

## **CHAPTER 4 FINDINGS AND DISCUSSION**

This chapter presents and discusses the findings of this research. The research was conducted to answer the questions mentioned in the research problems. It is about modes of multimodality that used in this course and to the teacher respons of using multimodality in teaching listening.

To get the data of the research problems the researcher came into the course and do some activities such as observation,documentation and interviews to the founder also the teacher of English Banua course. The researcher observed and took checklist of modes of multimodality during teaching learning process.

### **A. Findings**

In addition find out modes of multimodality that used in English Banua Course, the researcher observed and interview. Then analyzed the result of observation and teacher's answer.

The result of this research have been collected from observation list and interview. The data will be presented on in table and answer of interview.

#### **1. Modes of multimodality used in teaching listening materials**

From the observation checklist above about modes of multimodality used in teaching listening. The researcher got some modes of multimodality that used in teaching listening. In addition to get more

valid data researcher did some interviews to the teacher in English Banua course, some modes that used in teaching listening were:

a. Linguistic

From the observation list, the researcher got that in this course used linguistic as their modality in teaching listening. Furthermore, the researcher interviewed the teacher to validating the data by asking the teacher "did teaching listening in this course use many media or using multimodal?" the teacher said " Well, the media that we use in English Banua is laptop with speakers, Some of the materials in listening & speaking are from YouTube or any other English education platform like PapaTeachMe, English with Lucy, Oxford Online English, BBC etc (mostly BBC)" from the answer, researcher analyzed that in this course using linguistic as their modes of modality by the line "using english education platfrom" and also use youtube as the media of teaching, from that the researcher found linguistic modes used in this course.

b. Visual

Based on observation list, the researcher found that in this course use video from youtube that shows in laptop to comprehend the students in learning listening. Visual mode in this course contains colours, perspective, foregrounding and background. Due interviews session researcher asked about media that used in this course and the teacher answer was "some materials we got on

youtube”. From that answer researcher got the conclusion that this course used visual mode in multimodality. The other resources data that find by the researcher was in observation the teacher uses lcd, pictures and laptop in showing the material. From that data the researcher found that in this course visual modes is using in this course.

c. Audio

Based on observation list above, the researcher found that the component of audio mode are available during teaching listening in this course from the video of conversation that shows by the teacher. Researcher analyzed it because, due interview session the teacher said that “we use laptop and speaker, some material for speaking and listening are from youtube”. As we know youtube has many content to engage students listening skill from music or conversation. From thus the researcher found audio mode is available in this course, based the observation and the interview the component of audio is available in media of teaching listening

d. Gestural

The teacher do a discussion and game during teaching learning was held, the teacher could explain the discussion topic and the game with verbal and gestural. Whether to make sure the students understand about what they will do today in the class. The teacher explain to the students with gesture to make sure the

students understand about the materials. From the observation and interview the researcher analyze and found that during the teaching, the teacher always do game and discussion. By doing game the teacher move his body to explain to the students about the rules and explaining by moving the body. From that the researcher found that in this course also use gestural as mode of multimodality.

## 2. Teacher responses of using multimodality in listening material

Based on the interviews that researcher held with the teacher of English Banua, some responses of in teaching listening using multimodality are :

### a. Engages all students in the learning process

The researcher asked some question about teaching learning process to the teacher. Researcher asked “ due teaching session, do you just expalining to the student (speech) or you ask some question to the students about the lessons (student centered)”. The teacher said “ usually in the class we use student centered”. Then researcher analyzed and found that to engages all students in teaching learning process. To engage all students during teaching learning process, the teacher should not only explaining in front of the class, understanding together to bulid student comprehension about material. Example teacher asked the students to repeat the

material by their own language or play some games about the material. From this interview the researcher analyzed and found that in engaging all students the teacher have to take all attention from the students, it means using some media or games to take attention from the students. Not only explaining alone in front of the class, instead invite students in understanding the material together.

b. Improve the quality of learning

Based on the interviews to the teacher, the researcher asked to the teacher “did the students will get new experiences from learning listening in this course?”. The teacher answer was “ most students were really bored when they learn English in school. In this course, we give the new experience about ‘how to learn English more active and fun’ and methode we use in this course mostly from English village, Kediri -East java.” From this answer researcher analyzed that this course want to improve the quality of learning by making teaching English more active and fun, by using many medias or method. In the primary school usually students didn’t intrested to English because its bored to learn.

c. Expands the creativity of teacher and student

Based on the interview the teacher said “ by discussion students speak english a lot of here in order to give new environment learning of english” from the teacher answer, researcher analyzed and found that during teaching learning, we as teacher should give opportunities to speak or explaining about the material or tell the story in english. In order to train or develop their confidence in the class. The students can be creative if the teacher can bring the teaching materials with interesting media, that will trigger the students to compete in teaching learning session.

d. Maintains novelty in the classroom

Based on the interview researcher asked to the teacher “ did the teacher held discussion session during teaching learning?” and the teacher answer was” yes it did, discussion are the most important part of material in English Banua. By discussion, we raise their confidence to speak english”. From the answer the researcher analyzed that discussion is important part of teaching, because during discussion students and teacher can talk each other to make the class more active and fun. Also discussion made the class more active, because the teacher not focused on their material books. The teacher asked students about what they learned today or their previous study.

e. Inspires cooperative learning

Student and teacher are most important component in teaching learning process, without them the study will not run as well. Teacher and student also have to be cooperative in the class, because if they don't the class will be ineffective. Allowing students to discuss or present issues based on their learning styles allows them to reinforce their knowledge while also gaining a fresh perspective through peer interactions.

Based on the interview that researcher held with teacher about cooperative learning. The researcher asked "how do you create the cooperative learning in this course?", and the teacher answer was " first, we must make a good communication with the student. Make them comfortable in the course, as like they are in the home. Don't maket the situation like they are in school. Because the situation in the school and course totally different. Once in a while you can ask about their daily life, or you can make discussion about something happen apart from material, like a little fun discussion or anything else, in english of course. And don't forget about the "Game" when teaching English. It's really important to make a"Game" in lesson plan. It helps a lot to make student comfortable in the class.

f. Inquitable in accessing digital media

Nowdays, digital media has been important part of teaching learning process, many materials of teaching got from digital media. Such as Youtube, English education platform, and Website that conduct English learning. Digital media helps teacher and student to comprehend the material, but many obstacle in understanding of using digital media during teaching learning. Based on the interview researcher found there obstacle in using digital media in teaching learning. 1). The budget, not everyone can buy device for digital media such as smartphone or laptop. Using digital media is easy, but to get the device that equal to show it, that has many cost to taken out. 2) Not everyone want to study with the new method such as digital media. Some of the old teacher still want to study with the old method using book or lks etc. 3). Using of digital media sometimes is complicated. especially for the people that never touch the computer, to make the material using digital media is quite hard.

g. Difficulties in Achieve the learning goals

Curriculum is foundation of teaching learning process, based on that the teacher knows what the goals of study in his/her teaching. using multimodal maket he teacher confuse about the goals of study, because the teacher too focused on the modal that

she/he use. Based on the interview the researcher found that the teacher can achieve the goal, as long the teacher can bring the classroom still in topic. Based on the interview the researcher found that the teacher can achieve the goal, as long the teacher can bring the classroom still in topic. Based on the interview the researcher found that in teaching using multimodality can be achieved, but the teacher can bring the class situation still in topic. The main problems in achieving goals from multimedia learning is the teacher, did he can bring the class still in the topic or not?.

#### h. Student's comprehension in using multimodality

Teaching with media has benefit and lack. More easier to get the material, students usually lazy to comprehend the answer or article that teacher give. Only find the result or answer without understanding it, while the teacher ask to explain their result or answer the student only read their result and doesn't explain by their language. Students thinks the important thing of answering the question is got a high score.

## **B. Discussion**

Based the identified problems, the researcher would discuss the whole identified problems in this research entitled "An analysis of using multimodality for EFL students in English Banua course", here is the discussion :

## 1. Modes of multimodality that used in teaching learning material

### a. Linguistic

Using English education platform as their media, it can be read or see by the students. Many news, article or journal attainable in English Education platform. This was approved by Jewiit (2016, p. 52) that the written or spoken words are known to as the linguistic modality. The method includes word choice, written or spoken text delivery, word structure into sentences and paragraphs, and the growth and consistency of words and ideas.

### b. Visual

Related to the interview session that the teacher said using youtube in providing the material. Youtube shown us a video or only music without the video, images. As the validation jewiit states that (2016, p.52) that The visual mode refers to the words and images that others see. Color, layout, style, size, and perspective are all available in this mode. In youtube the teacher got the element of visual mode of multimodality.

### c. Audio

In teaching the teacher use laptop and speaker to play some conversation and music to learn about English. Students listen to the music to get new vocabularies and discuss it with the teacher. Some conversation to know how did the word spell correctly and how to say it in English accent. The supportive theory is from Jewiit (2016, p. 53) state that the Audio mode focuses on sound, which includes music, sound effects, tone of voice, spoken language, loudness of sound, emphasis, and accent, among other things.

d. Spatial

The teacher didn't say about using brochure or biographic media in the teaching learning, instead using a website navigation. The teacher use English education platform such as PapaTeachme, English with Lucy and BBC. This was apposite with Jewiit (2016, p. 54) that The spatial mode is concerned with the text's physical layout, order, and accessibility. A brochure is one example of this, as is how it is folded and structured. The spatial mode also refers to a website's navigation bar and how a user reads and navigates the web.

e. Gestural

Doing game session during class can make the class more active, the teacher did the game and discussion in his class to stimulate their brain during class. By doing games and

discussion student will not be bored, because they not only sit to hear the teacher explanation but allowed to speak to.

The supportive theory is from Jewiit (2016, p. 55) states that The gestural mode refers to how the movement is intepreted. Facial expresion, hand gestures, body languages and interaction between people, thus are gestural modes.

## 2. Teacher respons of using multimodality in teaching learning material

Based on the interview that researcher held with the teacher, there are some teacher respons about using multimodality in teaching learning there are :

### a. Engage all student in the learning proccess

To engage the learning in the class the teacher have to implicate all student in the class. Whether by doing discussion or some game to take student's attention. Based on the interview, the researcher asked to the teacher is he used to explain alone in the class or implicate all students during learning (student centered). Then his answer is student centered, while teaching with multimodality the teacher have to implicate all student in his learning, to make sure all students are understand about the material as well..

### b. Improve the quality of learning.

Students are easily getting bored in learning English, because they only saw word by word. By multimodal literacies the teacher can make the learning more fun and active, giving student new environment and experiences in learning English. Based on the interview between the researcher and the teacher found that the student gets bored in learning English, because only focusing on writing and doing task so they didn't have much time to express their skill on English, both speaking and listening. By using multimodal the students can achieve more experiences in learning English, such as using film as media of listening. This supportive theory is from Walsh (2010, p. 223) states that When students were given a multimodal assignment to work on, they were deeply engaged in the task by observing, searching for information, and responding. Multimodal learning enhances students' learning experiences and allows them to gain a broader understanding of knowledge and abilities.

c. Expands the creativity of teacher and student

In teaching learning teacher creativity in making fun and interactive class is important. By doing discussion and games it can make the class situation more fun and

interactive. Students can express their skills in English such as speaking and listening. In addition to train their confidence. In the interview that the researcher asked the teacher about how to expand the creativity in the classroom and his answer was “ by discussion students allow to speak a lot, in order to give new environment learning of English” from that answer the researcher found that, in teaching English have to use several media to give students new environment in learning English and make the not easily getting bored. The supportive theory is from Hence (1997, p. 97) that states that Teachers can develop their creative muscles in multimodal learning by finding and putting together the greatest materials to offer their courses. Some teachers will even create their own media if there aren't any available. Similarly, students can demonstrate their knowledge through thought-provoking projects that push them to solve problems in new ways and highlight their unique strengths.

d. Maintains novelty in the classroom

In maintaining novelty in the classroom, the teacher has to find many ways to maintain it. Whether discussion or doing games that connected to English leaning. Based on

the interview the researcher asked how the teacher maintain the novelty in the classroom, his answer was “ yes it did, discussion are the most important part of material in English Banua. By discussion, we raise their confidence to speak English “ from that the researcher got that discussion is one from another way to maintain novelty in the classroom. The teacher and student can talk each other about English or other, thus made the class more active and fun. This has supportive theory is from Hence (1997, p. 97) that stated that Student needs variation. Without it, learning becomes predictable, causing students to lose interest in the material. Also discussion made the class more active, because the teacher not focused on their material books. The teacher asked students about what they learned today or their previous study.

e. Inspires cooperative learning

In making cooperative class the teacher has to build good communication with the students, good communication is the basic principles in building cooperative class. In the class teacher and students not only discussing about material, it can be their daily life, hobbies or etc. based on the interview the teacher told to the researcher that “first, we must make a good communication

with the student. Make them comfortable in the course, as like they are in the home. Don't make the situation like they are in school. Because the situation in the school and course totally different. Once in a while you can ask about their daily life, or you can make discussion about something happen apart from material, like a little fun discussion or anything else, in English of course. And don't forget about the "Game" when teaching English. It's really important to make a "Game" in lesson plan. It helps a lot to make student comfortable in the class." From that researcher conclude that to build cooperative class, the first thing is build good communication with the students, instead good in explaining material. The supportive theory is from Hence (1997, p.97) that each student has the potential to become a content expert in their own unique way. Allowing students to discuss or present issues based on their learning styles allows them to reinforce their knowledge while also gaining a fresh perspective through peer interactions.

f. Inequitable in accessing digital media

Digital media has shown us how easy to get material of study, such as Youtube, English education platform and website etc. However not all teachers and students can use and buy it. In using it researcher found it

based the interview with the teacher, he told the researcher using digital media has 3 obstacle they are : 1). The budget, not everyone can buy device for digital media such as smartphone or laptop. Using digital media is easy, but to get the device that equal to show it, that has many cost to taken out. 2) Not everyone want to study with the new method such as digital media. Some of the old teacher still want to study with the old method using book or lks etc. 3). Using of digital media sometimes is complicated. especially for the people that never touch the computer, to make the material using digital media is quite hard. From that answer the researcher conclude that in using media has 3 obstacle the budget, some teacher and students use traditional ways, and complicated in using for teaching learning.

The supportive theory is from Ware (2008, p. 45) states that students have not yet developed a basic understanding of or experience with digital, multimodal literacy.

- g. Difficulties in achieving the learning goals through multimodality.

In teaching learning using multimodality teacher used two or more of media to engage student's comprehension. Beside that to connect the assaignment to

the learning goals from curriculum was not easy. This supportive theory from Smythe and Neufeld (2010, p.503) that "the multimodal features of the assignment were not easily connected with the defined learning goals guiding the curriculum framework." In the interview session the teacher said that "the learning goals can be achieved, if the teacher can still control the class in topic" researcher analyzed that to connect the learning goals and assignment the teacher has totally understand how to explain material use two or more medias, to make sure students can achieve the learning goals in curricula framework.

h. Students comprehension in using multimodality

Teaching with multimodality today allowed student to use digital media in seeking the answer or find some article. While conduct the result the students aren't comprehend their answer only copy and paste the answer. So while asked to explain their result students are reading to the paper that they made. In their mind they didn't care about what he read, once get the result they already forgot about the material that have learn before.

In addition Guo in (2009, p.89) said that When creating a multimodal project, students might just copy and

paste texts from the Internet and just display information rather than analyze and synthesize information to enforce their understandings of key contents. In interview session researcher asked to the teacher about this and he said “some students thinks score is the important goals in learning, because that they only seek the answer without comprehend it. As teacher we could have an explanation to them that we must know about “this” and “that” to get the answer. Also why we should answer the question with comprehend it.