

CHAPTER I

INTRODUCTION

The study background, challenges, aims, significances, scope, limits, and definitions of important words are all covered in this chapter. Below is an explanation of each part.

1.1 Research background

In this era, education is so important for helping people to learn how to do many things, especially in Indonesia. Through education all of the people around the world could communicate well. Education help and guide individuals who have the low ability of study. In the 21st century, education is evolving to meet the demands of a world that is increasingly multimodal, digital, and culturally diverse. One response to this challenge is the integration of multiliteracy in teaching and learning practices. The term *multiliteracies*, introduced by the New London Group (1996), refers to a broader understanding of literacy that includes not only the traditional ability to read and write, but also the capacity to interpret and produce meaning across multiple modes, such as visual, spatial, audio, gestural, and digital. This approach acknowledges the complexity of communication in the modern world and the need for students to be equipped with diverse literacy skills.

In the context of English Language Teaching (ELT), multiliteracy plays a crucial role. English is no longer just taught through textbooks and grammar drills, but also through visual media, digital storytelling, videos, and online platforms. As Perry (2012) and the New London Group (1996) argue, images and multimodal texts should be central to literacy instruction because they mirror the ways people communicate in real-life

settings. According to Frances (Giampapa, 2010), multiliteracies encourage students to become active participants in meaning-making, enabling them to express themselves creatively and critically in a variety of contexts.

Recent studies have shown the benefits of multiliteracies in supporting language learning, especially in enhancing students' writing skills. According to Nabhan (2019), based on a survey of 28 respondents, 50% of students agreed that multiliteracies—such as the use of pictures and videos—helped them better understand the process of writing. Another result from the same study indicated that multiliteracy-based materials were more engaging and increased students' motivation to write in English. Similarly, Pauramid (2019) and Pouromid (2019) emphasize that multimodal learning resources can bridge the gap between students' everyday literacy practices and academic literacy demands, making language learning more meaningful and relevant.

Based interview between the English teacher at the SMAN 1 Gondanglegi with the writer explained that the learning process still not implementing the multiliteracy, but the learning process already using the media such as power point for offline class and google classroom for daring. Actually the teacher already implemented the multiliteracy in the learning process to the student unconsciously. Basicly the concept of multiliteracy is using the media for the critical thinking skills such as listening, speaking, reading, writing and understanding the lectures.

The writer believes that multiliteracy concept is needed in the student learning process. The definition of implementation of multiliteracy according to the writer is learning process and give many benefit to almost all the students. Through the digital technology could make the student understands easily how to learning the lecture. Implementation of multiliteracy is useful for some student specially with low ability to

learning. In this era mostly teaching technique use the technology such as Power Point, ebook, learning video, and etc.

From the all paragraph above, the writer wishes that the implementation of multiliteracy could keep growing and give more opportunities to the student specially with the low ability to learn.

1.2 Research Problem

According to the background of study, the researcher develops the research question below: "How is multiliteracy implemented in English teaching SMAN 1 Gondanglegi?"

1.3 The Purpose of Study

The purpose of this research is to find out how multiliteracy is applied in SMAN 1 Gondanglegi.

1.4 The Significance of Study

The research about implementation of multiliteracy at SMAN 1 Gondanglegi to increase the critical thinking student such as listening, reading, speaking, writing. This research in order to help the student with the low ability to learn fast and easily by the multimedia. At the same time also to motivate the student to be much better and more confident to speak up with people specially foreign people after multiliteracy was implemented in the classroom. The student grade X at SMAN 1 Gondanglegi was expected to have the good communication and improve the English skills, so that after the student finish with the lectures could study to the next level in the future.

1.5 Scope and Limitation

The implementation of multiliteracy according to the writer is learning process and give many benefit to almost all the students. Through the digital technology could make the student understands easily how to learning the lecture. Implementation of multiliteracy is useful for some student specially with low ability to learning. The implementation of multiliteracy at SMAN 1 Gondanglegi was applied unconsciously by the learners and it works effectively to all the students. Learning with the digital technology is so helpful and the students could memorize the lecture quickly as per the teacher at SMAN 1 Gondanglegi.

1.6 Definition of Key Terms

To avoid misunderstanding, the key terms related to this study are defined as below :*Multiliteracy* refers to the ability to understand and communicate effectively across multiple modes of communication and cultural contexts. This includes not only traditional literacy skills such as reading and writing, but also digital literacy, visual literacy, media literacy, and cultural literacy. In the 21st century, multiliteracy emphasizes the importance of being able to interpret, create, and navigate information in various formats such as images, videos, audio, and digital platforms.