

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this part the researcher has to answer research question; the question about the type of multimodality that use in English video learning. In this aspect the researcher answers the research question. Researcher has collected data through analyzing two learning video entitle “Present Continous Tense”. The first video consists on explaining material and the second one interaction by content analysis.

Rsearcher conducted this research to find out the type of multimodality based on Anstey and Bull in order to evlove more meaningful collaboration between video and audio, to maintain students’ interest, and to increase student’s ability in remembering all the material based on the real context.

1. The Type of Multimodality in Two English Video Learning Entitle “Present Continous Tense”

In collecting data to answer the type of multimodality in learning video based on multimodality aspect, the researcher used table check listto measure some aspects related to semiotic modes in Multimodality suchus linguistic, visual, gestural, spatial, and audio.

a. Linguistic Analysis (Present Continous Part 1)

In this analysis several aspects from linguistic that the researcher has found in video of present continous tense part 1 thoseare: Vocabulary,

Generic structure, Grammar of Oral, and Written Language. Moreover, several analyses described below:

1) Vocabulary Aspect

The first screen in the minute of 00.27 until the screen in the minute of 03.34 there are several sentences that related to linguistic analysis in the form of vocabulary aspect, the researcher found several screen times let see in Figure 4.1 Now I am **Dancing**, Figure 4.2 At the moment I am **drinking**, Figure At the moment I am not **Eating**, Figure 4.4 Now I am not **Singing**, Figure 4.5 Is she **goes Fishin?** Figure 4.6 is he **Singing?**

Based on the object in several video was discussed about the positive form figure 4.1 and 4.2 there were vocabulary aspect from the verb **Dance** and **Drink**, negative form figure 4.3 and there was vocabulary aspect from the verb **Eat** and **Sing**, and also about question or interrogative form figure 4.5 and 4.6 there were vocabulary aspect from the noun **Fish** and verb **Sing**. Moreover, all the vocabulary aspect consists on the form of present continuous tense.

Several figure as vocabulary aspect in linguistic analysis as we can see several pictures below:



Figure 4. 1 Vocabulary aspect in the caption of positif form



Figure 4. 2 Vocabulary aspect in the caption of positif form



Figure 4. 3 Vocabulary aspect in the caption of negative form



Figure 4. 4 Vocabulary aspect in the caption of negative form

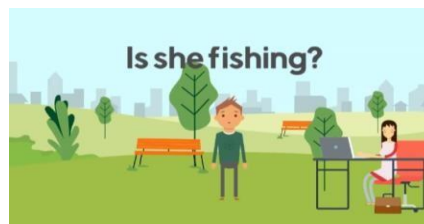


Figure 4. 5 Vocabulary aspect in the caption of interrogative form



Figure 4. 6 Vocabulary aspect in the caption of interrogative form

2) Generic Structure Aspect

In the first video there are several generic structures in several screen time that showed by the teacher. From Opening generic structure aspect in Figure 4.7 and 4.8, those are screen time of beginning video with the introduction from the object in the video, his name is “Ben “the only one object that giving instruction what the video talking about to the student. Ben told the theme of the material in the video Figure 4.7 “*Hi I am Ben today we gonna learn about present continous tense*”, and then he tells about present continous tense or present progressive definition as complement in the video Figure 4.8 “*We use these tenses when are talking about something is happening now or at the moment*”, also explain the example of present continous tense. Several figure as generic structure of opening aspect in linguistic analysis as we can see several pictures below:



Figure 4. 7 Generic structure of opening



Figure 4. 8 Generic structure of opening

From Persuasion of generic structure aspect in linguistic analysis in several figure screen picture in the minute 00.42 until 04.10 of video, the object has been explained the positive form, negative form and also question or interrogative of present continuous tense (eg. *Figure 4.9 She is Running*, *Figure 4.10 He is Flying*, *4.11 She is not Crying*, *Figure 4.12 They are not swimming*, *Figure 4.13 Is he Singing?* *Figure 4.14 Is she Fishing?*).

Several figure as generic structure of persuasion aspects in linguistic analysis as we can see several pictures below:

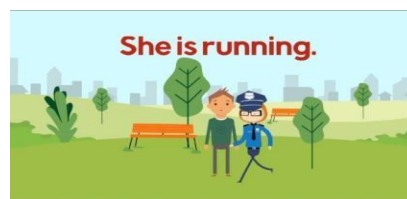


Figure 4. 9 Generic Structure of persuasion in the caption of positif form



Figure 4. 10 Generic Structure of persuasion in the caption of positif form



Figure 4. 11 Generic structure of persuasion in the caption of negative form



Figure 4. 12 Generic structure of persuasion in the caption of negative form



Figure 4. 13 Generic structure of persuasion in the caption of interrogative form

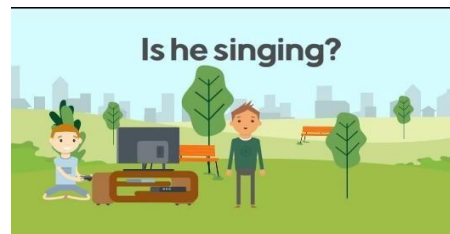


Figure 4. 14 Generic structure of persuasion in the caption of interrogative form

The Closing screen picture of video in the minute 04.12 until the end the object at the moment explaining the example of interrogative form with following answer of these question, which this

several examples below: in Figure 4.15 Is she Running? Yes, she is, Figure 4.16 Is it Sleeping? No, it is not, Figure 4.17 Are they Writing? No, they are not. After the whole screen picture above was explained by the object, at the moment the student identifying and making example from the verb and tried to change it into present continuous tense in the form of positive, negative and also question or interrogative form. Several figure as generic structure of closing aspects in linguistic analysis as we can see several pictures below:

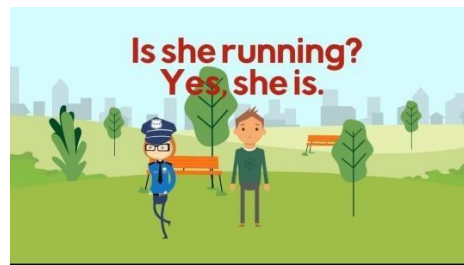


Figure 4. 15 Generic structure of closing in the caption of positive form



Figure 4. 16 Generic structure of closing in the caption of positive form



Figure 4. 17 Generic structure of closing in the caption of negative form

3) Grammar of Oral Aspect

Several screen time that used spoken text of oral or verbal description of grammar by the object in the video it can be seen in positif, negative, and also interrogative form. The present continuous tense are organized in several screen time below:

e.g Figure 4.18 positif form Subject + to be + verb + ing, Figure 4.19 negative form Subject + to be + not + verb + ing, and Figure 4.20 interrogative form to be + Subject + verb + ing?

Several figure as grammar of oral aspect, of in linguistic analysis as we can see several pictures below:



Figure 4. 18 Grammar of oral in the caption of positif form



Figure 4. 19 Grammar of oral in the caption of negative form



Figure 4. 20 Grammar of oral in the caption of interrogative form

4) Written Language Aspect

In this aspect beside grammar of oral was told by the video additional written language also in english learning video. Several figures as additional proof of the written language in this showed by the teacher (e.g in figure 4.21 as positive caption, figure 4.22 as negative caption, figure 4.23 as interrogative caption)

Several figure as written language aspects of in linguistic analysis as we can see several pictures below:



Figure 4. 21 Written language in the caption of positif



Figure 4. 22 Written language in the caption of negatif



Figure 4. 23 Written language in the caption of interrogative

b. Visual Analysis (Present Continous Part 1)

In this analysis several aspects from Visual that the researcher has found those are: Still image and Moving image. Moreover, several analyses described below:

1) Still Image Aspect

In the video detected that in several screen picture showed by the teacher and the object that can't move as example from several picture (e.g Figure 4.24 a man was standing in the middle of the green park, surrounded by five trees and Figure 4.25 the man was standing and the dog was sitting).

Several figure as still image aspect of visual analysis as we can see several pictures below:

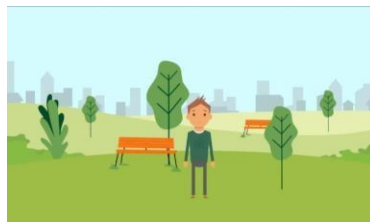


Figure 4. 24 Visual analysis of still image 1

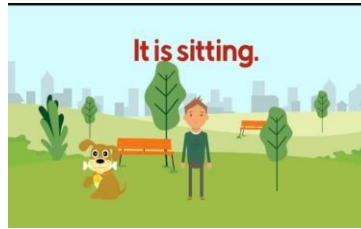


Figure 4. 25 Visual analysis of still image 2

2) Moving Image Aspect

The second video detected from moving image aspect in several screen picture showed by the teacher and the object that can move as example from several picture (e.g Figure 4.26 a man that dancing in the park and Figure 4.27 police woman running in front of the man).

Several figure as moving image aspects of visual analysis as we can see several pictures below:



Figure 4. 26 Visual analysis of moving image 1



Figure 4. 27 Visual analysis of moving image 2

c. Audio analysis (Present Continuous Part 1)

In this aspect researcher analysis how was the sound or audio that

listened by the student is it to high volume or in middle of beat. Moreover, it can be described with several aspect those are: Volume, Pitch, Rhtym of music, and Sound Effect.

1) Volume Aspect

From the beginning of the video until the end the researcher heard that the volume in the video used high volume combining with explanation by Ben voice as the main character, Furthermore, in the whole activity the volume in the video used pleasant sound that heard by student in listening session.

2) Pitch Aspect

Slow vibration was heard by the student, even the music still heard but explanation by the object his name is "Ben" was clear enough to heard.

3) Rhtym of Music

In this aspect the rhtym of music feel happiness consisting in the whole video about present continous tense. Therefore, the student keeps focusing on learning process.

4) Sound Effect Aspect

The only one sound effect was heard in the whole activity is sound of bass. Moreover, in the whole learning video this sound effect doesn't distrubbing the sound of "ben" that explained the material.

d. Gestural Analysis (Present Continuous Tense Part 1)

In this aspect researcher analysis how was the gesture of the whole images in the video even from the object also the background of video that showed by the teacher.

Moreover, it can be explained with several aspect those are: Speed, Movement, Body language, and also Facial Expression.

1) Speed Aspect

In this aspect the researcher found that the object in the video that is “ben” used middle duration or middle speed to explain the whole material in the video, also, the student can identify the whole material without any trouble because it heard in the middle of speed.

2) Movement Aspect

As describe in the visual analysis that several screen times showed the object those are can and can't move, in this aspect refers to the object those are doing movement (e.g Dancing, Drinking and Running).

3) Body Language Aspect

From this aspect the researcher found that “ben” and also the other object used their body and hand gesture in explaining several examples of present continuous tense and to express the form of present continuous tense.

4) Facial expression aspect

The whole activity from the whole look or motion of the face as the main object in the video, while explaining the material he used flat face and there is no happiness or the other expression in explaining the material.

e. Spatial Analysis (Present Continuous Tense Part 1)

In this aspect researcher analysis how was the spatial analysis of the whole images in the video even from the object also the background of video that showed by the teacher.

Moreover, it can be explained with several aspects those are: Proximity, Position of layout, Direction, and also Organization of object.

1) Proximity Aspect

In this aspect analyzed the position of the LCD video to student point of view, the proximity are closely near, but in point of view from the back side of student, the text in the video look smaller to be seen.

2) Position of Layout Aspect

This case, from the opening video to the end are can be seen to the whole layout and shoot video look like landscape without any chances to the other shoot.

3) Direction Aspect

From the perspective of the camera, and also the letter on the

whole video it can be seen in two prespective both are zoom in and zoom out.

4) Organization of Object Aspect

There is no specific connotation to each connotation images that can support the other meaning, the whole thing in the video. only used one background from the first to the end video, there is no transition background from one to the other.

f. Linguistic Analysis (Present Continous Part 2)

In this analysis several aspects from linguistic that the researcher has found in video of present continous tense part 2 those are: Vocabulary, Generic structure, Grammar of Oral, and Written Language. Moreover, several analyses described below:

1) Vocabulary Aspect

In the second video there are several screen times that showed by the teacher. The first screen in the minute of 09.00 until the screen time in the minute 02.04 there are several sentences (e.g Figure 4.28 **The Clarks are having** such a greattime, It's pleasant evening. **Paul and his parents are watching**a comedy. It's so funny. **They are laughing** a lot Figure 4.29 Olivia is in her room. **She is sitting** at her desk. **She is typing** on her laptop, where **are you going** honey? what **are you doing**, Olivia? Mom, what **are** Lucy and Oliver **doing**? Figure 4.30 **Are** they **sleeping**? No, they aren't. they **are taking a bath**. At

this moment student analyzing and contrasting vocabulary that show by video. Otherwise, some verb was found here such as: **Watch, Sit, Laugh, Type, Go, and Sleep**

Several figure as vocabulary aspect in linguistic analysis as we can see several pictures below:



Figure 4. 28 Vocabulary aspect in the screen time 1



Figure 4. 29 Vocabulary aspect in the screen time 2



Figure 4. 30 Vocabulary aspect in the screen time 3

2) Generic Structure Aspect

In the first video there are several generic structures in several

screen time that showed by the teacher. From Opening generic structure aspect in Opening this video beginning with narration from the narrator describing Mr. Clark and his son watching comedy in the television, as we can see in the Figure 4.31.

Generic structure of opening aspect in linguistic analysis as we can see picture below:



Figure 4. 31 Generic structure of opening

From Persuasion of generic structure aspect in linguistic analysis contain with daily activity between the Clarks family, we can see in screen picture in the minute 00.10 until 03.04 the video showed the dialog. Moreover, we can see in figure 4.32 Mrs. Clark is going to the kitchen, figure 4.33 Mr. Clark looking for Olivia, and figure 4.34 Mrs. Clark talk to Olivia, both of her child was taking bath.

Several figures as generic structure of persuasion aspects in linguistic analysis as we can see several pictures below:



Figure 4.32 Generic structure of Persuasion 1



Figure 4.33 Generic structure of Persuasion 2



Figure 4.34 Generic structure of persuasion 3

The Closing screen picture of this video there is no summary about the material or something that evaluate the student.

3) Grammar of Oral Aspect

Several screen time in the whole activity in the video doesn't used spoken text of oral or verbal description of grammar by the object in the video. Moreover, in the video only showed daily activity between them. Furthermore, the present continuous tense are

organized in several screen time in the form of their dialog.

4) Written Text Aspect

Several screen time in the whole activity in the video doesn't used written text or written description of grammar by the object in the video. Moreover, in the video only showed daily activity between them. Furthermore, the present continuous tense are organized in several screen time in the form of their dialog.

g. Visual Analysis (Present Continuous Tense part 2)

In this analysis several aspects from visual that the researcher has found in video of present continuous tense part 2 those are: Still image and Moving image, several analyses described below:

1) Still Image Aspect

In the video detected that in several screen picture showed by the teacher and the object that can't move as example from several picture (e.g Figure 4.35 Paul and his father watching tv and Figure 4.36 Olivia is sitting in her room) from two both pictures their activity showed there aren't go to anywhere or moving to other place.

Several figure as still image aspect of visual analysis as we can see several pictures below:



Figure 4. 35 Still image aspect in visual analysis 1



Figure 4. 36 Still image aspect in visual analysis in 2

2) Moving Image Aspect

The second video detected from moving image aspect in several screen picture showed by the teacher, as in the object of video showed that the object can move as example from several picture (e.g Figure 4.37 Paul is brushing his teeth and Figure 4.38 Mr and Ms Clark are cooking in the kitchen).

Several figure as moving image aspects of visual analysis as we can see several pictures below:



Figure 4. 37 Moving image in visual analysis 1



Figure 4. 38 Moving image in visual analysis 2

h. Audio Analysis (Present Continuous Tense part 2)

In this aspect researcher analysis how was the sound or audio in the video present continuous tense part 2, Moreover that listened by the student is it to high volume or in middle of beat. Furthermore, it can be described with several aspect those are: Volume, Pitch, Rhythm of music, and Sound Effect.

1) Volume Aspect

In this aspect the researcher found there is no beat of music but the volume from the narration and the object those are Mr and Mrs Clark also their child their voice was clear to heard.

2) Pitch Aspect

In this analysis the pitch sound and also placement of sound of the video was same as the first video or present continuous tense part 1 that video used slow vibration volume.

3) Rhythm of Music Aspect

As the researcher heard and seen how was the feel in the rhythm of music in the video such happiness sound, consisting in the whole

video interaction between Mr. Clark family.

4) Sound Effect

Several sound effects were heard in the whole learning video there are; sound of laugh, sound of keyboard, sound of brushing teeth and also sound of splashing water.

i. Gestural Analysis (Present Continuous Tense part 2)

In this aspect researcher analysis how was the gesture of the whole screen picture in the video even from the object also the background of video that showed by the teacher. Moreover, it can be explained with several aspect those are: Speed, Movement, Body language, and also Facial Expression.

1) Speed Aspect

As researcher found in the whole video the narrator and Clark family were interacted by middle duration in the whole dialog. The speed not too fast also doesn't too slow to be heard.

2) Movement Aspect

As we can see that has been found some movement that used and it does in different screen time that was showed in the video there are: Playing, Frying, Slicing and also Brushing.

3) Body Language Aspect

In this aspect from several movement above absolutely the

object in the video are used body gesture in doing their activity. (e.g Playing doll or Frying food).

4) Facial Expression Aspect

In this aspect there is no expression from the narrator also the Clark family even they used their body gesture, they are only talking by their mouth without any other expression.

j. Spatial Analysis (Present Continuous Tense part 2)

In this aspect researcher analysis how was the spatial analysis of the whole images in the video even from the object also the background of video that showed by the teacher. Moreover, it can be explained with several aspect those are: Proximity, Position of layout, Direction, and also Organization of object.

1) Proximity Aspect

From the perspective of camera, the letter on the whole video it can be seen in one perspective point of view, because the letter look consists used on small letter from the beginning to the end.

2) Position of Layout Aspect

In the video of this part it can be seen to the whole layout and shoot video look like landscape without any chances to the other shoot.

3) Direction Aspect

The researcher found overall look at the position of LCD video to student point of view between them are closely near but in point of view from the student those are sitting in the front look clear than the student that sitting in the back side, the text in the video look smaller to be seen and it difficult to be seen.

4) Organization of Object Aspect

Several organization image, that can relate to the other meaning is their house. The Clark family were interacted in different screen picture also different background related to their dialog, as the main place is their house that showed organization of the video. The screen background adjusts by the room in their dialog. (e.g Figure 4.39 Family room, Figure 4.40 Bedroom, Figure 4.41 Bathroom, and also Figure 4.42 Kitchen).

Several figure as organization of object aspect in the video of present continuous tense 2, as we can see several pictures below:



Figure 4. 39 Family room



Figure 4. 40 Bedroom



Figure 4. 41 Bathroom



Figure 4. 42 Kitchen

B. Discussions

After the data has been obtained and the process like the description above, the researcher has written and analyzed the data at the above findings, in this aspect, the researcher wants to explain what has been found and how it related to the expert theories about the type of multimodality in the learning video.

1. Linguistic Analysis

In the both activity in the video present continuous tense part 1 and 2 teacher there writtent text about Present Continuous Tense. By point of view from the first video to the end completable by various lateras caption and also

English Subtitle to make student easier in understanding the meaning of message in the video.

It is related to Karjo, Winarti and Arsyad (2022) their said both of subtitles and caption that was highly effective in promoting listening comprehension.

The whole activity in both of video those are giving several steps which in opening of the video and had several durations in order student to analyze and contrast all the vocabulary, also in the main activity, it gave several information about present continuous tense in order student to identify and also making example. It is related to Faradhiba (2018) state that generic structure in the video divided into three step there are Opening (e.g salam or impression what the video talking about), Persuasion (e.g described some messages to persuade the audience to do an action or to notice what is explained material of the video), and Closing (e.g giving the summary of the material).

2. Audio Analysis

In the both of learning video, the teacher used selective listening in the process of teaching, were the student only stay focus on the task. with specific purposes in mind or their have to understand every single information from audio, and it make meaningful language that their listen from the audion. It is related to the statement from Winiharti & Herlina (2017) by identifying also analyzing several videos from the audio student can enhancing their listening skill.

In both of video providing letter or English subtitle while the audio was showed by the teacher. It is related to Tao, Luo, and Zhao (2017) state from several experiences in applying multimodal in teaching listening, learners can achieved most efficiency learning, students were willing to accept satisfaction with multimodal listening teaching, the target language subtitles of the English Video Learning are most conducive to students memory, multimodal facilitated listening comprehension and target language subtitles are more efficient for lowlevel of student in listening abilities.

3. Visual Analysis

In the both of learning video, the whole activity showed that the teacher directly used combination between the visual and the letter both of them about present continuous tense, it makes sure the student analyzing and identify the meaning of the language even in combination mode. It is related to the statement from Oktafiani & Sari (2020) they said that multimodality approach important in the evolution of literacy and achiving the meaning of the language that was created in different modes of communication.

In the whole activity by point of view this analysis, combination between still image and moving image make an appropriate to student interest especially in their listening skill to make a kind of communication and analysis of the picture in the same time. It is related to the statement from Apriliyanti (2017) in multimodal analysis several kinds of communication and text using more semiotic source even verbal and nonverbal. Otherwise, the visual look in

different screen time lookeasier to see by the student from the front side of student until the student that is sitting in the back. It is related to the statement from Arola.Kristin L (2015) the visual mode is talking about the image and also character that everyone could see.