

CHAPTER IV

FINDING AND DISCUSSION

This chapter presented the findings and discussion. The findings were designed to answer the research problem about types of Multimodal Approach due to the lecture implementation in Listening II class and the students' attitude towards Multimodal Approach in Listening II class. This research was done for second-semester students of English Department Academic Year 2020 of UIN Antasari Banjarmasin.

A. Findings and Discussion I

1. Types of Multimodal Approach due to the lecture implementation in Listening II Class

The result of this research and the discussion were data analysis results gathered during the research process according to the first research questions 'How many types of Multimodal Approach due to the lecture implementation in Listening II class?'

Firstly, the researcher used an observation sheet to observe the lecture to collect the data. Here was the result of the observation sheet:

Table 7

The Result of Observation for the Lecture

<u>Teaching Process</u>	<u>Activities</u>	<u>Comments</u>
<u>Preparation before class</u>	Preparing lesson plan	The lecture greeted and shared the materials to the group class in WhatsApp
	Warming up/reviewing	The lecture asked some questions to the students before the class was begun while waiting for the other students to join the Zoom Meeting
	Introduction to a new lesson	The lecture introduced today's lesson based on the materials that had

		been shared in the WhatsApp group
	Presentation	The lecture did a presentation in Zoom Meeting by using PowerPoint
	Practice	The lecture played listening-audio 3 times, then asked the students to answer it directly
	Evaluation	The lecture discussed the answers with the students and asked them about their problems/difficulties
<u>In class practice</u>	Showing some picture materials	The lecture shared images of map and people in the WhatsApp group
	Showing some video materials	-

	Showing some audio materials	The lecture played the listening audio in Zoom Meeting, so it would be real-time listening, also the lecture sent the audio into Sound Cloud, so the students could listen to it individually later
	Asking some questions to the students	Yes
	Asking the students to present their ideas orally	Yes
	Offering encouraging comments	The lecture gave feedback to the students
	Asking the students to do the multimodal exercise	The lecture gave Listening exercises
	Giving homework	Yes

<u>After class</u> <u>practice</u>	Asking the students to write after-listening report	Yes
	Sending the students' reports to an online group sharing area	Yes
	Asking the students to find some materials that the students are interested in	Yes
	Asking the students to read it	Yes
	Asking the students to record it into MP3	The lecture asked the students to record their voice and sent it into Sound Cloud, so the other students can listen to it

Based on the observation, the researcher figured out types of Multimodal Approach due to the lecture implementation in Listening II class, as follow:

Table 8

Types of Multimodal Approach due to the Lecture Implementation

<u>Types of Mode</u>	<u>Listening Activities</u>
Linguistic Mode	<ul style="list-style-type: none"> • Giving some stories to be read and listened by the students • Sharing the listening material
Visual Mode	<ul style="list-style-type: none"> • Using PowerPoint to explain • Sharing a map and asking the students to fill in the missing information on the map of the museum • Sharing some pictures and asking the students to describe it
Aural Mode	<ul style="list-style-type: none"> • Playing the audio about number and alphabet
Spatial Mode	--
Gestural Mode	<ul style="list-style-type: none"> • Managing interaction by discussing in Zoom Meeting

Based on the result, the researcher found out types of Multimodal Approach due to lecture implementation that was related to observation and documentary, as follow:

a. Linguistic Mode

The lecture gave some stories that were taken from TOEFL Part C, so it could be related to the linguistic mode. The students were reading and listening to some stories and reading the material that had been shared in the WhatsApp group. The listening materials contained the test, key answers, and strategies.

b. Visual Mode

When it came to IELTS, the lecture gave the listening exercise to the students and it was relevant to an image that could be seen by the students. Those images were filling in the missing information on the map of the museum and describing some pictures about house and people. The lecture also used PowerPoint to explain the IELTS strategies in Zoom Meeting.

c. Aural Mode

The activity that supported aural mode was listening to a number and alphabet. It contained the phone number and name of the person/place/etc.

d. Spatial Mode

The lecture didn't explain any material using spatial mode. Instead of using a brochure or infographic, the lecture used Sound Cloud as an application for students to play and replay the audio and share their audio. In addition, by doing these activities, the students still could listen and answer the test, also they record their voices to explain the materials and share it to the other students via Sound Cloud. Rather than just listening to the lecture explanation or answering the test, they would be able to comprehend the materials by using these activities.

e. Gestural Mode

The lecture and some students opened their camera and mic, then the lecture managed interaction by discussing the material in Zoom Meeting together. This interaction could be implied as the gestural mode used by the lecture.

In addition, the researcher also assured the documentary data to be more relevant. The result above showed that observation and documentary results were connected.

Based on the identified problems, the researcher would discuss the whole identified problems in this research entitled The Implementation of Multimodal Approach in Listening II class of English Education Department Students. Here was the discussion:

a. Linguistic Mode

Reading and listening to some stories in TOEFL Part C and reading the material that had been shared in the WhatsApp group were the activities that referred to words that are written.

This was approved by the theory from Gagich (2020, p. 68) that said the linguistic mode referred to words that were written or spoken. The emphasis was on language and how to use words (verbally or written).

b. Visual Mode

Related to the image, the listening exercise was given by the lecture was filling in the missing information on the map of the museum and describing some pictures about houses and people. The lecture also used PowerPoint to explain the IELTS.

As the validation, Arola et al. (2014, p. 6) claimed that the visual mode refers to the images that people see and characters. Color, layout, style, size, and perspective are also included in the mode. To instruct, convince, entertain, represent feelings, or so on, the visual mode is used. It also did a good job of expressing details in the visual mode.

c. Aural Mode

In IELTS, there were listening to a number and alphabet. It contained the phone number and name of the person/place/etc. This activity just focused on the sound of audio instead of image, text, or gesture.

Gagich (2020, p. 71) supported the result of aural mode. Sound, including but not limited to music, sound effects, ambient sounds, silence, tone of voice in spoken language, sound volume, emphasis, and accent were the focus of the aural mode. Every aural mode transmitted a message.

d. Spatial Mode

The lecture did not use any brochure or infographic. Instead of leading the students to a website's navigation, the lecture led the students to the application named Sound Cloud to play, replay, and share audio.

This was the opposite of Arola et al. (2014, p. 5-12) that gave several examples for spatial mode, those were a brochure or infographic since it demonstrated certain percentages and words to accomplish its objective. The spatial mode may also be led to a website's navigation bar and how the web was interpreted and browsed by a user.

e. Gestural Mode

Even though in an online class, the lecture and some students still could open their camera and mic, then manage interaction by discussing the material in Zoom Meeting with the students.

The supporting theory from Arola et al. explained that the gestural mode corresponded to how the movement was construed. All gestural modes were facial expressions, hand gestures, body language, and contact between individuals. In face-to-face conversations and theatre, this had

always been important. Linguistic, visual, aural, and sometimes even spatial existed in gestural mode (2014, p. 12).

B. Finding and Discussion II

2. The students' attitude towards Multimodal Approach in Listening II Class

According to the second research questions 'How are the students' attitude towards Multimodal Approach in Listening II class?' Based on the criteria and the observation sheet, here was the result:

Table 9			
<i>The Result of Observation for the Students</i>			
<u>The Structure of Attitude</u>	<u>Positive</u>	<u>Negative</u>	<u>Comments</u>
Affect	Inclination	Disinclination	The students showed both inclination and disinclination. Most of them were active and focused on the task, but some students were inactive in Zoom Meeting
	Happiness	Unhappiness	The students showed their

			happiness by being energetic both in Zoom Meeting or WhatsApp Group
	Satisfaction	Dissatisfaction	The students didn't ask too much during the class
	Security	Insecurity	The students were confident to participate in the class and almost all of them replayed the listening audio under three times, but some of them asked the lecture to replay it more than three times
Judgment	Social Esteem		The students didn't show any negative attitude to the lecture. They followed and accepted everything the lecture gave to them
	Social Sanction		The students felt comfortable with

		the lecture by being nice during the class
Appreciation	Reaction	The students could get the right answer easily. They comprehended well the lesson
	Composition	The students followed the lecture instruction from beginning to end. They also mute/unmute their microphone organized, so it would not bother the others
	Significance	The students followed the class in Zoom Meeting for 40 minutes straight and continued the class in WhatsApp Group

It was difficult to cover up all of the students' attitudes in both of the classes since the observation was conducted online in Zoom Meeting and WhatsApp

Group. In adding the broad information, the researcher interviewed the students. The interview section was done after getting approval from the lecture and students. There were 31 of 57 that were ready to be interviewed one by one via personal chat in WhatsApp. The researcher selected 15 of 31 results of the interview to be transcribed and wrote a transcript interview. Then, the researcher established coding. It was one of the processes of a qualitative method to interpret the model of data to be relevant to the research question. Most of the words/expressions were exactly what the students said, but the rest of them was interpreted to the other words, but still had the same meaning.

Table 10			
<i>The Code of Students' Attitude</i>			
<u>Structure</u>	<u>Types</u>	<u>Code</u>	<u>Expressions</u>
Affect	Dis/inclination	+inc.038	Like
		+inc.067	Like
		+inc.068	Like
		+inc.069	Like
		+inc.072	Like
		+inc.074	Like
		+inc.075	Like
		+inc.077	Like

		+inc.078	Like
		+inc.094	Love
		+inc.110	Want
		-inc.007	Fearful
		-inc.061	Fearful
		-inc.103	Fearful
	Un/happiness	+hap.004	Glad
		+hap.005	Glad
		+hap.011	Glad
		+hap.086	Glad
		+hap.087	Glad
		+hap.099	Glad
		+hap.102	Glad
		+hap.103	Glad
		+hap.010	Pleasure
		+hap.012	Pleasure
		+hap.091	Pleasure
		+hap.111	Pleasure
		+hap.109	Delight
		+hap.110	Delight
		+hap.009	Okay

		-hap.087	Unhappy
		-hap.103	Unhappy
	In/security	+sec.004	Challenged
		+sec.120	Comfortable
		+sec.010	Confident
		+sec.013	Confident
		+sec.047	Confident
		+sec.050	Confident
		+sec.098	Confident
		+sec.099	Confident
		+sec.105	Confident
		+sec.112	Confident
		+sec.181	Confident
		+sec.182	Confident
		+sec.055	Assured
		-sec.007	Uneasy
		-sec.039	Anxious
		-sec.042	Disturbed
		-sec.015	Troubled
		-sec.042	Troubled
	-sec.043	Troubled	

		-sec.086	Troubled
		-sec.207	Troubled
		-sec.035	Hesitated
		-sec.003	Astonished
		-sec.037	Astonished
		-sec.039	Astonished
		-sec.102	Astonished
		-sec.109	Astonished
		-sec.202	Astonished
		-sec.009	Freaked Out
		-sec.011	Freaked Out
		-sec.012	Freaked Out
		-sec.013	Freaked Out
		-sec.051	Surprised
	Dis/satisfaction	+sat.003	Excited
		+sat.006	Satisfied
		+sat.038	Satisfied
		+sat.087	Satisfied
		+sat.099	Satisfied
		+sat.107	Satisfied
		+sat.108	Satisfied

Judgment	Capacity	+cap.117	Productive
		+cap.118	Productive
		+cap.119	Productive
		+cap.126	Productive
		+cap.130	Learned
		+cap.131	Learned
		+cap.132	Learned
		+cap.133	Learned
		+cap.134	Learned
		+cap.135	Learned
		+cap.136	Learned
		+cap.137	Learned
		+cap.138	Learned
		+cap.139	Learned
		+cap.140	Learned
Appreciation	Reaction	+reac.082	Fascinating
		+reac.083	Fascinating

		+reac.158	Intense
		+reac.085	Exciting
		+reac.092	Exciting
		+reac.093	Exciting
		+reac.095	Exciting
		+reac.084	Exciting
		+reac.100	Exciting
		-reac.094	Boring
	Composition	+comp.070	Simple
		+comp.071	Simple
		+comp.080	Simple
		+comp.100	Simple
		+comp.179	Simple
		+comp.168	Detailed
		-comp.053	Complex
		-comp.053	Woolly
		-comp.054	Woolly
		-comp.055	Woolly
		-comp.093	Woolly
		-comp.102	Woolly
		-comp.198	Woolly

		+val.075	Helpful
		+val.089	Helpful
		+val.091	Helpful
		+val.092	Helpful
		+val.096	Helpful
		+val.114	Helpful
		+val.124	Helpful
		+val.146	Helpful
		+val.147	Helpful
		+val.148	Helpful
	Valuation	+val.149	Helpful
		+val.150	Helpful
		+val.151	Helpful
		+val.152	Helpful
		+val.153	Helpful
		+val.154	Helpful
		+val.155	Helpful
		+val.157	Helpful
		+val.158	Helpful
		+val.159	Helpful
		+val.160	Helpful

		+val.162	Helpful
		+val.186	Helpful
		+val.167	Unique
		+val.090	Useful
		+val.178	Useful
		+val.182	Useful
		+val.190	Useful
		+val.191	Useful

Explanation:

(+) : positive attitude

(-) : negative attitude

inc : affect 'inclination'

hap : affect 'un/happiness'

sec : affect 'in/security'

sat : affect 'dis/satisfaction'

norm: judgment 'normality'

cap : judgment 'capacity'

ten : judgment 'tenacity'

ver : judgment 'veracity'

prop : judgment 'propriety'

reac : appreciation 'reaction'

comp: appreciation 'composition'

val : appreciation 'valuation'

.001 : the last three digits are the serial number of the data in
interview's column

From three main structures and twelve types of attitude proposed by Unswortha & Mills (2020), the students were showed that their attitudes were positive and negative that were included; a) Affect (Dis/inclination: Like, Love, Want -- Fearful), (Un/happiness: Glad, Pleasure, Delight -- Unhappy), (In/security: Comfortable, Confident, Assured -- Uneasy, Anxious, Astonished, Freaked Out, Surprised), (Dis/satisfaction: Satisfied); b) Judgment (Capacity: Productive, Learned); c) Appreciation (Reaction: Fascinating, Intense, Exciting -- Boring), (Composition: Simple, Detailed -- Woolly), (Valuation: Helpful, Unique, Useful).

a. Students' Attitude in Affect Category

The students felt several emotions, such as like, love, want, and fearful that was called Affect. For Dis/inclination nine students said that they liked Listening class, meanwhile, two students loved and wanted Listening, and the rest of them or three students said that Listening was fearful. Moreover, for Un/happiness, eight students felt glad, four of them felt pleasure, both of delight and unhappy were two students, and the rest was okay. In addition, In/security found that each of one student had different insecurity, they felt uneasy,

anxious, hesitated, and surprised, meanwhile five of them felt troubled, six students felt astonished, and four of them were freaked out, but their security was also shown by being challenged, comfortable, confident, and assured. Lastly, for Dis/satisfaction, they were excited and satisfied.

This category was found in the following utterances:

a) Dis/inclination

- (1) “My favorite material is listening and reading because listening helps me learn how to understand when native speakers speak and pronounce words in English correctly and for reading also trains my English reading skills.” (+inc.075) Like
- (2) “It's good if I know apart of words of just understand what is talking about. On the other side, I lie if I say I never bored or even annoyed with the class, but I really love English and whatever is in it including listening. So, I will say I really love when studying listening.” (+inc.094) Love
- (3) “I really enjoy listening. I am very motivated when I think that I can speak with native speaker. Because of that I learn listening seriously.” (+inc.110) Want
- (4) “I pay attention to the time for fear of not having time. The reason was because I was worried that I might unknowingly run out of time.” (-inc.061) Fearful

At data (1) the student J described that their favorite material on TOEFL/IELTS is Listening. Based on the interview, student J said that Listening helped them how to understand when the native speakers spoke and pronounced words in English correctly. Favorite material here could be categorized as an expression 'like', because had the same meaning as favorite material. Data (2) was marked as 'love' that the student M tried to describe the perceptions during listening TOEFL/IELTS test. Student M said that they loved when studying Listening. Data (3) showed that student M enjoyed listening. Student M was very motivated when thinking student M could be able to speak with a native speaker. Because of that, student M learned Listening seriously. This showed that student M 'wanted' to learn listening because of a reason. Data (4) discussed what the student L was most aware of during listening TOEFL/IETLS test. Student M answer was paying attention to the time, because of feared not having time and worried that unknowingly ran out of time. This emotion could be specified as 'fearful'.

b) Un/happiness

(5) "Yes, during the listening class I feel happy, satisfied, and fascinated.

Because I think listening is easier than other study. We just have to listen on the speaker but of course we must focus too in listening so that we can choose the best answer." (+hap.099) Glad

(6) “My perception when listening is fun and trains me to listen in understanding what is being said in English dialogue.” (+hap.091)

Pleasure

(7) “I really enjoy listening. I am very motivated when I think that I can speak with native speaker. Because of that I learn listening seriously.”

(+hap.110) Delight

(8) “Sometimes I am happy when I can easily answer questions, but sometimes I am not happy when the questions are too difficult, such as a speaker who is too fast.” (-hap.103) Unhappy

At data (6), student B described the perceptions feel like during listening and the answer was happy, satisfied, and fascinated. Because student B thought that listening is easier than other studies. The reason was they just had to listen to the speaker but of course, must focus too on listening so that could choose the best answer. It was mentioned that student B felt happy or could be interpreted as ‘glad’. Data (7) added that student M enjoyed listening. Enjoyed had the same meaning with ‘delight’. Data (8) had different expressions from the other students. Student F stated ‘unhappy’ when the questions were too difficult, such as a speaker who was too fast.

c) In/security

(9) “My listening skill go up with this class because I feel I'm getting more accustomed to listening in English.” (+sec.120) Comfortable

- (10) "'Avoid similar sound' is the most useful strategy for me. I find it difficult to distinguish sounds that are similar, but with this strategy I have learned two things. First, I find it easier to distinguish similar sounds. Second, I find it easier to answer the questions on a test."
(+sec.182) Confident
- (11) "I focus on the easier questions because the accuracy of correct answer is high, example for a conversation, I will focus on the second speaker. Or if there are questions about agreement, like 'I couldn't agree more', the meaning is 'I'm very agree', I like it to listen like that, because I'm sure about the answer." (+sec.055) Assured
- (12) "Nervous because of not being able to answer correctly and afraid that the results will not same with expectations." (-sec.007)
Uneasy
- (13) "Words that are not heard clearly make me confused until the second speaker because I overthink what the first speaker said. (-sec.039) Anxious
- (14) "The test is really hard (sometimes) so it makes me confused and dizzy at the same time." (-sec.102) Astonished
- (15) "From me, Alhamdulillah, it's pretty easy, but because I have vocabulary and words spoken by native speakers that I don't understand, those are the obstacles that make it difficult for me to answer them." (-sec.013) Freaked Out

(16) “That listening is not as easy as we think in the TOEFL/IELTS test. In listening section, we have to focus to choose the right answer.”
(-sec.051) Surprised

At data (9), student G felt that the Listening class could go up the listening skill, even student G was getting more accustomed to English listening that was classified as ‘comfortable’. Data (10) was explained by student E about the most useful strategies during the class, it was avoiding similar sound because student E found out that it was difficult to distinguish similar sounds, but with this strategy, it could be found easier to distinguish similar sounds and answer the questions on a test. If the student felt it was easy, so it made clear that they are ‘confident’. Data (11) discussed what should be aware the most during listening TOEFL/IELTS test. Student F focused on the easier questions because the accuracy of the correct answers was high. Student F added the explanation by giving example for a conversation. Student F would focus on the second speaker, or if there were questions about the agreement, like ‘I couldn’t agree more’, the meaning was ‘I very agree’. Student F was sure about the answer that expressed ‘assured’. At data (12), student F had the other feeling during listening to the audio about TOEFL/IELTS test using audio. The feeling was nervous because of not being able to answer correctly and afraid that the results would not same as expectations. Here, the synonym of nervous was ‘uneasy’. Data (13)

discussed what stole the focus while listening to the TOEFL/IELTS test. Student F stated that words that were not heard made them confused until the second speaker because student F was overthinking what the first speaker said. This negative attitude was categorized as 'anxious'. Data (14) described the perceptions during listening. Student E said that the test was really hard (sometimes) so it made them confused and dizzy at the same time. This explanation was seen as 'astonished'. Data (15), student L was 'freaked out', because the student L had vocabulary and words spoken by native speakers that they didn't understand, those were the obstacles that made it difficult for them. Data (16), student B was 'surprised' because listening is not as easy as they think in the TOEFL/IELTS test. In the listening section, they had to focus to choose the right answer.

d) Dis/satisfaction

(17) "Satisfied, because can train or improve our hearing ability with practice and little by little my knowledge is increasing." (+sat.108)

Satisfied

At data (17), student K felt 'satisfied' when describing the perceptions feel like. Because listening could train or improve their hearing ability with practicing. It also increased their knowledge little by little.

b. Students' Attitude in Judgment Category

Students' Attitude of Judgment category was analyzed from their perception and interaction with the lecture. All of the students indicated a positive attitude to their lecture during the class.

a. Capacity

(18) "My listening skills are getting better (go up) during the lessons in this class. I think this is because I often get assignments that I must do it without help from anyone, so it makes me practice a lot."

(+cap.118) Productive

(19) "The instruction from the lecturer was very useful for me. First, I could not understand all the material myself. Second, I can understand the material more easily and quickly. Third, it is easier for me to understand what the lecturer means." (+cap.134) Learned

Both of the data (18) and (19) were from student E. Student E stated that their listening skill was up and getting better during the lesson. The reason was they often get assignments, so it made them practice a lot. From this, it can be determined that their attitude to the lecture was 'productive'. Moreover, the student E noted that the lecture's listening instruction in this class was useful. From did not understand all the material to could understand the material more easily and quickly. In addition, it was easier for them to understand what the

lecturer means. The students' understanding of the material were notable as 'learned'.

c. Students' Attitude in Appreciation Category

a) Reaction

(20) "So, the class itself is pretty fun. Despite the task can be pretty repetitive, but I like repetitive routine. So, I can say I am satisfied with the class." (+reac.082) Fascinating

(21) "Yes, because listening often will increase vocabulary and get used to in listening English." (+reac.158) Intense

(22) "My perception of listening class is fun, because I think using interesting learning methods such as through audio that can train my listening skills." (+reac.092) Exciting

(23) "It's good if I know apart of words of just understand what is talking about. On the other side, I lie if I say I never bored or even annoyed with the class, but I really love English and whatever is in it including listening. So, I will say I really love when studying listening." (-reac.094) Boring

At data (20), the student A was 'fascinating' during the listening TOEFL/IELTS test. The student A reacted that the class itself was pretty fun. Despite the task could be pretty repetitive, but they liked the repetitive routines. So, they expressed, they were satisfied with the class. Data (21), student M explained how 'intense' the listening

activities in the class were to improve their listening skill. It was because listening often would increase vocabulary and got used to listening to English. Data (22), the student K's perception of listening class was fun because they thought using interesting learning methods such as through audio could train their listening skills. It can be made clear that it was 'exciting' for them. Data (23), on the other hand, student M mentioned that the class was 'boring'. Student M ever got bored or even annoyed with the class.

b) Composition

(24) "The material is about mentioning numbers and names because in my opinion it's quite easy, tips then if there is the word "I couldn't agree more" it means strongly agree, so just look for the option whose choice relates to strongly agree." (+comp.071) Simple

(25) "Different, because in this class we learn about listening in more detail than in my senior or junior high school." (+comp.168) Detailed

(26) "Maybe the IESL test is more difficult than the TOEFL. I think IELTS is more difficult because it leans more towards a British's accent, so you have to be more careful when listening to it. Also, more complex than TOEFL, not just multiple choice. Most are short entries, matching answers and questions." (-comp.053) Woolly

At data (24), student F shared their favorite material in listening. The material was about mentioning numbers and names because it was

quite easy, student F also shared tips if there was the word ‘I couldn't agree more’ it strongly agree, so just looked for the option which the choice related to strongly agree. From that statement, it can be declared that the material was ‘simple’. Data (25), student G said that the teaching listening in this class was different because in this class they learned about listening in more detail than in their senior or junior high school. The material was categorized as ‘detailed’. Data (26), student D felt that the test was confusing or ‘woolly’ as the synonym. In their opinion, the IELTS test was more difficult than the TOEFL. They thought that IELTS was more difficult because it leaned more towards a British accent, so they had to be more careful when listening to it. Also, more complex than TOEFL, not just multiple choice. Most are short entries, matching answers and questions.

c) Valuation

(27) “Yes, it helps me to understand what they're saying and not just the listening but you can communicate with their accent as well.”

(+val.160) Helpful

(28) “I think it's different, when I was in high school, we were only assigned to listen without any strategy to answer questions.” (+val.167)

Unique

(29) “The one where we have to learn of the main topic of the conversation, because it is the most useful in real life practice.”
(+val.178) Useful

At data (27), student O stated that listening activities helped them to understand what they were saying and not just the listening but they could communicate with their accent as well. It indicated that the class was ‘helpful’. Data (28), student F explained the differences between this listening class with other classes. It was ‘unique’ because they thought it was different. After all, when they were in high school, they were only assigned to listen without any strategy to answer questions. Finally, data (29), student A explained the strategies that were the most ‘useful’ in the class. It was the one where they had to learn the main topic of the conversation because it was the most useful in real-life practice.

Here was the discussion of students’ attitude towards the lecture implementation of the Multimodal Approach in listening class:

a. Students’ Attitude in Affect Category

1) Dis/inclination

The positive attitude from dis/inclination category as follows like, love, want, meanwhile the negative attitude showed by the students only one, fearful. Unswortha & Mills (2020, p. 3) explained that love expression was

included like, love, and adore and desire was included want. They also described that the example of fear for disinclination was fearful.

2) Un/happiness

Most of the students expressed a positive attitude, such as glad, pleasure, delight, meanwhile, the negative attitude implied by the students was only one, unhappy. This was supported by Unswortha & Mills (2020, p. 3), glad, pleasure, and delight was from gladness or positive attitude from happiness, then unhappy was the opposite.

3) In/security

The positive attitude from in/security category was as follows comfortable, confident, assured, meanwhile the negative attitude showed by the students was more than the positive one, those were uneasy, anxious, astonished, freaked out, surprised. Martin (2005, p. 48-51) outlined that comfortable, confident, assured as security and uneasy, anxious, astonished, freaked out, surprised were outlined as insecurity.

4) Dis/satisfaction

The positive attitude from in/security category was satisfied. Martin (2005, p. 48-51) mentioned that satisfied was a pleasure and can be categorized as satisfaction.

b. Students' Attitude in Judgment Category

1) Capacity

The positive attitude of the students after leading to the lecture, the students were indicated as productive and learned. This was supported by Martin (2005, p. 48-51) that the category of capacity was productive and learned.

c. Students' Attitude in Appreciation Category

1) Reaction

The students appreciate the class or material both positive and negative. For the positive, they felt fascinating, intense, and exciting. While for negative, they felt boring. These reactions were explained by Martin (2005, p. 48-51). The positive impact was fascinating, intense, and exciting, and for negative impact was boring.

2) Composition

The complexity of composition was shown by the students were positive (simple and detailed) and negative (woolly). Martin (2005, p. 48-51) also supported this one. For the positive, it could be simple and detailed and for the negative, it could be woolly.

3) Valuation

All of the valuation attitude was positive, they were helpful, unique, and useful. It was mentioned in Martin (2005, p. 48-51) that the worth of things was helpful, unique, and useful