

CHAPTER I

INTRODUCTION

1.1 Research Background

Education is a crucial asset for a country. Education is not only about delivering knowledge, but it should also have a forward-looking vision and focus on improving students' skills. This aligns with what UNESCO stated in *Reimagining Our Futures Together: A New Social Contract for Education*, 2021. In this regard, Corres et al. (2024) argue that education should empower a person based on a combination of knowledge, self-values, and the right attitude. Education should also provide adaptability and life skills to help someone face various challenges in the future, as noted by Günther & Rieckmann (2024). These opinions suggest that education is essential for success in navigating the growing global challenges of today.

Learning English is one of the essential things to prepare for global challenges. According to Iftanti and Maunah (2021), English is now the language used in all facets of human existence due to its status as an international language. The British Council also stated that English is a global lingua franca, with over 67 countries and approximately one-third of the world's population using it as their official language. This demonstrates that learning English is no longer a desire, but rather a need in the modern world. Considering the numerous benefits of learning English, one easy example is increased vocabulary. Improved vocabulary boosts confidence in studying and speaking English. Aside from that, understanding English allows us to keep up with technological advancements, as many online instructions are now offered in English. Furthermore, English expands our ability to communicate and collaborate with anyone in the world. Given the numerous abilities that must be acquired, as well as the benefits that come with them, developing English skills should be a shared priority that belongs in formal education in order to obtain the best results.

Good English skills begin in school. Schools can teach students in accordance with the most recent criteria for 21st-century learning by implementing the curriculum. The Partnership of the 21st Century Education have stated that 21st-century learning is a type of learning that emphasizes improving creativity, critical

thinking and problem-solving, communication, and collaboration (4C skills), with technology serving as the major support. This is when the relevance of the teacher's position as an instructor becomes apparent. Curriculum modifications continue to occur throughout time. Learning, which was previously done in a conventional way, is now required to further empower students by boosting their participation in class—in other words, making students the centre of learning. Therefore, strengthening teacher abilities is essential for effectively adapting to situations like this.

Regarding the demands of 21st-century learning, teachers are expected to be able to teach the content effectively in class. Additionally, teachers must possess Technological Pedagogical Content Knowledge (TPACK). As defined by Koehler and Mishra (2009), TPACK refers to the multidimensional knowledge that teachers must have, which includes teaching knowledge, comprehension of the material being taught, and knowledge of using technology in the learning process. One of the keys to effective learning that TPACK may provide is knowledge of technology. This is in line with the Organization for Economic Cooperation and Development's (OECD, 2020) which stated that when a teacher is highly capable and adaptable to technology, they may help their students develop great resilience through the learning process. On the other side, if a teacher has learning restrictions or even locks themselves off from rapid technology developments, it would indirectly limit student capacity to progress to keep up with contemporary educational demands. Hence, to have TPACK as self-competence is essential, particularly for English teachers in today's era. Considering that English has many different teaching focuses, namely reading, listening, speaking, and writing skills, as well as language components such as vocabulary mastery, grammar, and pronunciation. So, if an English teacher has a good grasp of TPACK, it will make it easier for them to arrange the best learning strategies for students in the classroom. Because in addition to knowing what material is suitable to teach according to students' level, the teacher also knows the most effective way to make sure the students really understand the topic.

However, it should be noted that a teacher's Technological Pedagogical Content Knowledge (TPACK) competence is not simply evaluated during

classroom instruction. It is initially demonstrated by how a teacher creates a lesson plan. According to Brown (2007), a lesson plan is a collection of documents that contain detailed information about how the learning process will run, including learning objectives, media, and classroom activities. Furthermore, in the same year, Harmer and Richards et al. emphasized that lesson plans must be produced as a guide for teachers to carry out learning that is clear, structured, successful, and efficient for students. Based on these two perspectives, we know that the lesson plan is critical and must be included in education. Its job is to provide a viewpoint on how learning activities will be carried out, rather than simply serving as a guide without meaning. In practice, along with a focus on completing its components (learning objectives, material, activities, and assessments) to create a wonderful learning environment, a lesson plan must also demonstrate the range of communication and technology that will be employed in the classroom. This is eventually referred to as multimodal learning.

According to Kessler and Huang et al. (2022), multimodal learning is a learning paradigm that utilizes a variety of communication methods, namely linguistic, visual, audio, gesture, and spatial, to assist students in better understanding the topic. In this context, Apriani et al. (2024) stated that multimodal learning allows students to have a learning experience that is truly aligned with the concept of 21st-century learning, which is all about utilizing technology. Lesson plans, particularly in English learning, must be integrated with the use of technology and multimodality since its variations help students to be more interested as well as easier to understand language skills and components (as indicated in the preceding paragraph) more successfully. In addition to adopting multimodal methods, lesson plans must clarify the amount to which technological integration is used. This can then be utilized as an evaluation tool and fodder for future improvements.

For these reasons, SAMR was chosen as the model in this research. The SAMR model, developed by Puentedura (2006) and later cited by Wahyuni et al. (2020), depicts four levels of technology use in learning: substitution, augmentation, modification, and redefinition, which is then clarified by examining whether there is a change in function in the use of technology. Bicalho et al. (2023)

and Zamri & Mohamad (2025) have also demonstrated that SAMR is highly successful in recognizing the types and levels of technology integration used in the learning process. Furthermore, Insan et al. (2024) note that in English language learning, SAMR can assist teachers in assessing the extent to which technology is used and exploring potential ways to improve the quality of future technology use. These three perspectives clearly demonstrate that the use of technology in learning cannot simply exist; rather, all parties, particularly teachers as lesson plan designers and classroom learning implementers, must understand the level of technology use in the classroom so that the quality of learning can be enhanced through the use of technology in various forms.

Previous research indicates a link between the use of multimodality in English learning. According to Çeken & Taşkın's (2022) article, using several media for learning is more beneficial than relying solely on one medium. Rahmanu et al. (2024) go on to say that incorporating technology into English learning produces a more realistic learning experience by utilizing a variety of media. In addition, in the previous article, Jakobsen & Tønnessen (2018), as well as Nurkomala & Pujiono (2026) stated that integrating multimodal learning into lesson plans can help achieve learning objectives in the classroom. Aside from that, the SAMR model is used to determine how technology is used in the learning process, as stated by Nuraeni et al. (2025). Most previous studies, however, have concentrated primarily on public schools and university settings, while research in the contexts of Islamic schools is still very limited. Therefore, this study is expected to contribute to fill the empirical gap and offer novelty by providing deeper insights into the forms of multimodality as well as the levels of technology integration based on the SAMR model in English lesson plans at the selected Islamic school. The focus is also in line with the researcher's preliminary observations in the study site, an Islamic school in Singaraja. The researcher mentioned that the English teacher in this school was already familiar with the general idea of 21st-century learning. In practice, the teacher had unconsciously incorporated multimodal elements in several lesson plans, simply adapting the activities to the students' conditions and needs. However, pedagogically, the teacher still did not have a thorough understanding of concepts of multimodality and the SAMR model. Hence, the

specific types of multimodality and the real degree of technology integration in these lesson plans should be further explored.

In conclusion, this study was conducted to acquire a thorough understanding of the implementation of multimodality in English classrooms at one of Islamic school in Singaraja, Bali. Given the continual advancement of technology, using technology in education cannot be limited to simply using it without first grasping its significance and usefulness. Teachers, as the implementers of education in the classroom, must learn how to use it so that they may contribute to enhancing the quality of technology use in the future and have a beneficial impact on educational growth generally. As a result, by analyzing lesson plans using the SAMR model, which will be supplemented with interviews with the relevant teacher, this research is expected to contribute to further educational quality improvement by providing reflections on the use of multimodality in lesson plans for grades VII and VIII at the selected Islamic school in Singaraja.

1.2 Problem Identification

Based on the research background, the researcher identified several problems, which are:

1. As technology evolves, teachers must include multimodality into their teaching methods;
2. The implementation of multimodality must start with the formulation of a lesson plan;
3. The forms and scope of multimodality in English classrooms must be analyzed extensively through the lesson plans.
4. The technology integration also needs to be explored deeply in order to give a reflection for teachers to create a better learning process in the future.

The conclusion of these problems, the researcher wishes to conduct a more in-depth analysis of the multimodality implementation and technology integration by using the Substitution, Augmentation, Modification, and Redefinition (SAMR) model through English lesson plans for grades VII at VIII at one of Islamic school in Singaraja.

1.3 Problem Limitation

This research exclusively evaluates English lesson plans for grades VII and VIII at one Islamic school in Singaraja to determine the form of multimodality and technology integration using the SAMR model. The research data were gathered by analyzing English lesson plans and conducting interviews, without observing teaching activities or requesting students' feedback on the multimodality implemented.

1.4 Research Question

The researcher formulates 2 research questions closely related to this research, as follows:

1. What forms of multimodality are used by the English teacher in the lesson plans for grades VII and VIII at one Islamic school in Singaraja?
2. How was the technology integration implemented in the lesson plan based on the SAMR model?

1.5 Research Objective

The purpose of this research is to conduct an in-depth analysis of the multimodal forms used in English lesson plans for grades VII and VIII at one Islamic school in Singaraja, as well as to determine the technology integration whether it is limited to substitution, augmentation, modification, or a redefinition level.

1.6 Significance of the Study

The significance of this present study includes:

1. Theoretical Significance

This research is intended to contribute to studies on lesson plan analysis that use multimodal implementation and include the SAMR model. Furthermore, this study is likely to serve as a resource for future researchers investigating similar topics.

2. Practical Significance

Practically, this research is useful for:

a. Schools

For schools, this research is expected to provide information on the use of multimodality in English lesson plans based on the SAMR model, as well as an evaluation to improve the quality of the learning process.

b. Teachers

For teachers, this research is aimed to be a guideline for developing lesson plans that promote greater use of technology in the future, based on the level of technology integration in the SAMR model.

