

CHAPTER I

INTRODUCTION

A. Background of the Study

The idea of language as the means of communication has been intertwined with the concept of literacy for the longest time. However, the definitions of literacy themselves have been changed over time. According to UNESCO (as cited in Ahmad, 2011) in 1958, a person is considered literate if one can both read and write a simple statement on their everyday lives, and in 2005, UNESCO updated the definition of literacy into the ability to identify, understand, interpret, create, communicate, and compute using printed and written materials associated with varying contexts. The updated definition has properly included the idea that the ability to gain information and the idea that literacy is intertwined into many fields of study. However, this definition still mainly involves the idea that literacy is mainly related to the ability to decode textual material.

Within academic society, however, many academics believe that the advancement of technology have changed how we communicate, and thus the idea of literacy being only related to textual material needs to be updated. Christie, 1990 (as cited in Nagy, 2020), pointed out that there are changes in new text productions and new genres are the sign of changes in literacy, and Kress, 2010 (as cited in Nagy, 2020), also corroborated that digital developments in recent years are closely related to new literacy perspectives. Nabhan & Hidayat (2018) argued that with current technological advancement, just being able to read and write are not sufficient to face the complexity of modern society.

To more accurately describe the changes that happened in the way digital society communicates, new definition of literacies and language competencies need to be defined. The New London Group in 1996 proposed that literacy should be associated with more than just textual material, but also with multiple modes for meaning making beyond the language itself (Tan, 2020). This multimodal approach

towards literacy grows pressing as interactive media and information technology became more prevalent in how people conduct communications in current society (Lim, 2018).

The advancement of multimodal literacies also cannot be separated in EFL setting. Using authentic texts in language teaching have been believed to be very effective in increasing students language competencies. However, with digital advancement, the text that we use as the authentic materials have also changed with the appearance of new genres and new form of text media (Cocetta, 2018). As a result, Donaghy, 2010 (as cited in Faloye, 2021), suggested that representing and viewing have been accepted as an English language macroskill for communication.

The topic of multimodal literacies in EFL settings have been discussed several times. Nabhan & Hidayat found out that in reading and writing activities, students often utilize multimodal text (Nabhan & Hidayat, 2018). Multimodal approach in educational settings have also proven to be beneficial in improving student language skills in general (Lee, 2019). As viewing and representing have been recognized as newly integrated English language macroskills however, the study that delve deeply into those skills by itself is still lacking. Therefore, this study will explore student's perception and practices on those two skills specifically.

B. Limitation of the Study

The scope of this study was limited to university level. Particularly in university student's perception and practices in viewing and representing skills from the perspective of multimodal literacy.

C. Research Question

Based on the limitation above, the research questions of this study are:

1. What are university level EFL students' views on newly integrated English language macroskills of representing and viewing in EFL classroom towards multimodal literacy?
2. What are the students' practices on viewing and representing skills in EFL classroom towards multimodal literacy?

D. Purpose of the Study

Based on the research questions, the purposes of this study are:

1. To investigate students' perception on newly integrated English language macro language skills, viewing and representing in EFL classroom towards multimodal literacy.
2. To explore students' practices on viewing and representing skills on in EFL classroom towards multimodal literacy.

E. Significance of the Study

The author believes that there are multiple benefits of this study:

1. For teachers, this research provided insight of student's view on how viewing and representing as multimodal literacy are being integrated into their lesson.
2. For students, this research may give students knowledge of new good practices on viewing and representing as new English language skills.
3. For other researcher, the result of this study may prove to be beneficials to deepen the discussion in multimodal literacy, and may also be used as reference in future research.

F. Definition of Key Terms

1. Multimodal Literacy

Lim et al (2021), defined multimodal literacy as the ability of meaning making, learning the information of and skills in participating and creating multimodal text or communicative interaction.

2. Viewing Skill

According to Western Canadian Protocol, or commonly known as WCP, in Common Curriculum Framework for International Languages, viewing skill is the ability to comprehend visual media, including analysing, evaluating and appreciating said visual texts (WCP, 2001).

3. Representing Skill

In Common Curriculum Framework for International Languages, WCP (2001) defined representing skill as the skill to use visuals and other forms of nonverbal communication to express meaning.