

THE EFFECTIVENESS OF MULTIMODALITY ON STUDENT'S ABILITY TO WRITE DESCRIPTIVE TEXT

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Abstract: Writing is considered an important skill used to convey the idea in textual form, descriptive writing is a basic forms of writing skills that used to describe an object, person, or event in detail. In writing descriptive text, students should include detailed information to represent the subject that they write in their descriptive text. It is important to develop a teaching method that supports the students to gather that information in detail by incorporating multimodality to support students in gathering details for their descriptive text. Thus, the researcher aims to study the effectiveness of teaching using multimodality toward students' skills to write descriptive text. Quantitative experimental design was employed to investigate the effectiveness of teaching using multimodality toward students' skills to write descriptive text. The study was conducted on 60 students from 7th grade at SMPN 1 Gemarang using pretest and posttest. The data is analyzed using SPSS 24.0 with an independent sample t-test to compare the difference in mean scores between control and experimental groups. The result reveals no significant difference between the score of pretests of the experimental and control groups indicating that the abilities of both classes are not significantly different. But, the score of posttests indicates that the difference is significant at 0.009 which is less than 0.05, implying the significant differences between the experimental and control group with the mean difference of 4.0833 indicated that the experimental group took the lead after the treatment, which means that the multimodal approach is better at improving students' skills in writing descriptive text.

Keywords: Effectiveness, multimodality, descriptive writing

INTRODUCTION

Writing is essential for English language learners, especially for those who want to learn how to write, but many students struggle with it. As Suhartoyo and Widodo (2024) stated that writing is a difficult process that fits under the category of intellectual problem-solving, necessitating rigorous mental and psychological exertion. Additionally, according to Zuhairi and Umamah (2016), students usually see writing as a challenging skill to master for a variety of reasons, including coming up with ideas, organizing them, incorporating stylistic conventions and discourse indicators into a text cohesively, being more thorough, and ensuring that the finished product has the proper structure. Writing is the process of putting our thoughts into words or paragraphs. According to Nurdianingsih and Rahmawati (2018), proficient writers usually utilize several steps in writing including analyses, planning, drafting, thinking, reworking, assuming, and repeating all those steps until they are satisfied. In teaching writing, Restika (2022) stated that it is necessary for

the teacher to teach writing process including storing ideas, intricate planning, writing, reviewing, and modifying, as well as teaching pupils how to employ those intricate procedures.

There are types of writing that appear in system, purpose, feature, and resolution which include functional concepts needed. In writing, aside from purposes and features, types of writing that determine how the reader receives the given information need to be put into consideration. Hanson (2002) stated that "There are four kinds of writing that based on the function and purpose of the information, those are descriptive, narrative, expositive, and persuasive text. Other than that, Oshima and Hogue (2007) also stated that there are several types of texts, those are: descriptive, narrative, persuasive, and expository. In addition, different kinds of writing from the product of diverse writing style.

Descriptive text is the kind of text used to explain and describe things in a comprehensive way. Descriptive writing, according to Oshima and Hogue (1999), appeals to the senses and describes how something feels, looks, tastes, smells, and sounds. Related to that, Clouse (2013) states that descriptions are used extensively in a variety of text types, including information reports, literary descriptions, descriptive recounts, and the opening paragraphs of most explanations because it is necessary to categorize and describe a process before providing an explanation. A descriptive text depicts anything or anything, including emotions or facts, or it explains what happened in relation to an experience. In all types of English writing, descriptive texts aim to provide the reader a clear and vivid sense of a person, location, object, or event (Restika, 2022). Descriptions allow us to inform, entertain, express feelings, relate experiences, persuade, and render the reader's perspective regarding the things described in descriptive text. The aim of descriptive writing is to designate in detail the nature, features, and that help someone or something in particular. Descriptive text according to Graham (2019) describes an exact individual, area, or thing with some degree of detail that commonly attempts to expose the image of a certain individual, residence, animal, or thing. In summary, the purpose of descriptive writing is to make a point vivid and understandable for the audience.

In ensuring students understanding towards the basic principle descriptive text, it is mandatory for the teacher needs to design the teaching activity. In addition to their foundational role, teaching materials play a vital role in stimulating student learning and serving as the primary resource in achieving educational objectives. These materials provide language learners and

educators with the necessary information to enhance their cognitive and linguistic abilities, allowing for deeper exploration within their areas of study (Yunus, Dalle, Huriati and Strid, 2024). Some elements influence the success of teaching-learning, such as classroom contact, which includes student-teacher interaction and student-student interaction, as well as teaching technique (Nadia, 2020). In order to teach writing, Hossain (2015) stated that the instructor must convey knowledge to the students, teachers need to be able to explain concepts to their students, understand them, and help them learn things they did not know before, as indicated. Similarly, Kurniasih, Sholihah, Umamah, and Hidayanti (2020), writing must be self-explanatory in order for readers to understand the writer's views indicating that writing may be a more difficult form of communication than speaking.

In light of the aforementioned issue, it is vital to make a change in the way writing is taught. To help students grasp descriptive text, the teacher must have a method for teaching writing. Among several methods which is essential for helping students in constructing description which is the basic element of descriptive writing is the multimodal approach where the students utilize multimedia such as images, sounds, or videos. Multimodality in the account of Kress and Van-Leeuwen (1996) considered as the way of communication that utilizes two or more communication modes simultaneously. Multimodality focuses on the use of different cue modes and is integrated with multimodal communicative events and texts. A multimodal method known as systematic social and semiotically oriented method created to reveals modalities such as scripture, images, form, and movement as the fabricators of written account and discourse (Cocchetta, 2018). Moreover, Firmansyah (2021) stated that multimodality is a concept introduced and developed to explain the various resources such as visual, and auditory to reveal the meaning used in communication.

In order to disclose modalities, images, music, sound, and movement as creators of text and discourse, an analytical technique focused on social semiotics is known as a multimodal approach (Firmansyah, 2021). Multimodality allows students to expand their interpretive abilities beyond cognitive processes, it can have positive implications for teachers, particularly in the context of English as a foreign language (EFL) learning, where it can maximize the benefits of technology and new literacy for learning. The conceptualization and implementation of the multimodal approach is based primarily on two theoretical elements which are multimodality and multiliteracies (Kustini, 2020). Multimodal approach enables students to learn in ways that are most enjoyable to them, even if they are dissuaded by linguistically-focused instruction. Moreover, Vasta and Baldry (2020) also stated that this practice enables students to apply the behaviors, knowledge, and abilities they have gained to real-world situations.

There are several previous research studies regarding the use of multimodalities in EFL learning, for instance, Sakulprasertari (2020) conducted a study with the goal of investigating undergraduate students' and instructors' perceptions on the usage of multimodality in English courses and found that students responded favorably to the use of multimodality in English classes, that their language skills had improved, and that when exposed to multimodal content, they were better able to apply their knowledge and skills in real-world settings. Moreover, Varaporn and Sitthitikul (2019) investigated the effects of multimodal on Thai university students' critical reading ability and perceptions and discovered that students' engagement and motivation in a multimodal classroom had improved. Another study by Firmansyah's (2021) found noteworthy distinction between the student treatment groups receiving multimodal approaches as there was a significant difference between the increase in student learning outcomes in the experimental class and the control class. And Ilmi (2022) also found that most students had a good attitude toward the use of multimodality in their learning process.

Based on the previous study above, the researcher discovers gaps that most studies studied multimodal approach in EFL based on perception like how well it was received by the students and how well it can be implemented by the teacher. Although certain research had measured the effectiveness of a multimodal method on learning, it was done for learning in general. In this case, the researcher aims to investigate the efficiency of implementing a multimodal approach on learners' capability to write descriptive text.

RESEARCH METHOD

In answering the research problem, the researcher applied experimental research design with pretest and posttest research. This design is suitable for determining the effectiveness of the multimodal approach method towards learners' capability to create descriptive text by comparing learning outcomes in the form of scores from both experimental and controlling group. In determining the effectiveness of the multimodal approach method, there are two things that the researcher needs to confirm, whether by using the multimodal approach method learners in the experimental group can attain standard scores of 7.5 in creating descriptive text and whether the learners in the experimental group who are taught using the multimodal approach have better scores than in control group taught by means of conventional technique.

The population in this study focused on seventh grader students at SMP Negeri 1 Gemarang consisting of 4 classes with 125 students in total. The samples are collected from 7C as an experimental class consisting of 31 students while class 7D as a control group consisting of 32 students using convenience sampling. The researcher used three videos as instruments which are distributed to both experimental and control group, the treatment includes observing, noting and analyzing details in videos for experimental group and instruction of how to write good

descriptive text for control group. The data were collected from the scores of pretest and posttest of writing descriptive text and analyzed using independent samples t test in SPSS 24.0 to indicate the mean difference between two variables to answer the research questions.

FINDINGS AND DISCUSSION

The findings aimed to answer two research problems such as the research question about the result after the multimodal approach is implemented by students to understand write in descriptive text and its effectiveness to enhance students' skills to create descriptive text.

To provide answer for the first research problem the result of the implementation of a multimodal approach to students' capability to create descriptive text was presented as follows.

Table 4.2 : One-Sample Test

		Test Value = 0					
Group		t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Experimental	Pretest	29.385	29	.000	60.45833	56.2504	64.6663
	Posttest	66.373	29	.000	79.20833	76.7676	81.6491
Control	Pretest	30.407	29	.000	60.54167	56.4695	64.6139
	Posttest	82.233	29	.000	75.12500	73.2566	76.9934

The result indicated that the control group had a higher score with an average score of 60.54 compared to the experimental group with a 60.45 average score in the pretest. But, the experimental group had the highest score during the post-test with an average score of 76.37 compared to those in the control group with 75.12 average score. In this case, it can be assumed that the experimental group had improved more compared to the control group. Moreover, the difference between pretest and posttests of both experimental groups taught using the multimodal approach and the control group who are taught via conventional teaching technique (modeling technique) is significant at 0.000 which is larger than 0.05, this proves that both methods are effective to be used in teaching the students to write descriptive text in English.

To provide answer for the second research problem inquiring whether the significance of the difference between the effectiveness of using the multimodal approach and conventional teaching method, the researcher analyzed the result using an independent samples t-test to put the scores of pretests and post-test between the groups comparatively. Here is the result of the independent samples t-test analysis.

Table 4.3 : Independent Samples Test

Levene's Test for Equality of Variances				t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pretest	Equal variances assumed	.030	.863	-.029	58	.977	-.0833	2.8631	-5.8144	5.6478
	Equal variances not assumed			-.029	57.94	.977	-.0833	2.8631	-5.8146	5.6479
Posttest	Equal variances assumed	4.889	.031	2.72	58	.009	4.0833	1.5029	1.0749	7.0917
	Equal variances not assumed			2.72	54.30	.009	4.0833	1.50291	1.0705	7.0961

The result of the independent t-test suggests that there is no significant difference between the score of the pretest of experimental and control group with 0.977 points of significance that is more than 0.05, with 0.0833 points of mean difference suggest that the control group has slightly better score than the experimental group. This indicated that the student's capability to create the descriptive text of both the experimental and control group before the treatment were not significantly different. However, regarding the post-test scores, the difference is significant at 0.009 which is larger than 0.05, which implies that there is a significant difference between the experimental and control group. Moreover, the mean difference of 4.0833 indicated that the experimental group took the lead after the treatment, which means that the multimodal approach is better at improving students' ability in creating descriptive text.

The researcher has three hypotheses to provide the answer for the research. According to the data, a difference between the mean scores of pretests and posttest is confirmed significantly. Therefore, it suggests that the first hypothesis alternative Ha1 is confirmed. Moreover, it is found that the difference between the post-test of the experimental and control group is also confirmed significantly and with experimental group having a higher score. Indicating that the second hypothesis alternative Ha2 is also accepted while the null hypothesis is rejected.

Hypothesis stated:

1. Ha1: There is a significant difference between the student's ability to write descriptive text before and after the treatment.
2. Ha2: There is a significant difference between the students in the experimental and control groups regarding the ability to write descriptive text.
3. H0: There is no significant difference between the student's ability to write descriptive text both in experimental and control groups.

Considering the results of the research hypothesis above, it suggests that there is a significant difference in students' capability to write descriptive text prior and following the treatment indicating that the multimodal approach can be implemented in teaching students to write descriptive text effectively and the hypothesis Ha1 is accepted. Moreover, the difference in scores between both groups is considered to be significant, indicating that the multimodal approach has the advantages over conventional method and hypothesis Ha2 is accepted. Moreover, as one or both hypothesis alternative is accepted it suggests the rejection of H0 or null hypothesis.

CONCLUSION

The study concludes that there is no significant difference between the score of pretests of the experimental and control groups with the significance of 0.977 which is more than 0.05, and the mean difference of 0,0833 means that the abilities of both classes are not significantly different. However, the score of post-tests indicates that the difference is significant at 0.009 which is larger than 0.05, which implies that there are significant differences between the experimental and control group. Moreover, the mean difference of 4.0833 indicated that the experimental group took the lead after the treatment, which means that the multimodal approach is better at improving students' skills in writing descriptive text. The study suggests that it is important to develop background knowledge and understanding autonomously using various kinds of media such as pictures, sound, and videos as a modality that can improve understanding, it is also recommended to develop various learning styles that utilize multimodality using various media for support to enhance students' understanding. For the following research, it is suggested to use other skills in English or specific tasks such as writing other kinds of texts and consider to research which modalities have a better influence on the skills.

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