gmail.com³, amalia.fitria8@gmail.com⁴, noviyantirahayu551@gmail.com⁵

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ABSTRACT

The potential effects of multimodality in the classroom have been widely recognized by many researchers. However, a discussion on how teachers explore the use of images as non-verbal modes in the classroom is still limited. Thus, this study aims to explore how images are used in an English class in one of the senior high schools. The qualitative case study method was chosen with the hope of achieving the objectives of the research. The data were obtained from interviews and observations in one class from one of the upper secondary schools in Garut. The results of the study show that the teacher employed images solely as a tool to attract students' attention and motivation. It indicates that the teacher need to upgrade the knowledge and the competency to benefit the images as a multimodal resource for meaning making process, not merely as the ornaments.

Corresponding Author:

Widi Nurhusna, Amelia Raisa P, Fitria Amalia, Noviyanti Rahayu

English Education Program, Faculty of Social Science, Language, and Literature Education Institut Pendidikan Indonesia

Email : widinurhusna123@gmail.com

1. INTRODUCTION

In its most basic sense, multimodality is a mixture of textual, audio, and visual modes combined with media and materiality to create meaning (Murray, 2013). Baldry and Thirbault (2006) argue that we currently live in a multimodal society. People today will experience the world in a multimodal way and in turn make meaning out of their experience in a multimodal way using language, images, gestures, actions, sounds and other resources. Multimodal is the use or process of action to make students and teachers learn by utilizing various text sources as learning media. The multimodal learning model is one of the efforts to solve learning problems and hone students' creativity independently by utilizing various modes (media) or technology that are combined into one meaningful unit. With the development of the era supporting learning at this time, teachers must understand how to carry out learning by applying this learning technology so that it can support learning effectively and efficiently. according to Al Fajri (2019) the multimodal approach is important to use in learning. multimodal approach helps to cater for diversity, ensures existence that encourages intellectual qualities and allows students to experience a broad range of learning experiences, and also Multimodal learning should emphasize that multimodal text work in EFL classes can be used to develop not only students' reading skills, but also comprent , writing and listening creation, which can help consolidate a holistic approach to teaching the four skills (D'Andrea, 2010). This allows educators/teachers to meet the needs of different students in a language learning environment (Al Fajri, 2019).

One of the problems in language learning is that teachers are still monogamous and teachers also don't understand the importance of multimodal engagement teaching. Then there also general deficiencies or problems that often exist in English oral skills found in EFL students, namely, low volume when speaking, mispronunciation, lack of facial expressions, no eye contact, no hand movements, and ignoring the audience during presentations at class. This deficiency in the British presentation needs to be addressed urgently. However, traditional English presentation instructions do not seem to have higher information. Students learning English as a second language need further language support. They need to practice listening, reading, speaking, and writing to develop experience and skills (Ybarra & Green, 2003). Therefore, it is a top priority to seek alternative approaches by incorporating technology into teaching and learning presentations so as to increase students' competence in efl classes (Lee, 2019.). To perform these tasks, they need to use various tools that can help them learn languages easily and effectively.

The term "multimodality" often describes the different communication modalities, such as visual, auditory, verbal, gestural, etc., that are used in many human machine interfaces (merchant, 2009). However, as the multimodal era develops, it describes several types of media data, such as audio, video frames, text, etc., used in multimedia presentations (Li, Zhuang, Yang, & Zhuang, 2009). In education, multimodal can be related to Vark's psychometric model established by Fleming and Mills (1992). Literally standing for visual, aural, reading/writing, and kinesthetic, Vark's model assesses students' sensory abilities and preferences and then categorizes students' preferred learning styles (Fleming & Mills, 1992). For visual learners, they prefer to see information presented in a flowchart or graphical format. For aural learners, they prefer listening to others and talking to themselves. For kinesthetic students, they prefer to do something physically. Mayer (2009) proposed a theory of multimedia learning, which assumes that learners can learn more effectively when multiple channels of information input (I.E, a combination of auditory and visual formats) are available. In this vein, Vark's model addresses multiple modes of language learning. Multimodal theory is applied in the field of language learning which assumes that the more modes of language skills are taught, the more the learner will be motivated to understand and remember them (Schewe, 2002). As with using multimodal images, they learn faster when using images and at deeper levels; They remember the information they have seen and learn better; What's more, with the method of using images they don't feel bored and burdened while studying and they even enjoy learning more.

This multimodal topic has been extensively researched by many researchers, on average what researchers examine is effectiveness, use, application, etc. According to (Maureen Wash, 2010; Charles Fadel, 2008; Burke and Hammett, 2009) that there are many positive things as well as challenges for teachers when using multimodal learning, one example is literacy. Of course, that way the teacher is obliged to make a learning design so that students also feel comfortable with what is being taught. Meanwhile, according to (Kress and van Leeuwen, 2006; Maching, 2007; Forceville, 1999. Lewis, 2006) Multimodal naturalness, information about how to know modality seen in different genres. Then, there is also according to (Kress, 2000; Cloonan, 2011; Callow, 2003; Cope and Kalantzis, 2009) The use of multimodal in L2 teaching and learning, with regard to literacy. Research is concerned with how teachers implement multimodal images in EFL classes. Previous research studies have focused more on the use of multimodal text writing and the use of multimodal applications. On the other hand, this research focuses on exploring how multimodal resources are explored in the classroom. So the purpose of this journal is to find out how teachers use multimodal in classroom interaction.

2. METHOD

This research uses a qualitative approach in the form of a case study which aims to describe the implementation of multimodal image in the efl classroom: synthesizing learning for teachers as well as students in the class. The reason why this approach is more suitable for the implementation of multimodal image in the efl classroom is because the characteristic of this design is to answer "how" and "why" to reveal an unclear context. This is in line with Moleong (2005: 6): "Qualitative research is research that intends to understand the phenomenon of what is experienced by research subjects such as behavior, perceptions, motivations, actions, etc. holistically, and by means of descriptions in the form of words and language, in a special natural context and by making use of various natural methods."

Middle school, also known as Madrasah Tsanawiyah (MTS), is located in one of West Java Province's districts. It was chosen as the research site for a variety of reasons. First, because multimodal lesson plans are already used in schools. Aside from the fact that the teacher who teaches understands the multimodal method, this is related to the research topic, which is the use or implementation of multimodal in the Efl class. The school is still classified as a school with insufficient facilities. The class size ranged from 17 to 20 students. This study was conducted in grade 9, because this class was thought to have adequate English comprehension and was implementing multimodal learning.

This study used case study. There are steps taken by researchers to collect data. researchers met and conducted interviews with teachers to complete the information as data. Then ask questions to the teacher concerned to find out his opinion about THE IMPLEMENTATION OF MULTOMODAL IMAGE IN EFL CLASSROOM. After conducting interviews that can produce data, researchers collect data and then researchers copy the analyzed data into a paper.

This study aims to investigate whether the implementation of multimodal image in the efl classroom is in accordance with its characteristics and active components. Therefore, the data obtained from the study were analyzed descriptively with an inductive approach to derive themes, concepts and interpretations from the raw data.

3. RESULTS AND DISCUSSION

This section discusses the findings and discussion of the research. It is divided into two major sections; namely, Multimodal use in classes, and multimodal use especially images.

4.1 Multimodal Used by Teachers in the Classroom

This section looks at the multimodal models used by junior high school teachers in Indonesia. In particular, this stage includes multimodal which is often used by teachers in the classroom for learning English.

4.1.1 Multimodal Image

Based on the observational data, one of the multimodal methods used in teaching English in the classroom by teachers is multimodal image. Like pictures in books, or pictures on projectors used by teachers in classroom learning.



Figure. 3.1.1.1 Types of Images multimodal used by English teachers

Based on the picture above, it can be seen that the teacher uses multimodal image learning media in the form of images in print outs and images in the projector. Image media can clarify an understanding or material to students and also helps in learning because it makes children interested in learning. Picture illustrations are teaching tools that can attract students' learning interest effectively and pictures help students read textbooks, especially in interpreting and remembering the contents of the accompanying text material (Sudjana 2001). According Arsyad (2003) "that the use of learning media in the teaching and learning process can generate new desires and interests, generate motivation and stimulate learning activities, and even bring psychological influences on students".

4.1.2 Multimodal Video

Furthermore, the multimodal used in class is multimodal video. Observational data shows that in practice teachers use multimodal videos to start learning materials. YouTube media is also often used to facilitate this multimodal video. The videos used in learning usually use animated videos, so that they attract more students' attention. According to observations, students prefer to use this media or this multimodal video because students are more focused on paying attention to the material presented in the video. According to Sudjana and Rivai (1992) the benefits of video media are: (1) it can foster motivation; (2) the meaning of the message will become clearer so that it can be understood by students and allows mastery and achievement of the delivery objectives. Multimodal also makes it easier and shorter for teachers to learn and explain material. According to Yudianto (2017) the learning process will be captured and understood more quickly by students, besides that teachers or teachers will find it easier to convey material through video media. Observation data shows that in practice the teacher provides a video according to the material to be taught, students or students will see and pay attention to the video provided, then the teacher will ask how students respond to the material presented in the video. After that the teacher will explain the material again if there are questions from students or there is material that according to the teacher must be explained again.

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Gambar 3.2

In accordance with the observation data that the teacher gives pictures in an exercise form, here the teacher again explains how the media images work in this material and how to do it.

“so we're going to try an exercis, Mact the greeting with the picture. Kira-kira di apakah yah?” murid menjawab “di jodohkan”. Lalu guru menjelaskan bagaimana cara mengerjakan exercise-nya.”

Based on field observations, students were asked to complete an exercise given by the teacher in the form of an image on a projector, with the teacher appointing one of the students to go forward to write the answer for the exercise. Students looked enthusiastic to take turns answering and moving forward.



Gambar 1.



Gambar 2.



Gambar 3.

Figures 1, 2 and 3 show the interaction of students who take turns coming forward to complete the exercise in the form of images on the projector.

In addition the image can visualize the student about the material. It is relevant to the finding of Aschawir (2014); there are many benefits to using images when teaching, including increasing the input's realistic and liveliness. Image also can stimulate the student to make idea. It same with Izza Maulana Rohman (2016) in his finding that said an image is visual, it works incredibly well to increase students' enthusiasm for language acquisition. Students will learn to focus on details they haven't seen that are related to their subject if images are used in teaching and learning.

4. CONCLUSION

This study aims to portray the utilization of images in the English teaching;. In accordance with the observational data, It is found that teachers have used images in the classroom context merely as a tool to attract students' attention so that learning is more enjoyable. It means that Teachers still lack of competency in conducting multimodal pedagogy. As a result, educators or teachers must increase their competence in multimodal pedagogy of learning in order to meet the needs of different students in a language learning environment.

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