

**IMPROVING STUDENTS' SPEAKING USING MULTIMODAL
TEXT ON PHASE E AT SMAN 3 KEDIRI**

SKRIPSI

Submitted in order to fulfill the Requirements for Obtaining a Bachelor's Degree in
Education (S.Pd)

English Language Education Department, FKIP UN PGRI Kediri



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APPROVAL PAGE

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Signed by,



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MOTTO AND DEDICATION

MOTTO : EAT WELL, SLEEP WELL, LIVE WELL

DEDICATIONS :

This Skripsi is dedicated to:

1. My self , keep it going gurll!!!! You can do it.
2. My Great parents, thank for all you support.
3. All of my advisors thank you for everything from the knowledge, the experience, the revision that have given to me sincerely.
4. My sister and brother who always give me spirit to do my al activities
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6. My 2D annime character, for make me feel enjoy when I feel burn out
7. My Boo, >.< thank you for all your support and love

ABSTRACT

Maria Alfina Christabell : Improving Students' Speaking Using Multimodal Text on SMAN 3 Kediri Faculty of Teacher Training and Education English Education Department University of Nusantara PGRI Kediri 2024.

Speaking is an potential to say or state something in order that humans can get the concept or message that we deliver to. This activity as a minimum entails people in which they're share any type of information they have got. The issue of teaching speaking skills stems from students lack of using correct grammar, limited vocabulary, not fluency and a lot using error pronunciation.

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 in phase E to enhance students' speaking abilities. This method 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. It is recommended that teachers integrate multiple forms of communication into their lesson plans in order to better facilitate their students' development as speakers.

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It is realized that this research still has many shortcomings, so it is expected that criticisms and suggestions from various parties are expected.

Kediri, 5th July, 2024

The Researcher

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CHAPTER I

INTRODUCTION

This chapter explained the sub chapters related to the title of this research. It consists of seven sub chapters. Those are, a) Background of the research, b) identification of the problem, c) limitation of the problem, d) problem formulation, e) purpose of the research, f) significance of the problem and g) definition of key terms

A. Background of The Problem

In the era of technology that is very fast, various learning innovations have been found. one example is using multimodal text in the teaching and learning process. Kree and Vann Leeuwen (2006, 2022) revealed that multimodal text is an approach to applying several media or commonly referred to as semiotic modes, for example audio, visual and also kinesthetic. in this approach strengthens each learning media. Examples of multimodal text that are often used in education are PowerPoint, online learning applications, YouTube, Google Classroom, Google Meet, Zoom, TikTok and the current trend is AI. With the emergence of variations in this learning model, it makes it easier for teachers to innovate in conducting fun teaching and learning activities.

The use of multimodal text in teaching and also has a positive impact on the ability to think creatively and students' speaking abilities. Students naturally understand the process of communicating. For example, the teacher asks students to present the outcome of student observations about a case that is happening. By

themselves students will explain it using language that is easily understood by other students. The use of multimodal text is an adaptation of technological developments which are increasingly developing rapidly.

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.

Consistent with curriculum 2013 (Jalil, 2014, p. 55), there are six teaching and getting to know strategies which make students active in teaching and mastering process. they're individual studying, peer gaining knowledge of, affective studying, collaboration studying, play learning and cooperative getting to know. every teaching method has a few blessings and disadvantages dealing with the topic and ability so that you can be advanced. Syahputri & ismail (2022) nation that reviewing is a method or an method in teaching language. It demonstrates the fee of practical tasks as social, motivational, and language teaching tools inside the mastering scenario. It additionally makes students revel in studying language. coping with the truth, the English instructor is meant to apply more difficult strategies in coaching. The teaching can be extra exciting if the lecturers can create fun sports by means of making use of some sorts of strategies that match the scholars' degree. Retelling tale made the speaking activity became joyful seeing that it can help students inform the chronological occasions of the tale without problems.

With the aid of using evaluation activates, students can display their comprehension of the story. Burns & Joyce (2014) mention that one of the most crucial aspects of speaking is that it continually takes place inside context. When communicate each the use of language to perform numerous social features and deciding on kinds of language which relate in a applicable manner to the cultural and social context. Approach could be very necessities in teaching and getting to know system. It has a key position in supporting the success of teaching and

getting to know manner. In step with Brown (2001), strategies are the particular activities manifested inside the classroom. In different words, a technique is defined some of a huge variety of physical activities, or obligations in the language classroom used to gain the goals of the lessons. One of the strategies that can be used and applied in teaching learning activities is a reviewing. Moreover, Antet Kaminski (2023) stated that engaging college students in reviewing activities increase verbal exchange capabilities and encourages shared gaining knowledge of reports. Students' speaking skill can stepped forward with the aid of attention to the articulation, readability, and quantity

B. Identification Problem

Relate to background of the problem above, the following problem could be identified:

1. Student pronunciation is not correct when they speaking
2. Lack of understanding of vocabulary understood by students
3. Students are not confident to express what is on their mind
4. Lack of comfort in the applied learning method.
5. Improper use grammar when they speaking

C. Limitation of the Problem

The focus of this research is to improve students speaking skill by using multimodal text method. In using these methods, of course teachers are expected to be able to create teaching techniques for the enjoyable and gain confidence of

students, so that they are be able to improve their speaking skill to the maximum. The writer assumes that by using multimodal text can improve students' speaking skill, they will be more creative and expressive in improving their speaking skill.

D. Problem Formulation

1. How was student's speaking before using multimodal text?
2. How was students speaking after using multimodal text?

E. Purpose of the research

The purpose of this research is to 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.

F. Significance of the Research

The result of this study are expected to useful both theoretically and practically described in the following section.

1. Theoretically

The result of this study are expected to support theories related to how improve students speaking using multimodal text in their learning activities.

2. Practically

The result of this study are expected to provide information to English teachers, especially in guiding students to improve the students' speaking. It's also expected to encourage students' awareness to be creative and expressive in developing speaking.

G. Definition of Key terms

1. Multimodal Text

The usage of multimodal texts in language studying is grounded in the principle of multimodality, which posits that which means is created thru the interplay of different modes of communication. In the context of language mastering, multimodal texts provide inexperienced persons with a couple of resources of input, that could assist them higher recognize and produce language. Furthermore, multimodal texts can offer novices with possibilities to exercise different aspects of speaking, together with pronunciation, intonation, and fluency. In step with O'Halloran, Tan and E, multimodal text content can defined as pix are used alongside the written mode to provide context, illustrate a point, make a controversy, furnish evidence, organize records. There are also a variety of examples of instructional genres that require the use of numerical graphical representations, consisting of needs analyses, effect tests, value benefit analyses. Multimodal texts, comprising written textual content, visual images, image elements, links, video clips, audio clips, and other modes of representation, require one of a kind strategies for navigating and comprehension (Kress & van Leeuwen, 2015). a focal point on multimodality is an attempt to make the point that an interest in representational modes aside from written language is important and is primary to actual kinds of

communication everywhere, not absolutely some form of tangential or marginal problem that could be taken up or no longer (Kress, 2003, 2010).

2. Speaking

Speaking is an potential to say or state something in order that humans can get the concept or message that we deliver to. This activity as a minimum entails people in which they're share any type of information they have got. Speaking is one of the abilities that must be mastered by way of students in studying English. it's far important for students to recognize the definition first. Many experts outline speaking in extraordinary approaches. In our daily lifestyles, it cannot be separated with communication. the very best way to talk is by means of speaking. all people can talk to others by direct or oblique, together with through cellphone, by video-calling, and many others. every other idea from Rao (2019) state that from the 4 basic skills of the English language, speaking ought to be the difficult one due to the fact the speakers ought to bring out sentences at the spur of the moment. it's miles pretty tough for foreigner or 2nd language learners to bring out sentences without studying the grammatical structures and having right know-how of adequate vocabulary. it's far supported through Thornbury (2005: 1) in his e book, "speaking is so much a part of every day lifestyles that we take it for granted." The speakers say phrases to the listener not best to specific what in his/her thoughts, however additionally to

specific what he/she needs. most of the people would possibly spend of their ordinary lifestyles in communicating with others. furthermore, speaking desires proper grammar, vocabulary, and pronunciation. Thornbury (2005: 1) provide an explanation for in addition about it in his book, “the capacity to talk fluently accompanied evidently from the coaching of grammar and vocabulary, with a piece of pronunciation thrown it.” in the meantime, Harris (1969: 81) states, “speaking is a complex skill requiring the simultaneous use of some of one-of-a-kind abilities which often broaden at distinct fees”. From this definition, it's miles clear that talking needs different ability that just talk. In speaking method there are as a minimum 4 additives that generally recognize referred to by Harris (1969: 81-82), they may be:

- a. Pronunciation (consisting of the segmental capabilities vowels and consonants and the stress and intonation patterns)
- b. Grammar
- c. Vocabulary
- d. Fluency (the ease and velocity of the glide of speech)

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