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Improving Students' Speaking Skill Using Multimodal Text On Phase E At SMAN 3 Kediri

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ABSTRACT

Multimodal text serves as an illustration of the various modes of learning and teaching. Multimodal text involves the utilization of different media, such as audio, visual, and kinesthetic, to enhance the learning process. Common examples of multimodal text in education include online learning platforms, YouTube, Google Classroom, Google Meet, Zoom, TikTok, and the emerging trend of artificial intelligence (AI). Among the four language skills, speaking is considered the most significant for effective communication in a global context. This study aims to examine and compare students' speaking skills using multimodal text, as well as to identify the factors influencing the development of speaking skills through multimodal text activities. Employing a quantitative approach, this research seeks to provide a comprehensive understanding of the use of multimodal text to enhance students' speaking skills in phase E. The findings of this study demonstrate the effectiveness of utilizing multimodal text to enhance students' speaking abilities. This media not only enhances the learning experience but also positively impacts students' motivation, engagement, and comprehension. Therefore, integrating multimodal text in language learning is recommended to support the holistic development of students' speaking skills.

Keywords: Teaching Media, multimodal Text, Speaking

ABSTRAK

Teks multimodal berfungsi sebagai ilustrasi berbagai mode belajar dan mengajar. Teks multimodal melibatkan pemanfaatan berbagai media, seperti audio, visual, dan kinestetik, untuk meningkatkan proses pembelajaran. Contoh umum teks multimodal dalam pendidikan mencakup platform pembelajaran online, YouTube, Google Classroom, Google Meet, Zoom, TikTok, dan tren kecerdasan buatan (AI) yang sedang berkembang. Keterampilan komunikasi sangat penting di dunia modern saat ini, dan kemahiran dalam keterampilan ini sangat penting untuk keberhasilan di berbagai bidang. Di antara empat keterampilan berbahasa, berbicara dianggap yang paling penting untuk komunikasi efektif dalam konteks global. Penelitian ini bertujuan untuk mengkaji dan membandingkan keterampilan berbicara siswa dengan menggunakan teks multimodal, serta untuk mengidentifikasi faktor-faktor yang mempengaruhi perkembangan keterampilan berbicara melalui aktivitas teks multimodal. Dengan menggunakan pendekatan kuantitatif, penelitian ini berupaya memberikan pemahaman komprehensif tentang penggunaan teks multimodal untuk meningkatkan keterampilan berbicara siswa di fase E. Temuan penelitian ini menunjukkan efektivitas penggunaan teks multimodal untuk meningkatkan kemampuan berbicara siswa.. Metode ini tidak hanya meningkatkan pengalaman belajar tetapi juga berdampak positif pada motivasi, keterlibatan, dan pemahaman siswa. Oleh karena itu, pengintegrasian teks multimodal dalam pembelajaran bahasa dianjurkan untuk mendukung pengembangan keterampilan berbicara siswa secara holistik.

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BACKGROUND

Multimodal texts are very popular now days in schooling existence global. The use of multimodal in teaching provides new opportunities to improve students' speaking. For instance, students can analyze and discuss multimodal content, present projects involving different media, or participate in activities simulating real communication activities. Nevertheless, the precise ways in which multimodal texts can be effectively utilized to enhance students' speaking require further research. It will focus on how multimodal texts can be employed in teaching to improve students' speaking and the factors influencing the effectiveness of this media.

Multimodal texts include information throughout a ramification of modes usual visible pix, design elements, written language, and different semiotic assets. Those texts challenge beginner readers as they work across multiple signal systems to assemble meaning (Siegel, 2006). In this era most of students will spend searching at visual and multimodal texts. visible pictures, and multimodal compositional systems instructional settings. The technique takes a systemic, social semiotic view to the evaluation of multimodal texts and movies, with an emphasis on the teaching and gaining knowledge of an analytical vocabulary (or metalanguage) for multimodal which means making (e.g., Hodge and Kress 1988; Jewitt 2002, 2006, 2008; Jewitt and Kress 2003; Kress 2003; O'Halloran and Lim-Fei 2011; Unsworth, 2001, 2006, 2007,2008). Multimodal texts are very popular now days in schooling existence global. instructor who don't well known those textual content as a part of the repertoire of textual materials within the classroom can make the enhancing of speaking talent true as well as disengage beginners' actual lifestyles studies from ordinary classroom gaining knowledge of and coaching. It's much more difficult when living in native community..

METHOD

In this research, the researcher was using in a pre-experimental design using quantitative approach with One-Group Pretest - Posttest design. Ary et al (2006:325) state experimental research is to enable researcher estimate the effect of an experimental treatment. Experimental research can be done in the field, in the laboratory and in the classroom. In this study, the researcher will be done in the classroom with the sample has been obtained from a population.

Difference attribute to application of the experimental treatment is determined by comparing the pretest-posttest of speaking achievement. In this study, the researcher wants to know the effectiveness of using multimodal text toward students speaking by experimental research. The effectiveness will be

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known after knowing the significant differences score between the students who are taught before and after using multimodal text.

The population in this research is all students of eleventh grade SMAN 3 Kediri in academic year 2023/2024, in which the total is twelve classes . In this study the researcher used purposive sample and the eleventh grade of class XI-11 was taken because among other classes the students of the eleventh grade of SMAN 3 Kediri had applied multimodal text in reading comprehanssion.

The Null Hypothesis (Ho) used in this study was " There is no significant difference on students' speaking using multimodal text in English learning.", while the Alternative Hypothesis (Ha) used in this study was " There is significant difference on student's speaking, using multimodal text in English learning".

The primary data in this research were students' speaking score. In this study, to obtain the require score of the students' achievement in mastering speaking, the research used two kind of test. They were pre-test and post-test.

Pretest is gives to the students before they get a treatment. The pre-test was done one 18th October 2023, the researcher teach English speaking without treatment and the researcher used worksheet as a source in teaching learning speaking. The researcher give pretest for the students with perform in front of the class with a pair work to conduct short reviewing about the fairytale that students' favorite in front of class.

In this research posttest will be given to the student after they had been taught by multimodal text in speaking learning. The score was based on the analytic oral language scoring rubric. On 25 October 2023, the researcher gave posttest for the students with perform in front of the class with a pair work to conduct short review about the fairytale that students' favorite in front of class. When a pair work perform, other students must write information that they get from the other pair work appear. And the teacher give feedback on grammar and pronunciation that they hear during the conversation process. When the reviewing finish the students can ask to the teacher about all topic if they do not understand. Every students pay attention, listen and take notes to teacher explanation.

In this study, the researcher used a quantitative data analysis technique using statistical method. This technique used to find the significant difference on the students' speaking before and after being taught using multimodal text (pretest and posttest). The test was conducted by a short reviewing about a fairytale. To know the significant differences of the speaking ability before and after taught using multimodal text, the researcher in this research uses paired sample t-test at SPSS 20 version for windows.

Findings

In this section, the researcher presents the student's speaking achievement before and after taught by using multimodal text as a media in

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the teaching speaking. The subject of the research were 35 students of the eleventh Grade that is class XI-11 of SMAN 3 Kediri. The purpose of the researcher is to know see and compare students' speaking before and after using multimodal text and also to identify what factors can affect the development of students' speaking through multimodal text activities

The pre-test in this experimental group was given by asking students to perform short reviewing about their favorite fairytale in front of the class. There were 35 students as subject. This test is to know the students speaking achievement before and after students got treatment.
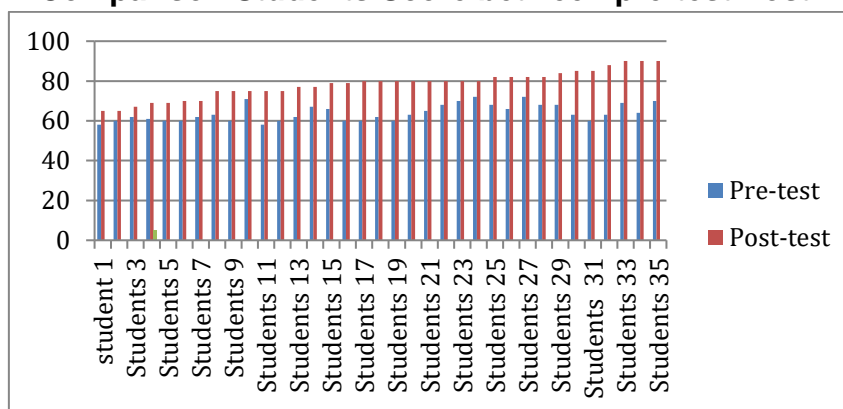
Table of Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test - Post-test	-14.314	5.920	1.001	-16.348	-12.281	-14.305	34	.000

Based on the paired sample t-test analysis using SPSS, the data shows significant differences between pre-test and post-test scores for speaking skills. (t(34) = -14.305, p = 0.00). The mean difference between pre-test and post-test scores was- 14.314, with a standard deviation of 5.920 and a standard error of the mean of 1.001. The 95% confidence interval for the difference ranged from -16.348 to -12.281. These results suggest that there is a significant impact on students' speaking when utilizing the multimodal text media.

After analyzing the result of data using SPSS 20 version, the researcher got the data about students' speaking scores that had been taught using multimodal text. The interpretation of the result of the data analysis that there is a significant difference between the pre-test and post-test mean scores of the students after being taught by multimodal text to develop their speaking. The mean score decreased by -14.77143 points from pre-test to post-test, with a standard deviation of 6.53536. This showed that the method had a significant impact to improving students' speaking. It can be concluded that the multimodal text as teaching media is effective in improving students' speaking.

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Comparison Students Score between pre-test Post-Test

From the diagram above it showed that students, score during pre-test and post-test was significantly changed. It can be concluded that multimodal text help students to improve their speaking English.

Discussion

Initially, the researcher discovered that students' speaking prior to being taught using multimodal text varied. The lowest pretest score recorded was 58, while the highest was 72. The mean score of the pretest was 64.03, which was lower than the mean score of the post-test, which was 78.34. This indicates that the students' speaking was relatively low before being exposed to multimodal text.

Furthermore, the students' speaking showed improvement after being taught using multimodal text. The lowest post-test score observed was 65, while the highest score was 90. The mean score of the post-test (78.34) was higher than the mean score of the pretest (64.03). This demonstrates that the students' speaking significantly increased after receiving instruction with multimodal text. The data analysis also revealed a significant effect between the use of multimodal text and students' speaking. This is evident from the t-test score, which was higher than the critical value at the 1% and 5% significance levels. Consequently, it can be concluded that the students' speaking scores improved after undergoing the treatment.

Moreover, the use of multimodal text had a highly significant effect on students' speaking, making it a valuable tool for teaching speaking. This was confirmed by the t-score (-14.305), which exceeded the critical value at the 1% significance level (2728), and the p-value of the t-test, which was lower than the significance level of 5% (0.000 < 0.05).

In conclusion, based on the evidence gathered, the researcher concluded that the use of multimodal text had a positive impact on students' speaking. This conclusion is supported by Roycee (2007: 389), who suggests that multimodal text is an effective media for teaching speaking in a second language as it encourages students to actively engage in speaking. Through

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this media, students are provided with ample opportunities to freely practice their English speaking in the classroom.

CONCLUSSION AND SUGESTION

This research has presented evidence that the inclusion of multimodal texts in English language instruction at SMAN 3 Kediri can significantly improve students' speaking abilities, especially in Phase E. The results indicate that students who were exposed to multimodal texts in the classroom showed notable enhancements in their speaking skills, as measured by the speaking assessment. This suggests that the incorporation of multimedia elements like images, videos, and audio recordings can create a more captivating and interactive learning experience, leading to a deeper comprehension of the language and its practical application.

Moreover, the study highlights the potential of multimodal texts in bridging the gap between language learning and real-life communication. By incorporating multimedia elements in the classroom, teachers can create an immersive and interactive learning environment that mirrors the use of language in everyday situations. This enables students to cultivate a more practical and functional understanding of the language, which is essential for effective communication.

Based on these findings, it is recommended that English language teachers at SMAN 3 Kediri and other educational institutions integrate multimodal texts into their teaching practices, particularly in the later stages of language acquisition. Additionally, teachers should consider utilizing a diverse range of multimedia elements, such as images, videos, and audio recordings, to enhance the overall learning experience.

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