SEEING HOW MULTIMODAL SOURCE ARE USED IN EFL CLASSROOM

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Abstract.
The use of body movements and facial expressions in learning English helps students interpret and express the meaning of words and sentences. By looking at the implementation of multimodal in English classrooms, this study provides important insights into the potential for using multimodal in enhancing English learning. Multimodality involving various types of media such as text, images, audio, and video will be analyzed in the context of three SFL dimensions, namely ideational, interpersonal, and textual dimensions and observing how teachers and students gain an understanding of how multimodal is used in contexts of language and meaning. The results of this research can provide valuable contributions to the development of more innovative and effective English curricula and teaching methods. English teachers can use these findings as guidelines in designing learning strategies that are more interesting and focus on students' needs. In addition, this research can also be a basis for further research on the use of multimodal in the context of learning English. This study aims to analyze the use of multimodal in learning English in the classroom. This research includes observing the use of multimodal at SMA Garut in English classes at level 10, as well as the use of multimodal in teaching English based on the Linguistic Functional System (SFL) theory.

Keywords: Systemic Functional Linguistics (SFL), Multimodality, Media, Gesture

INTRODUCTION

Multimodal sources refer to the use of different modes of communication, such as images, videos, audio, and texts, to convey meaning. In the EFL classroom, multimodal sources can be used to enhance students' learning experiences and improve their

language proficiency in several ways. The use of multimodal sources can help students develop their language skills by providing them with more opportunities to interact with the language in different contexts. For example, videos can be used to expose students to natural language use and real-life situations, helping them develop their listening and speaking skills. Similarly, images and texts can be used to develop students' reading and writing skills by providing them with authentic materials that they can be analyzed and interpreted. The use of multimodal sources can help engage students and make the learning experience more enjoyable.

Research has shown that incorporating multimedia elements into lessons can increase students' motivation and interest in the subject matter. By using videos, images, and other multimedia elements, teachers can make their lessons more interactive and dynamic, which can help students stay engaged and focused. The use of multimodal sources can help students develop their critical thinking and digital literacy skills. By exposing students to a variety of media formats, teachers can help them learn how to analyze and interpret different types of information. This can help students become more critical consumers of media and better prepared to navigate the digital world. Overall, the use of multimodal sources in the EFL classroom can provide numerous benefits for both students and teachers. By incorporating videos, images, audio, and other multimedia elements into their lessons, teachers can help students develop their language skills, increase their motivation, and become more digitally literate.

LITERATURE REVIEW
Thuy (2017), Multimodality is a theory which looks at how people communicate and interact with each other, not just through writing (which is one mode) but also through speaking, gesture, gaze, and visual forms (which are many modes). Adams et al., (2016), adds that the mode of communication could be in the form of moving images, speech, writing, layout, gesture, or proxemics. There is also another media for teaching the students by using PowerPoint media and prepare the discussion session for the tutorial discussion that will be conducted. Thus, the learning process will be more meaningful and can improve students' understanding.

However using various forms of communication, such as visual, aural, and kinesthetic, to improve learning is known as multimodal learning. Multimodal learning has many advantages for students when it is applied in English classes. It can, for starters, accommodate various learning preferences, which facilitates student engagement with the subject matter. Visual learners, for instance, can profit from viewing movies or studying diagrams, while auditory learners can gain from hearing recordings or taking part in class discussions. Kinesthetic learners might benefit from practical exercises like role-playing or group projects.

The understanding and retention of the material by pupils can be enhanced by multimodal learning. Information can forge stronger connections in the brain and be retained more effectively when it is delivered in a variety of ways. For instance, when a student is learning a new vocabulary word, seeing a picture of the word's object, hearing it stated out, and writing it down can all help the student gain a more thorough knowledge of the word. Also, English language learners may find it challenging to comprehend new vocabulary words or grammar principles through text alone, making multimodal learning particularly advantageous for them. Teachers can provide these

pupils extra support and assist them in creating better connections between words and meanings by employing a variety of communication methods.

METHODOLOGY

The research method used in this study was mixed method in which quantitative paradigm was used to measure the data using close-ended questionnaire. The analysis of closed-ended questionnaire then was used to support the analysis of open-ended questionnaire and interview as the qualitative results. In this study, researchers used observation instruments.

The contents of these instruments are the first thing the researcher wants to know about the objectives, criteria, basic principles, characteristics, benefits, types, advantages and disadvantages of multi-modal. In addition, researchers also want to know the form or system of evaluating the use of multimodal in accordance with the objectives of this study, namely to find out how effective it is when English teachers. The process of data analysis carried out by the researchers in this study was: (1) Participation was taken from an English teacher at Senior High Schools in Garut. (2) Make observations, this step is carried out to find out what multimodal uses are used. (3) perform an analysis of the results of the observations made. (4) The researcher concludes the results of the observation.

FINDING AND DISCUSSION

This section describes the results of observations on how the results of the researcher's observation assessment look at how multimodal learning methods are applied in English learning classes. Incorporating multimodal elements, such as pictures, videos, gestures, and interactive technology, can significantly increase student engagement in EFL classes. By attracting different learning styles and preferences, a multimodal approach serves a variety of students and creates a more inclusive learning environment, such as teachers giving intentions such as questions to students so that teacher and student interactions occur "TT: Introduction.. now in this picture in this video what atmosphere are you telling?

SE: Kingdom

ST: so in the introduction it was explained that there used to be a kingdom... well, in the picture you can see what is this?

SE: building..

ST: which buildings?

SE: High." the teacher poses to the video screen with the intention of asking students to answer the teacher's questions, students can answer the teacher's questions correctly and that means they can easily understand what the teacher explains with the video method applied, namely narrative stories "TT: okay, in this video so the narrative text must be there, what is the first one, orien?

SE: orientation.." the teacher gives a pointing gesture to demonstrate one of the characters in the video to one student" ST: what's his face?

SE: hahaha

ST: What's the expression like?

SE: (one student) full (all students) hahaha" students to demonstrate what is in the video in front.

Teachers use videos, including educational videos, films, fictional kingdoms, and online resources, to create interactive and engaging learning environments. They can show video clips to illustrate cultural aspects, model conversations or presentations, or spark discussion and critical thinking.

This research was conducted to find out how multimodal resources are used in EFL classes. The researcher indicated that he found some effectiveness in promoting learning in the classroom according to According to Thuy (2017), in the book Reading Image (2006) stated that multimodal is a branch of Systemic Functional Linguistics study (LFS). Multimodal analysis is defined as an analysis of means of communication combines nonverbal and verbal. In achieving communication effectiveness, there is a combination of verbal communication (behavior in the form of words) and nonverbal behavior (behavior that is not in the form of words, but in the form of gestures) teacher.

Verbal and nonverbal complement each other to achieve an effective communication. Lim-fei et al., (2017), multimodal theory, researchers will analyze nonverbal communication behavior used by teachers in learning activities. it can be concluded that Overall, experts agree that the application of multimodal in learning English can improve students' understanding, participation, and communication skills. By combining different modes of communication, students can be more engaged and gain a deeper understanding of the language and its associated cultural context.

CONCLUSION

This study investigates the use of multimodal learning in English classes and identifies several important findings. The results of the study show that the use of multimodal in learning English can provide significant benefits for students. First, multimodality increases students' understanding of learning material. The combination of text, images, audio, and video allows students to make stronger connections between concepts and information, thereby increasing their understanding. Second, the use of multimodal also encourages students' active participation in learning. Through the use of various media, teachers can create interesting and interactive learning experiences. This motivates students to be actively involved in learning and increases their involvement in class activities.

In addition, multimodality also plays an important role in developing students' English communication skills. Students can interact with various media such as audio and video, which helps them practice speaking, listening, reading and writing skills in a more authentic context. This helps students develop their communication skills in a more tangible and contextual way. However, this study also identified several challenges that need to be overcome in the use of multimodal learning in English. Adequate technological resources, training for teachers in the use of multimodal media, and effective management of time in the classroom are required.

Overall, the use of multimodal classroom teaching of English offers a variety of benefits to students, including better understanding, active participation, and development of communication skills. In an effort to optimize multimodal use, there is a need for adequate technology support, teacher training, and effective time management in the classroom environment.

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