THE EFFECTIVENESS OF MULTIMODALITY ON STUDENT'S ABILITY TO WRITE DESCRIPTIVE TEXT

SKRIPSI

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ABSTRACT

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In EFL learning, writing is considered an important skill used to convey the idea in textual form. In junior high school, students should learn basic forms of writing skills and one of those forms is descriptive writing that used to describe an object, person, or event in detail. In writing descriptive text, students should include detailed information to represent the subject that they write in their descriptive text. Therefore, it is important to develop a teaching method that supports the students to gather that information in detail. Teaching that incorporates multimodality such as picture, sound, and video is considered as a good instrument to support students in gathering details for their descriptive text. Thus, the researcher aims to study the effectiveness of teaching using multimodality toward students' skills to write descriptive text.

This research used the quantitative experimental design to investigate the effectiveness of teaching using multimodality toward students' skills to write descriptive text. The study was conducted on 60 students from 7th grade at SMPN 1 Gemarang. The instruments used in this study are pretest and posttest. The data is in the form of primary data which was personally gathered during the experiments. The data is analyzed using SPSS 24.0 with an independent sample t-test to compare the difference in mean scores between control and experimental groups.

The result shows that there is no significant difference between the score of pretests of the experimental and control groups with the significance of 0.977 which is more than 0.05, and the mean difference of 0,0833 means that the abilities of both classes are not significantly different. However, the score of posttests indicates that the difference is significant at 0.009 which is larger than 0.05, which implies that there are significant differences between the experimental and control group. Moreover, the mean difference of 4.0833 indicated that the experimental group took the lead after the treatment, which means that the multimodal approach is better at improving students' skills in writing descriptive text.

ABSTRAK

Setyani, Nining. 2024. *Efektivitas Multimodalitas terhadap Kemampuan Siswa Menulis Teks Deskriptif. Skripsi, Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Malang. Pembimbing I : Dr. Muhammad Yunus, M.Pd., Pembimbing II : Henny Rahmawati, S.Pd.,S.S., M.Pd.*

Kata Kunci: Efektivitas, multimodalitas, penulisan deskriptif.

Dalam pembelajaran EFL, menulis dianggap sebagai keterampilan penting yang digunakan untuk menyampaikan gagasan dalam bentuk tekstual. Di sekolah menengah pertama, siswa harus mempelajari bentuk-bentuk dasar keterampilan menulis dan salah satu bentuk tersebut adalah penulisan deskriptif yang digunakan untuk menggambarkan suatu objek, orang, atau peristiwa secara rinci. Dalam menulis teks deskriptif, siswa harus menyertakan informasi rinci untuk mewakili subjek yang mereka tulis dalam teks deskriptif mereka. Oleh karena itu, penting untuk mengembangkan metode pengajaran yang mendukung siswa untuk mengumpulkan informasi tersebut secara rinci. Pengajaran yang menggabungkan multimodalitas seperti gambar, suara, dan video dianggap sebagai instrumen yang baik untuk mendukung siswa dalam mengumpulkan detail untuk teks deskriptif mereka. Dengan demikian, peneliti bertujuan untuk mempelajari efektivitas pengajaran menggunakan multimodalitas terhadap keterampilan siswa dalam menulis teks deskriptif. Penelitian ini menggunakan desain eksperimen kuantitatif untuk menyelidiki efektivitas pengajaran menggunakan multimodalitas terhadap keterampilan siswa dalam menulis teks deskriptif. Penelitian ini dilakukan pada 60 siswa dari kelas 7 di SMPN 1 Gemarang. Instrumen yang digunakan dalam penelitian ini adalah pretest dan posttest. Data tersebut berupa data primer yang dikumpulkan sendiri selama eksperimen. Data dianalisis menggunakan SPSS 24.0 dengan uji-t sampel independen untuk membandingkan perbedaan skor rata-rata antara kelompok kontrol dan eksperimen. Hasil penelitian menunjukkan bahwa tidak ada perbedaan yang signifikan antara skor pretest kelompok eksperimen dan kontrol dengan signifikansi 0,977 yang lebih dari 0,05, dan perbedaan rata-rata 0,0833 berarti kemampuan kedua kelas tidak berbeda secara signifikan. Namun, skor posttest menunjukkan bahwa perbedaannya signifikan pada 0,009 yang lebih besar dari 0,05, yang berarti ada perbedaan signifikan antara kelompok eksperimen dan kontrol. Selain itu, perbedaan rata-rata sebesar 4,0833 menunjukkan bahwa kelompok eksperimen memimpin setelah perlakuan, yang berarti bahwa pendekatan multimodal lebih baik dalam meningkatkan keterampilan siswa dalam menulis teks deskriptif.

CHAPTER I

INTRODUCTION

Current chapter starts with a number of topics divided into subchapters, including the background, research problems, goal, scope and its limitations, as well as its importance. The researcher also provides important terminology for each variable in this chapter to help readers comprehend it better.

1.1 Background of the Study

It is often known that learning English as a foreign language involves four key skills: speaking, writing, listening, and reading, in addition to three language-related components: vocabulary, pronunciation, and grammar. There is no denying the connections between those abilities and elements. Writing is very important for English Learners, especially for Junior High School who want to learn to write. Sometimes, the learners find difficulties to start writing some of it. Writing is the process of putting our thoughts into words or paragraphs. Jaramillo and Medina (2011) define writing as a vital mode of expression that is utilized to communicate thoughts and emotions with others as well as to convince or comfort them. However, requires the ability to convey those concepts. When writing our ideas down, we need to follow certain sentence structures, like the simple present tense, simple past tense, and passive voice. We also need to use proper punctuation, like capital letters in the first sentence and a full stop at the end, commas to separate ideas, and so on.

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According to Nurdianingsih and Rahmawati (2018), proficient writers usually utilize several steps in writing including analyse, planning, drafting, thinking, reworking, assuming, and repeating all those steps until they are satisfied. Additionally, writing considerably a continual cognitive procedure to organize, rethink, and rearrange a text. As a logical consequence, writing is notoriously known as tough skill for the students to master it in all grades as it encompasses several levels of process, while students have to discover ideas to initiate their creation; then think about what to write, how to elaborate it, and finally assembling those notions into expressions to create a respectable writing development. According to Cimcoz (1999), learners haven't been imparted on how to create flow of concepts on a writing media and most of them haven't understood the way to write might feel senseless if they can't hold up with the correct words, are afraid of being judged, and want to avoid the psychological pain that comes with being given a theme and a empty paper.

Learners who enjoy writing and those who do not can be distinguished. Students' writing skills will develop significantly if they are allowed to write whatever they want without the teacher's permission. When pupils who do not enjoy writing attempt to fill out an empty piece of paper, pupils will run out of ideas. As a result, they have grammatical errors and inaccuracies in their phrases. Therefore, teachers must carry out an exciting instruction and learning progression in the classroom in attracting students' attention and provide motivation to improve their writing skills continuously. According to Brown (2001), learning to write is similar to learn swimming as to be practiced if pool of water are accessible then more often than not only if someone instructs. Similarly,

if someone wants to write well, they can't only emphasis on concepts; as a substitute, they need to immerse himself in actual writing experience. From this statement, we can understand the relevance of teaching writing in the context of education. Because writing is an important part of education, both as a method of communication and as a tool for education.

Current curriculum for junior high school in teaching English is based on a literacy approach, and descriptive text is among the numerous sorts of texts (genre) imparted in this level. Generating descriptive text can assist learners in improving their writing skills, particularly in expressing their thoughts, ideas, or opinions in a written form, allowing them to acquire accustomed to constructing sentences into a decent paragraph.

In ensuring students understanding towards the basic principal descriptive text, it is mandatory for the teacher needs to design the teaching activity. Some elements influence the success of teaching-learning, such as classroom contact, which includes student-teacher interaction and student-student interaction, as well as teaching technique. In light of the aforementioned issue, it is vital to make a change in the way writing is taught. To help students grasp descriptive text, the teacher must have a method for teaching writing. Among several methods which is essential for helping students in constructing description which is the basic element of descriptive writing is the multimodal approach where the students utilize multimedia such as images, sounds, or videos.

Multimodality in the account of Kress and Van-Leeuwen (1996) considered as the way of communication that utilizes two or more communication modes simultaneously. Multimodality focuses on the use of different cue modes

and is integrated with multimodal communicative events and texts. Meanwhile, Firmansyah (2021) stated that multimodality is a concept introduced and developed to explain the various resources such as visual, and auditory to reveal the meaning used in communication. A multimodal method known as systematic social and semiotically oriented method created to reveals modalities such as scripture, images, form, and movement as the fabricators of written account and discourse (Coccetta, 2018). Furthermore, Ilmi and Dewi (2022) explain that the incorporation of multimodality in teaching EFL aids the pupils to acquire a much more vivid understanding of learning language as it involves more sensory engagement in the learning process. As writing descriptive text requires good imagination and understanding of the described aim, therefore, multimodal approach has the potential to help students write descriptive texts.

These issues are the factors that urges the researcher in conducting the current research which intended at improving the student's ability in writing, particularly in constructing descriptive text. Kristiana and Yunita (2018) stated that the dominant struggle encountered by students is observing writing ideas to execute the message. In the attempt of avoiding boredom during learning and teaching particularly writing course and in helping then to produce ideas, specifically for creating descriptive text, the multimodal technique could be the modest technique in getting the students to express their ideas into paragraphs.

1.2 Research Problems

In the account of prior background of the study, there are several issues need to be accredited in the current research are as follows.

1. How effective is the implementation of multimodal approach on students' skills in writing the descriptive text?

2. How significant is the difference between the use of the multimodal approach and conventional method on students' skills to write descriptive text?

1.3 The Objectives of the Research

Considering the presented research problems, the researcher's intention for conducting current research are as follows.

1. To discover how effective multimodal approach to be used in teaching students to write descriptive text.

2. To compare the effectiveness of using multimodal approach or conventional method in teaching students to write descriptive text.

1.4 The Significances of the Study

Theoretically, the study is conducted for contributing to the theory of implementation of multimodalities in language learning by providing a broader insight into the efficiency of implementing the multimodal method towards students' understanding in writing descriptive text and can be a reference for how to teach teaching in the classroom by means of entertaining and innovative conducts.

Practically, this study encompasses numerous instructions and learning methods implementation, particularly in constructing descriptive text. They can use this method to help students enjoy and relax during educational process. Teachers are not muddled any longer in selecting the fitting method. In addition, meanwhile this study is shown, this is previously devoted to scholars to improve their understanding of writing descriptive text easily by using the multimodal approach. Finally, the study outcomes might be a stimulus for forthcoming investigators who want to dig further into using the multimodal approach for understanding writing descriptive text.

1.5 Scopes and Limitations of the Study

The scope of the current study was categorized in three, each of which is location, time and research target. The location of the study was in SMPN 1 Gemarang, conducted on 8th of February 2024 with the target of 7th grade students. The current study faced a difficulty which the students are having a hard understanding about the videos that contain no dialect or subtitles, only moving pictures and background sounds. The selection subjects in this research was based on teacher recommendations.

1.6 Definition of Key Terms

To evade misinterpretation, this study provides the reader's explanation of each variable that becomes the study focus, which are; Writing, Descriptive Text, and multimodal approach.

1. *Students' Writing skill* in this study refers to students' ability to convey the idea into text in writing that given by the researcher in the form of descriptive text.

2. *Descriptive Text* is a type of English text taught in the junior high school that involves describing in details a subject.

3. *The Multimodal Approach* refers to learning model that involves and utilize modalities to support learning such as pictures, audio, and videos.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter concludes with recommendations based on the findings and discussion to address the study issue for students, teachers, and the next researcher.

5.1 Conclusions

The result of the study shows that there is a significant difference between students' ability to write descriptive text before and after the treatment for both conventional and experimental groups. This indicated that both the multimodal approach and conventional teaching method are effective to be used in teaching students to write descriptive text in English. It is also found that there is a significant difference between the student's scores in experimental and control groups during the post-test. The study indicated that the experimental group taught using a multimodal approach had significantly higher scores compared to the control group taught by using a conventional teaching method. This is also supported by the fact that students' abilities in the pretest to write descriptive text are not significantly different, this indicates that the multimodal approach has an advantage over the conventional teaching method in teaching students to write descriptive text in English.

5.2 Suggestions

Drawing from the results and constraints of the study, the investigator provides guidance that could prove beneficial to other researchers.

It is recommended for learners to develop background knowledge and understanding autonomously using various kinds of media such as pictures, sound, and videos because media serves as a modality that can improve understanding, and in this modern era, media can be found easily on the internet.

For teachers, it is recommended to develop various learning styles that utilize multimodality using various media for support to enhance students' understanding as well as making the class more pleasant as media allows teachers to be more creative in developing learning materials.

For the next researcher focusing on researching the effect of the multimodal approach, it is suggested to use other skills in English or specific tasks such as writing other kinds of texts. Moreover, it is important to consider to research which modalities have a better influence on the focus skills.
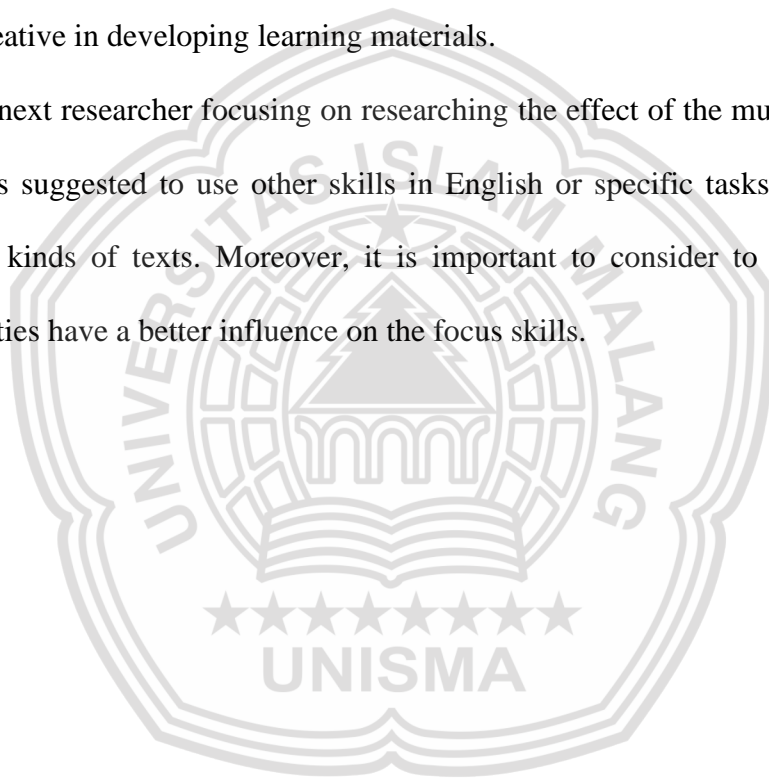
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