

**THE IMPLEMENTATION OF MULTIMODAL APPROACH
IN LISTENING II CLASS 2021 OF ENGLISH EDUCATION
DEPARTMENT**

**By
ROSSY MAY YANTI**



**ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
2022**

**THE IMPLEMENTATION OF MULTIMODAL APPROACH
IN LISTENING II CLASS 2021 OF ENGLISH EDUCATION
DEPARTMENT**

AN UNDERGRADUATE THESIS

Presented to
Faculty of Tarbiyah and Teacher Training
in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan* in English Language Education

by

Rossy May Yanti

170102030023

**ANTASARI STATE ISLAMIC UNIVERSITY
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION DEPARTMENT
BANJARMASIN
2022**

APPROVAL

Title : The Implementation of Multimodal Approach in
Listening II Class 2021 of English Education
Department

Name : Rossy May Yanti

SRN : 170102030023

Faculty : Faculty of Tarbiyah and Teacher Training

Program : Undergraduate Study (S-1)

Department : English Education Department

Academic Year : 2017

Place/Date of Birth : Tanah Laut, May 30th 1999

Address : Jl. Al-Fatah, No. 34, RT/RW. 027/07, Kec.
Pelaihari, Kab. Tanah Laut, Kalimantan Selatan

After being checked and revised, the thesis has been approved to be examined in front of the board of Examiners of Faculty of Tarbiyah and Teacher Training UIN Antasari Banjarmasin.

Banjarmasin, December 27th 2021

Advisor
Contents and Research Methods



Dra. Andi Irlina. M. Hum
NIP. 196901122003122004

Advisor
Language and Writing Techniques



Sovia Rahmaniah, M. Pd
NUP. 201702018

Acknowledged by
Head of English Education Department
Faculty of Tarbiyah and Teacher Training
UIN Antasari Banjarmasin,



Afifah Linda Sari, M. Pd.
NIP. 198711102015032004

VALIDATION

Title: The Implementation of Multimodal Approach in Listening II Class 2021 of English Education Department Name Rossy May Yanti SRN 170102030023 has been examined by the board of thesis examiners of Faculty of Tarbiyah and Teacher Training UIN Antasari Banjarmasin.

Day : Thursday
Date : January 13th 2022
Stated : ACCEPTED
Score : 78 (B+)

Dean Faculty of Tarbiyah and Teacher Training
UIN Antasari Banjarmasin



Dr. H. Hamdan, M. Pd
NIP. 196604051993031005

THE BOARD OF EXAMINERS:

Name	Signature
1. Dra. Andi Irlina, M. Hum (Chairperson)	
2. Hj. Nurlaila Kadariyah, S. Ag., M. Pd (Member)	
3. Sovia Rahmaniah, M. Pd (Member)	

STATEMENT OF AUTHENTICITY

I, the undersigned, Rossy May Yanti, declare that this undergraduate thesis is my original work, gathered and utilized specially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. 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.

Banjarmasin, December 27th 2021

The Writer,



Rossy May Yanti

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.

MOTTO

“When mama said that it was okay. Mama said that it was quite alright.”

(Lukas Graham – Mama Said)

DEDICATION

I dedicate this thesis for:

1. My beloved parents and step parents, who always support me in every situation and condition during these times
2. My siblings, who are with me and through this together
3. My best friend, who always be my side
4. ESA Antasari Banjarmasin, the first place I learned soft skill and hard skill
5. LiDS Educia, another place where I met new family
6. My classmates in English Education Department 2017 class C, E, and A who help me from the first semester 'till today
7. All of my friends in UIN Antasari Banjarmasin who are very kind

ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم. الحمد لله رب العالمين. الصلاة والسلام على اشرف الأ نبياء والمرسلين سيدنا
ومولانا محمد وعلى اله وصحبه أجمعين. اما بعد.

Praise to Allah the Almighty who has been giving me guidance till the writer finished this thesis entitled “The Implementation of Multimodal Approach in Listening class 2021 of English Education Department”. Peace and salutation always be upon Prophet Muhammad P.B.U.H and all his friends who struggle for Allah. The writer like to express appreciation and gratitude to:

1. Dr. H. Hamdan, M. Pd. as the Dean of Faculty of Tarbiyah and Teacher Training of Antasari State Islamic University and all his staff for their help in the Administrative matters.
2. Afifah Linda Sari, M. Pd., as the Head of English Education Department for the assistance and motivation.
3. My academic advisor, Afifah Linda Sari, M. Pd., for the guidance and encouragement.
4. My thesis advisors, Dra. Andi Irlina, M. Hum, as the advisor of content and research methods for the advice, helps, suggestion and correction.
5. Sovia Rahmaniah, M.Pd, as the advisor of language and writing techniques for the advice, helps, suggestion and correction.
6. All lecturers and assistants in Faculty of Tarbiyah and Teacher Training for the priceless knowledge.

Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

Banjarmasin, Jumadil Awal, 23rd 1443 A.H

December, 27th 2021 A.D

A handwritten signature in black ink, appearing to be 'MSY' with a stylized flourish above it.

Writer

CONTENTS

COVER PAGE	
TITLE PAGE	
APPROVAL	iii
VALIDATION	iv
STATEMENT OF AUTHENTICITY	v
ABSTRACT	vi
<i>ABSTRAK</i>	vii
MOTTO	viii
DEDICATION	ix
ACKNOWLEDGEMENT	x
CONTENTS	xii
LIST OF TABLES	xiv
LIST OF APPENDICES	xv
CHAPTER I: INTRODUCTION	1
A. Background of Study	1
B. Research Questions.....	6
C. Objective of Study	6
D. Significance of Study	6
E. Definition of Key terms	7
CHAPTER II: THEORETICAL RVEIEW	9
A. Theoretical Review	9
1. Multimodal Approach	9
2. Types of Mode	13
3. Teaching Process of the Multimodal Model	15
4. Students' Attitude	23
5. Listening in ESL/EFL Classroom	44

6. Preferred Approach to Teaching Listening	49
B. Review of Previous Studies	54
CHAPTER III: RESEARCH METHOD	59
A. Research Design	59
B. Research Setting	59
C. Participants	60
D. Data	61
E. Technique of Data Collection	61
F. Data Analysis	69
CHAPTER IV: FINDING AND DISCUSSION	73
A. Finding and Discussion I	73
B. Finding and Discussion II	83
CHAPTER V: CLOSURE	108
A. Conclusion	108
B. Suggestions	109
REFERENCES	110
APPENDICES	113
CURRICULUM VITAE	151

LIST OF TABLES

Table 1. Types of Affect	32
Table A1. Affect - Dis/Inclination	34
Table B1. Affect - Un/Happiness	34
Table C1. Affect - In/Security	35
Table D1. Affect - Dis/Satisfaction	36
Table A2. Judgment - Social Esteem	38
Table B2. Judgment - Social Sanction	40
Table 3. Types of Appreciation	42
Table 4. The Criteria of Modes	63
Table 5. The Positive Criteria of Students' Attitude	64
Table 6. The Negative Criteria of Students' Attitude	66
Table 7. The Result of Observation for the Lecture	74
Table 8. Types of Multimodal Approach due to the Lecture Implementation	78
Table 9. The Result of Observation for the Students	83
Table 10. The Code of Students' Attitude	86

LIST OF APPENDICES

Appendix 1. Transliteration	113
Appendix 2. Observation Sheet	113
Appendix 3. Interview Guideline	115
Appendix 4. Script of Interview	116
Appendix 5. Official Letter	141
Appendix 6. Notes	143