

THE PERCEPTION OF TEACHER IN USING MULTIMODAL IN TEACHING ENGLISH AT THE ELEVENTH GRADE OF SMA KEMALA BHAYANGKARI ACADEMIC YEAR 2023/2024

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Abstract: The use of multimodal in English learning is quite an interesting way because multimodal is a teaching medium that relies on the use of various types of media in the form of a combination of videos, images, audio files and direct exercises to provide the best opportunities for students. The purpose of this research was to describe the perception of teacher in using multimodal in teaching English at the eleventh grade of SMA Kemala Bhayangkari academic year 2023/2024. This research uses qualitative methods to describe the objectives of this study. The collection technique in this study was an interview to answer questions related to teacher perceptions in using multimodal text in English learning. From the results of the study, the use of multimodal in English learning has a positive perception from teachers because multimodal can help learning by increasing students' interest in learning. One of the influences of multimodal in learning is the establishment of good interactions between teachers and students in the learning process which makes teachers feel helped in delivering learning materials. Multimodality also achieves student learning objectives with good final results. and there is no resistance and rejection from students when teachers use multimodal in English learning.

Keywords: Teacher Perception, Multimodal, Teacher Perceptions of Multimodal

Abstrak: Penggunaan multimodal dalam pembelajaran bahasa inggris merupakan cara yang cukup menarik karena multimodal teks merupakan media pengajaran yang mengandalkan penggunaan berbagai jenis media yang berupa kombinasi dengan video, gambar, file audio dan latihan langsung untuk memberikan kesempatan terbaik bagi peserta didik. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana persepsi guru dalam menerapkan mutlimodal teks dalam pembelajaran bahasa inggris di SMA Kemala Bhayangkari Kotabumi pada kelas XI. Penelitian ini menggunakan metode kualitatif untuk menjabarkan tujuan dari penelitian ini. Teknik pengumpulan pada penlitinan ini yaitu wawancara untuk menjawab pertanyaan terkait persepsi guru dalam menerapkan mutlimodal teks dalam pembelajaran bahasa inggris. Dari hasil penelitian, penggunaan multimodal dalam pembelajaran bahasa inggris memiliki persepsi yang positif dari guru. karena multimodal dapat membantu pembelajaran dengan meningkatkan minat belajar siswa. Salah satu pengaruh multimodalitas dalam pembelajaran adalah terjalinnya interaksi yang baik antara guru dan siswa dalam proses pembelajaran yang membuat guru merasa terbantu dalam menyampaikan materi pembelajaran. Multimodalitas juga mencapai tujuan pembelajaran siswa dengan

hasil akhir yang baik. dan tidak ada resistensi dan penolakan dari siswa ketika guru menggunakan multimodalitas dalam pembelajaran bahasa Inggris.

Kata Kunci: *Persepsi Guru, Multimodal, Persepsi Guru Terhadap Multimodal*

I. INTRODUCTION

Currently, the world has developed rapidly, and so does language. Language is a human communication tool for exchanging information. Therefore, in every human activity side by side is communication. Language is not only verbal (spoken and written) but there is also nonverbal language (body movements, sounds, objects, and colors). English has developed into an international language that is used for communication between nations all over the world. This is reinforced by the idea Tursunova (2024) which states that English has become a global language for communication, business, and science, and people all over the world need to learn and master it. Another thing that makes English very important to learn and master is that English is an important key in continuing education to a higher level at home and abroad.

According to Mustafa *et al.* (2017) English must be taught to pupils as a foreign language in elementary school through university so that they can comprehend and interact with others around them. Unfortunately, English is developing as a foreign language in Indonesia. As a result, English teachers in Indonesia experience many obstacles where it is very difficult to find people who communicate using English. English learning methods are of course the most important thing for a successful teaching and learning process. Therefore, choosing the most effective learning method is very important.

The right learning method can handle all the problems students face when learning English. This is reinforced by the idea Munir *et al.* (2017) which states that approach in learning is one of the components that teachers need to pay attention to, along with attitude, motivation, intelligence, talent, and other attributes. In addition, students will understand more quickly, so they will quickly become proficient in English. As a result, the approach must also be adapted to the student's abilities.

Effective methods are needed so that approach in learning can be maximized. Multimodal learning is considered to be able to follow current trends and situations, which makes it a good choice. In recent years, the term multimodal has been widely discussed by linguists, and education and technology experts. This is caused by increasingly developing learning that involves many elements other than linguistics. The multimodal concept is a very important learning idea for improving learning skill in the 21st century. Multimodal means having multiple literacies in one medium. Multimodal is also defined as a collection of resources that function to create meaning and convey messages or meaning through more than one system. Written language, visuals, audio, and settings can be used in this mode (Early *et al.*, 2015)

According to Jewitt (2015) Multimodal is learning that uses various media or

semiotic modes, such as writing, sound, visuals, body position, eye gaze, and color. Any media can be improved and complemented by this method. In the field of education, multimodal learning is also frequently used with a variety of technologies, including TV media, YouTube, Zoom, PowerPoint, and applications downloaded onto mobile devices. Multimodal-based learning enhances both productive and receptive language abilities. Multimodal learning demonstrates how words, intonation (in multimodal communication), hand and head gestures, and language all work together to produce a convincing product presentation in successful speaking learning. Tone frequently directs the listener to the explanation, making it simpler for them to recall. With hand and head movements, evaluation and completion are usually easier. This makes the meaning clearer. This shows that multimodal communication can help students speak better (Valeiras Jurado & Ruiz Madrid, 2015).

Using multimodal in learning activities can increase students' and teachers' creativity. Teaching with a multimodality approach will assist the teacher in visual or non-visual, digital or non-digital activities, and in learning in general. In the digital learning environment, students' potential for invention, leadership discipline in any aspect, intelligence, critical skills, and group problemsolving can all be enhanced by employing technology (Beetham, 2013). The added value of multimodal learning is that it encourages students to learn to read a message, then deliver it. When learning English using a multimodal approach, that can be said that they learn to understand the communication process. In addition, they are also directed to think critically in

understanding a message they get. For example, when students are asked to understand a picture message, they must be able to read the detailed meaning of the picture display or a combination of specific movements and expressions of a student when making an online presentation with the aim of other students paying attention to better understanding the intent or information conveyed.

Multimodal learning fosters more creativity in both teachers and students. This method supports educators in both digital and non-digital learning activities as well as visual and non-visual learning. Through the use of technology, digital learning environments have the ability to improve critical thinking, intellect, and collective problem-solving abilities (Beetham, 2013). Multimodal learning has the added benefit of motivating pupils to read, comprehend, and share content. One could argue that learning English using a multimodal method will benefit in understanding the communication process. For instance, students must be able to discern the meaning of the picture display in detail when asked to comprehend a visual message.

Unfortunately, the use of multimodal in Indonesia is still very rarely used in formal learning in schools. An exploratory study has found six important factors that influence teenagers' limited access to digital content. These factors can be used to explain students' preferences and needs for digital content, such as (1) the type of information they prefer in digital content. (2) elements that influence the use of digital content. (3) preferred multimodal components in digital content. (4) reasons for accessing digital content. (5) interactive elements in digital content. and (6) the most preferred type of digital content (Shariman

et al., 2014). The use of multimodal digital content is considered to play an important role in increasing students' reading literacy in the computer and internet era.

Using PowerPoint and videos from YouTube, Instagram, and WhatsApp are a few examples of how multimodal and technology may be used in the classroom. This combination results in a digital work that is a video with text in addition to sound and graphics. There are various modes in multimodal, including picture, print, sound, and movement. Anything from picture books to digital texts can be multimodal. According to Boshrebadi & Biria (2014), pupils benefit from the use of multimodal. Multimodal instruction not only helps students learn a great deal of valuable material, but it also determines motivation and adds to the enjoyment of the classroom.

Based on school observations conducted by researcher on Friday, March 1, 2024 at SMA Kemala Bhayangkari Kotabumi, researcher found that English subject teachers in class XI The learning method used in delivering the material is very monotonous, teachers only use the lecture method in learning that is fixated on LKS books that only contain black and white pictures. teachers lack the initiative to use varied communication methods in delivering material in class. The impact of the learning process is that students easily feel bored or uninterested which causes students to be lazy in learning. This can be seen when students feel bored and lazy, they chat with their classmates, play with their cellphones, and even fall asleep while studying.

One efficient technique to advance the learning process is through the use of technology and the internet. There are increasingly diverse ways to employ technology and online resources as teaching

resources. Using a variety of teaching strategies can help students pay more attention and become more engaged in the learning process, which improves student learning results. This indicates that a student's experience during the learning process determines their learning outcomes. Student motivation during the learning process and the teacher's tactics determine the learning results that the students achieve. Utilizing technology to learn has a beneficial effect that is beneficial and makes the learning process seem satisfying (Al-Rahmi *et al.*, 2018).

The study of multimodal learning in the learning process is extensive. According to Sakulprasertsri (2020) multimodal learning enhances students' language proficiency and facilitates the application of knowledge and skill in a way that enables exploration and discussion among the students. We can infer that multimodal learning is one approach since it takes into account the events and tendencies of the present. Multimodal learning typically gives priority to the needs of students who need a flexible learning environment that enables them to effectively express their creativity. Teachers shouldn't become hooked on face-to-face learning methods since they must be able to incorporate technology into their lessons. Teachers need to be able to employ more innovative instructional methods and new media. Based on the discussion above, researcher are encouraged to conduct further research in research entitled the teacher perception of using multimodal in English Learning.

Based on the explanation above, the researcher is interest to carry out the research with the title "The Perception of Teacher in Using Multimodal in Teaching English at The Eleventh Grade of SMA

Kemala Bhayangkari Kotabumi Academic Year 2023/2024.

The formulation of the problem in this research includes the following; What is the perception of teacher in using multimodal in teaching English at the eleventh grade of SMA Kemala Bhayangkari academic year 2023/2024?

Meanwhile, the objectives of the research to To describe the perception of teacher in using multimodal in teaching English at the eleventh grade of SMA Kemala Bhayangkari academic year 2023/2024.

II. RESULTS AND DISCUSSION

In this research, to test the validity and reliability of the data, researcher used one method, namely the validity and reliability of the design. Research data is based on expert opinions. Expert Judgment is a method for testing validity and reliability. In this study, researcher used expert opinions to test questionnaire and interview questions (researcher data collection techniques). For this research, the researcher chose Mr. Dr. Li. Sigit Suharjono, M.Pd and Mrs. Dewi Sri Kuning, M.Pd, the researcher chose the two validators because according to the researcher, both of them were experienced experts to carry out this research. The researcher used a qualitative descriptive method in this study. Data collection was conducted on Wednesday, August 21, 2024.

In the interview data, the researcher wants to discuss how teachers perceive multimodal learning in English learning. The researcher conducted an interview with one of the teachers at SMA Kemala Bhayangkari Kotabumi with the initials OS which was conducted on Friday, May 31, 2024. There were four themes observed in this discussion, namely (1) Support of the Perceive Object, (2) Accepting of the Perceive Object, (3) Resistance of the Perceive Object, (4) Rejecting of the Perceive Object.

III. CONCLUSION

The conclusion that can be drawn from this study based on the findings and discussions in the previous chapter is that the final results of the interview stated that perception of teacher in using multimodal in teaching English received a positive perception. Multimodality can help learning by increasing students' interest in learning. One of the influences of multimodality in learning is the establishment of good interactions between teachers and students in the learning process which makes teachers feel helped in delivering learning materials. Multimodality also achieves student learning goals with good final results. and there is no resistance and rejection from students when teachers use multimodality in learning English.

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