

ABSTRACT

Rosy May Yanti. 2022. The Implementation of Multimodal Approach in Listening II Class 2021 of English Education Department. Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisors: (I) Dra. Andi Irlina, M.Hum (II) Sovia Rahmaniah, M.Pd.

Keywords: Multimodal Approach, Students' Attitude, Listening II Class

As lecture, it had better not use a single method, approach, or technique, relates to teaching English. Those activities can be done using several modes, such as linguistic mode, visual mode, aural mode, spatial mode, and gestural mode that can be combined each other. Hence the reason there is a Multimodal Approach.

The research aims at figuring out how many types of Multimodal Approach due to the lecture implementation and finding out the students' attitude towards Multimodal Approach in Listening II class of second semester students of English Education Department Academic Year 2020 of Antasari State Islamic University. This research applies qualitative method and descriptive study as research design. The data are obtained from the lecture and students through observation, interview, and documentation by using observation sheet and open-ended questions.

The result showed that there are four modes that is implemented by the lecture, while the students express twenty positive attitude and nine negative attitude towards Multimodal Approach. It is concluded that the attitude towards Multimodal Approach of the second semester students of English Education Department Academic Year 2020 of Antasari State Islamic University is mainly positive attitude.

ABSTRAK

Rosy May Yanti. 2022. *The Implementation of Multimodal Approach in Listening II Class 2021 of English Education Department.* Skripsi. Jurusan Tadris Bahasa Inggris., Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: (I) Dra. Andi Irlina, M.Hum (II) Sovia Rahmaniah, M.Pd.

Kata kunci: Pendekatan multimodal, respon mahasiswa, kelas Listening II

Sebagai pengajar, sebaiknya tidak hanya menggunakan satu metode, pendekatan, atau teknik dalam mengajar bahasa Inggris. Aktivitas tersebut dapat dilaksanakan menggunakan beberapa mode, seperti mode linguistik, mode visual, mode aural, mode spasial, dan mode gestur yang dapat dikombinasikan satu sama lain. Inilah alasan Pendekatan Multimodal ada.

Penelitian ini bertujuan untuk mengetahui berapa macam tipe Pendekatan Multimodal berdasarkan implementasi pengajar dan respon mahasiswa terhadap Pendekatan Multimodal di kelas Listening II semester dua jurusan Tadris Bahasa Inggris Tahun Ajaran 2020 UIN Antasari Banjarmasin. Penelitian ini mengaplikasikan metode kualitatif dan studi deskriptif sebagai desain penelitian. Data diambil dari pengajar dan siswa dengan observasi, wawancara, dan dokumentasi menggunakan lembar observasi dan pertanyaan terbuka.

Hasil menunjukkan bahwa ada empat mode yang diimplementasikan oleh pengajar, yaitu mode linguistik, mode visual, mode aural, dan mode gestur sementara mahasiswa mengekspresikan dua puluh respon positif dan sembilan respon negatif terhadap Pendekatan Multimodal. Dari hasil tersebut dapat disimpulkan bahwa respon siswa terhadap Pendekatan Multimodal di semester dua jurusan Tadris Bahasa Inggris Tahun Ajaran 2020 UIN Antasari Banjarmasin yang terutama adalah respon positif.