

**THE ANALYSIS OF USING MULTIMODALITY IN TEACHING  
LISTENING MATERIAL FOR EFL STUDENTS IN  
ENGLISH BANUA COURSE**

**By**

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**ANTASARI STATE ISLAMIC UNIVERSITY  
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**THE ANALYSIS OF USING MULTIMODALITY IN  
TEACHING LISTENING MATERIAL FOR EFL  
STUDENTS IN ENGLISH BANUA COURSE**

**AN UNDERGRADUATE THESIS**

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by

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### STATEMENT OF AUTHENTICITY

I, the undersigned, *Abiyyunabil Dafari Ihsan*, declare that this undergraduate thesis is my original work, gathered and utilized especially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purpose. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

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## **ABSTRACT**

Abiyyunabil Dafari Ihsan. 2022. *The Analysis of Using Multimodality in Teaching Listening Material for EFL Students in English Banua*. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisors: (I) Hj. Nani Hizriani, MA (II) Hidayah Nor, S.Pd, M.Pd.

**Keywords:** *Listening, Multimodality, Teacher.*

Multimodal in listening was the complex way in teaching listening, using multimodality could improve the quality of teaching. The aims of this study is to find what kind of mode multimodality that used in English Banua and how the teacher response about using multimodality in teaching learning listening. Responding to the research question, researcher use to descriptive qualitative method. Instrument that used in this research is observation, interview and documentation. The main data of this research was found from observation in English Banua about what kind of multimodality that used in English Banua using descriptive qualitative method. Multimodal have 5 modes there are: Linguistic, visual, audio, spatial and gestural. The result of observation showed that in English Banua Used 4 from 5 modes of multimodality. There are Linguistic, visual, audio and gestural. Next the teacher had a interview with the researcher to get the respon of using multimodality in teaching listening material, the content of the interview was the advantages and disadvantages of using multimodality in teaching listening material. The result of the interview found some respons about using multimodality in teaching listening as the follows: improving the quality of learning, maintains novelty in the classroom, enhance the students skill in English, students get new experiences in learning English, inquitable digital media acess in the village, difficulties in connect the goal using multimodality with prescribe curriculum and students comprehension using multimodality.

## **ABSTRAK**

Abiyyunabil Dafari Ihsan. 2022. *The analysis of using multimodality in teaching listening materials for EFL students in English Banua*. Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: (I) Hj. Nani Hizriani, MA (II) Hidayah Nor, S.Pd, M.Pd.

**Kata kunci: kemampuan menyimak, multimodal, guru.**

Multimodal telah menjadi metode yang kompleks dalam pembelajaran listening, karena dengan menggunakan multimodal dapat meningkatkan kualitas pembelajaran. Tujuan dari penelitian ini adalah untuk menemukan jenis multimodal apa saja yang digunakan di English Banua dan bagaimana tanggapan guru mengenai penggunaan multimodal dalam proses belajar mengajar. Dalam menjawab rumusan masalah, peneliti menggunakan metode deskripsi kualitatif. Instrument yang digunakan dalam penelitian ini adalah obeservasi, wawancara dan dokumentasi. Data utama dalam penelitian ini diambil dari hasil observasi tentang jenis multimodal apa saja yang digunakan di English Banua menggunakan metode deskriptif kualitatif. Multimodal memiliki lima jenis: Linguistic, visual, audio, spatial dan gestural. Hasil dari observasi menunjukkan bahwa di English Banua menggunakan 4 jenis multimodal: Linguistic, visual, audio dan gestural. Selanjutnya guru di wawancarai untuk mendapatkan respon mengenai penggunaan multimodal dalam proses belajar mengajar di English Banua. Isi dari wawancara tersebut adalah mengenai kelebihan dan kekurangan penggunaan multimodal dalam proses belajar mengajar listening. Hasil dari wawancara tersebut peneliti mendapatkan beberapa respon tentang penggunaan multimodality dalam pembelajaran listening, meningkatkan kualitas pembelajaran, dapat mengatasi keheñeningan didalam kelas, meningkatkan kemampuan murid dalam skill Bahasa Inggris, murid mendapatkan pengalaman baru dalam belajar Bahasa Inggris, sulitnya akses digital media ke pelosok desa, sulit untuk menyesuaikan tujuan pembelajaran berdasarkan kurikulum dengan pembelajaran menggunakan multimodal dan murid lebih mudah mendapatkan jawaban dari tugas mereka akan tetapi mereka tidak memahami apa isi dari jawaban tersebut.

## **MOTTO**

“ Everyone has their turn, so be patient and wait for it. It will comes”

**- Gold D Roger -**



## **DEDICATION**

I dedicate this thesis for:

1. My beloved parents, Kusairi Ihsan and Hamida who always pray the best for me, support me during the time of study and the process of making this thesis.
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