

# **THE EFFECTIVENESS OF USING MULTIMODAL APPROACH IN TEACHING ENGLISH READING (A CASE STUDY AT THE ELEVENTH GRADE STUDENTS OF SMKS PGRI 2 KEBUMEN IN THE ACADEMIC YEAR OF 2022/2023)**

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## **Abstract**

English has evolved into the universal language, transcending borders and cultures, its significance as a primary medium of global communication cannot be underestimated. This phenomenon is especially pronounced in Indonesia, where English occupies a prominent place in the curriculum as a foreign language, with emphasis on the development of essential skills, notably reading. However, this pivotal skill faces multifaceted challenges: a dearth of proficient reading abilities among students, the adverse repercussions of teaching approach, and a pervasive lack of student motivation. To address these issues, this study sought to determine whether or not a sequence of treatments based on the Multimodal Approach is successful in teaching English-reading skills. The research conducted at SMKS PGRI 2 Kebumen focusing on the eleventh grade. In response to the pre-experimental design, the mean score from the pre-test is 36.00, which falls into the "poor" category, and the mean score of the post-test is 62.40, which falls into the sufficient category. Utilizing the Paired Sample Test in IBM SPSS 25, The two-tailed significance value is 0.00, which is 0.05 or lower. Using Multimodal Approach in teaching English Reading skills at the Eleventh Grade of SMKS PGRI 2 Kebumen in the Academic Year of 2022/2023.

Keywords: Effectiveness, Reading, Multimodal Approach

## **1 INTRODUCTION**

In today's globalization landscape, English serves as a vital tool in international discourse, underscored by its status as one of the official languages of the United Nations. Its rapid global proliferation owes much to its accessibility and integration into education systems worldwide. English facilitates the exchange of information and ideas, across cultures and foreign languages. Learning English is a powerful tool for connecting people worldwide and its mastery is crucial. This study brings a revolutionary viewpoint on language instruction by concentrating on the effectiveness of the multimodal method in enhancing English reading skills.

In Indonesia, English is not just a foreign language; it is a cornerstone of education and it is across a range of industries [1]. Comprehending the significance of English acquisition, the government introduced legislation allowing foreign languages, especially English, as a medium of instruction in UU Nomor 20 Tahun 2003 about the integration of English into the education system, from primary schools to universities. In the pursuit of English proficiency, learners must acquire four fundamental skills: listening, reading, speaking, and writing. Among these, receptive skills like reading play a foundational role, influencing one's overall language competence, vocabulary enrichment, comprehension, and proficiency.

Reading is a fundamental lifelong skill essential for academic achievement and personal growth, encompassing the complex processes of word decoding, uncovering hidden meanings, and active engagement with texts [2],[3]. Proficiency in reading is crucial for language development, facilitating vocabulary expansion and enabling effective written communication [4],[5]. Reading serves diverse purposes, from gaining knowledge to finding enjoyment and it requires unique cognitive and linguistic abilities.

However, the majority of students face challenges in reading skills, stemming from various factors. These issues include lower intellectual and psychological levels, and environmental influences within the school system [6],[7]. Additionally, difficulties like misinterpreting words, and limited vocabulary can impede the reading process, making it less engaging and hindering comprehension.

Considering findings from a preliminary study at SMKS PGRI 2 Kebumen, challenges in the Indonesian environment were found, despite the unquestionably relevance of proficient English reading. Many students struggled to grasp English in reading tests and most students' vocabulary was limited as a result of students putting in minimum daily effort on honing this skill, which is regarded a boring activity. It is noticeable that traditional language training approaches frequently fall short of helping students acquire strong English-reading abilities. This study seeks this gap by studying revolutionary possibilities on the use multimodal approach in English language instruction. The multimodal approach matches with modern learners' preferences by including many modalities of communication such as auditory, visual, and textual elements, and it captivate learning environment.

Learning a language is more than just gaining knowledge; it also entails practical application and effective communication [9],[10]. The multimodal approach provides a more comprehensive understanding of communication that goes beyond traditional linguistic boundaries [10]. Through the integration of visual, audio, and tactile modalities, this approach caters to different learning styles, promotes greater engagement, and encourages deeper comprehension [1]. It encompasses all suitable forms of human communication.

The multimodal approach is a highly effective approach that fosters active participation among learners, leading to greater engagement and increased self-esteem, particularly in non-school settings [11]. Multimodal Approach encourages involvement, accommodates diverse learning styles, increases comprehension, and merging several information of perception [12]. This approach fosters students to assert responsibility for their own learning and enabling the utilization of individualized learning styles through resources that align with their unique information processing. As a result, students can enhance their English reading skills in a more efficient and effective manner.

Numerous studies have explored the efficacy of employing a multimodal approach to impart English-reading proficiency [12],[13],[15],[16],[17]. The findings revealed that learners favor this approach to the traditional one, as it affords them greater adaptability and autonomy in students learning journey. Accordingly, students experience a heightened sense of fulfillment and involvement in their educational pursuits [18]. This indicates that the multimodal approach cultivates a constructive learning atmosphere that enhanced academic attainments.

Multimodal approach involves the integration of two or more modes in unique ways, and it encompasses five distinct components: Written or Linguistic, Audio, Visual, Gestural, and Spatial. By combining mediums like text, images, audio, and video, communication can be enhanced and made more effective [13],[18]. This approach surpasses the traditional approach of using a single medium and offers a comprehensive and immersive way of conveying information.

Based on explanation above, it is evident that reading skills are crucial for students to navigate in globalization. In teaching-learning process multimodal approach has proven to be a fitting solution. This study goals to decode the potential of applying a multimodal approach for English-reading education, emphasizing the importance of holistic language proficiency, especially at SMKS PGRI 2 Kebumen. The research recognizes that language learning should not be limited to mere acquisition but extended to practical application. By aligning teaching approaches with learners' preferences and integrating diverse modes of communication.

## **2 METHODOLOGY**

This is a pre-experimental quantitative case study aimed at determining a probable cause and effect between both of dependent and independent variables. As there is no control variable, the research will use a one-group pretest-posttest design. There will be no random grouping of participants or other techniques to control for extraneous influences. The population of this research is eleventh-grade students at SMKS PGRI 2 Kebumen in the academic year of 2022/2023, with a total of 55 students in four classes. The sample for this study is Class XI TKR A, consisting of 15 students, as recommended by the headmaster and English teacher of SMKS PGRI 2 Kebumen. To ensure the authenticity of the

research, data collection and processing are essential. The appropriate data collection techniques and necessary tools will be applied to answer the research questions.

Data were collected in form multiple-choice test that comprised of 25 questions, each question consist of 5 answer choices, as instruments of this research. It applied in the pretest and posttest. The instruments have been validated by experts' judgment. This design involves analyzing the same group of participants twice: once prior to the treatment (pre-test) and again after the treatment (post-test). The treatment utilized multimodal media, incorporating visual, auditory, and text-based elements that were tailored to the students' comprehension levels based on recommendations from their English teacher.

The aim of this design is to assess the effect of the treatment on the participants' pre-test to post-test score changes. To know the students' English reading proficiency level, the researcher employed the classification of students' achievement and determined their English reading skills level [21],[9]. The test results were gathered, and the students' reading ability was categorized based on the table of students' achievement. The objectivity of classifying the students' test results according to the aforementioned classification to accurately evaluate their English reading skills and derive meaningful insights from the data.

In order to determine the solutions to the issue statements in this study, the researcher used a technique to analyze the data. There are two methods for analyzing data: descriptive analysis and inferential analysis. The researcher also used SPSS computation to accurately evaluate and verify the data in establishing the effectiveness of using the multimodal approach in teaching English-reading skills and generating corresponding findings.

### 3 FINDING AND DISCUSSION

The study's findings are presented based on its research objectives. The first objective is to examine the English reading skills of eleventh-grade students at SMKS PGRI 2 Kebumen. The second goal is to examine the effectiveness of employing the Multimodal Approach in teaching English reading to eleventh-grade students at SMKS PGRI 2 Kebumen.

#### 3.1 Data Description

Students reading abilities were evaluated in this study through pre-test and post-test scores. The results of the pre-test and post-test distributed based on the level of student achievement. The data students' score of pretest-posttest and classification can be seen in Table 4.1 and Table 4.2.

**Table 4.1.** Scores of Pre-Test and Post-Test.

Name	Score Pre-Test	Score Post-Test
Student x1	36	64
Student x2	36	68
Student x3	48	76
Student x4	24	48
Student x5	28	68
Student x6	32	68
Student x7	28	48
Student x8	60	80
Student x9	40	60
Student x10	44	56
Student x11	24	48
Student x12	24	52
Student x13	40	72
Student x14	28	52

Student x15	48	76
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**Table 4.2.** Classification on the Students' Score in Pre-test and Post-Test.

Value	Level of Achievement	Pre-Test		Post-Test	
		Frequency	Percentage	Frequency	Percentage
80-100	Excellent	0	0%	1	7%
66-79	Good	0	0%	6	40%
56-65	Sufficient	1	7%	3	20%
40-55	Fairly Sufficient	5	33%	5	33%
<39	Poor	9	60%	0	0%
Total		15	100%	15	100%

Based on the data presented above, the classification of students' scores reveals that on the pre-test, no student belongs to the excellent or good level, 1 student (7%) belongs to the sufficient level, 5 students (33%) belong to the fairly sufficient level, and 9 students (60%) belong to the poor level. In the post-test, 1 student (7%) was evaluated as excellent, 6 students (40%) as good, 3 students (20%) as sufficient, 4 students (33%) as fairly sufficient, and no students (0%) as poor level.

### 3.2 Descriptive Analysis

At this section, the researcher would thoroughly analyze the descriptive data from the respondents. To calculate the central symptom tendency (mean, median, mode) and measure the variation group (range, variance, and standard deviation), IBM SPSS 25 was utilized [22]. The results of the SPSS computation are as follows:

**Table 4.4.** The Descriptive Analysis of SPSS Computation.

	Descriptive Statistics										
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance	Median	Mode	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Statistic	Statistic
pre test	15	36	24	60	540	36.00	2.76	10.69	114.29	36.40	24.00
post test	15	32	48	80	936	62.40	2.89	11.19	125.26	64.00	48.00
Valid N (listwise)	15										

As stated in Table 4.4, the pre-test reveal mean score was 36.00, whereas the post-test mean score was 62.40 following the test. The pre-test median was 36.00, and the post-test median was 64.00. The pre-test mode was 24.00 and the post-test mode was 48.00. The pre-test standard deviation was 10.69, while the post-test standard deviation was 11.19. The pre-test variance was 114.29, while the post-test variance was 125.26. Furthermore, the pre-test range was 36, and the post-test range was 32.

### 3.3 Inferential Analysis

The researcher applies a Kolmogorov-Smirnov normality test with IBM SPSS 25 software to assess the normality of the data distribution [20]. The normality test computed results are shown in Table 4.6 as follows:

**Table 4.5.** Test of Normality Kolmogorov-Smirnov.

One-Sample Kolmogorov-Smirnov Test	
	Unstandardized Residual
N	15
Normal Parameters <sup>a,b</sup>	Mean
	0.000000

	Std. Deviation	6.82097605
Most Extreme Differences	Absolute	0.109
	Positive	0.109
	Negative	-0.103
Test Statistic		0.109
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Table 4.5 demonstrates that the value of significance is greater than the significance level ( $>0.05$ ), indicating that the data distribution is normal [21]. In contrast, data is considered abnormal if the value of significance is less than the significance level ( $0.05$ ) [21]. The calculation generated a significance value of 0.20 for both the pre-test and post-test, which is higher than 0.05. As a result, the data distribution for the pre-test and post-test can be stated to be normal.

Following a hypothesis test, the researcher discovered that the pre-test mean was 36.00 and the post-test mean was 62.40. IBM SPSS 25 was used to conduct these tests. When comparing the pre-test result and the post-test mean result, it was evident that the post-test mean exceeded the pretest mean, implying the treatment's efficacy. To compute the paired-sample test, the researcher utilized SPSS computation, which is displayed in Table 4.6.

**Table 4.6.** Result of Paired Samples Test.

Paired Samples Test										
		Paired Differences								
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)	
Pair			n	Mean	Lower	Upper				
1	Pre-Test Score - Post-Test Score	-26.40	7.06	1.82	-29.61	-23.19	-14.48	14.00	0.00	

Accordance to the SPSS calculation, the difference between the two means is -26.40. It reveals the treatment's effectiveness. Beyond that, Table 4.6 demonstrates that the Sig. (2-tailed) is  $0.00 < 0.05$ . If the Sig. (2-tailed) is less than 0.05, the data is significantly different [21]. The matched sample test findings reveal a significant difference between the pre-test and post-test scores. It implies the rejection of the null hypothesis ( $H_0$ ) and acceptance of the alternative hypothesis ( $H_a$ ). As a result, the researcher concluded that utilizing the Multimodal Approach is effective in teaching English reading skills to eleventh-grade students at SMKS PGRI 2 Kebumen in the academic year 2022/2023.

### 3.4 Discussion

In this stage, the researcher would like to discuss the result of the research based on the data description, descriptive analysis, and inferential analysis. The following are the details of the discussion based on pretest-posttest scores:

1. The reading skills of the eleventh-grade students SMKS PGRI 2 Kebumen in the academic year of 2022/2023.

In accordance with the data description, the highest pre-test score was 60, while the lowest was 24. The pre-test mean was 36.00. In response to the post-test results, the highest score of post-

test was 80 and the lowest was 48. The post-test mean was 62.40. Therefore, the mean of the pre-tests was lower than the mean of the post-tests ( $36.00 < 62.40$ ).

As shown in Table 4.2, no student (0%) belongs to the excellent or good level, one student (7%) belongs to the sufficient level, five students (33%) belong to the fairly sufficient level, and nine students (60%) belong to the poor level. Prior to the application of the Multimodal Approach in the teaching-learning, the majority of students had poor English reading skills.

In contrast, one student (7%) belongs to the excellent level, six students (40%) belong to the good level, three students (20%) belong to the sufficient level, five students (33%) belong to the fairly sufficient level, and no students (0%) belong to the poor level. It indicates that when the Multimodal Approach was used in the teaching-learning, the majority of students' English-reading skills improved significantly. As a result, no students had poor English reading skills.

The findings are in line with the research finding that done by several prior researcher [13],[23],[19],[15],[14]. Utilizing multimodal approach showed that students appeared to be interested and at ease during the session, inspired students' engagement in reading class, boosting their English reading competency, and most students had a positive attitude toward multimodal teaching approach. In other words, multimodal learning material used in teaching English reading influences students' accomplishment. The prior research found that multimodal approach may help linking students' theoretical cognition and practice to generate problem-solving capabilities to develop students' intellectual potential.

Furthermore, It was discovered that a multimodal approach to learning is effective because students are exposed to multimodal text (visual, audio, and technology), which assists students in expressing their ideas, thoughts, feelings, and opinions, particularly through gestures, facial expressions, speech, and so on. A multimodal approach to learning is highly engaging and beneficial, and it may help students learn English. Teaching techniques that use a multimodal approach, focused on the visual and written texts in digital interaction, play a crucial part in the teaching-learning process.

2. The effectiveness of using Multimodal Approach in teaching English – Reading Skills at the eleventh-grade students of SMKS PGRI 2 Kebumen in the academic year of 2022/2023. With respect to the data in Table 4.6, the difference regarding two means was -26.40. This indicates that the treatment is effective. Furthermore, the two-tailed significance value was calculated to be 0.00. The data is statistically different if the Sig. (2-tailed) is less than 0.05. It is potential to conclude that there is a significant difference between the pre-test and post-test data. The alternative hypothesis ( $H_a$ ) is accepted, while the null hypothesis ( $H_0$ ) is rejected.

This finding corresponds with prior research, which discovered ( $p = 0.05$ ) a significant difference between groups of students who acquired treatment utilizing a multimodal approach was favorable in the learning process [13]. According to a particular prior study, using the Multimodal Approach, which combines images, words, sounds, and videos, made learning more interesting during the teaching process, students also experience outstanding performance by using the multimodal approach in interactive learning [24]. In response to prior study, the Multimodal Approach fosters full learner involvement in the learning process, which results in total engagement that is meaningful in outside of school settings and enhances self-esteem, and there is a significant effect on reading achievement.

Therefore, the researcher concluded that using Multimodal Approach is effective in teaching English reading skills to the eleventh-grade students SMKS PGRI 2 Kebumen in the academic year of 2022/2023.

#### 4 CONCLUSIONS

Referring to the results of the discussion, even though most of the students' English reading skills were previously at a poor level, there was a considerable rise in their English-reading skills after only four meeting sessions of the teaching-learning process. It could be draw that using the Multimodal Approach could have considerable effects on students' English-reading skills. This assertion was also validated by compare the pre-test and post-test results of the students' English reading skills, as

shown in Table 4.6, with a difference of -26.40. The two-tailed significance value is 0.00 as a consequence of the paired test computation. The computation demonstrates that the two-tailed significant value is less (0.000.05) when compared to the 5% (0.05) significance criterion. As a result, the null hypothesis is rejected, while the alternative hypothesis ( $H_a$ ) is accepted. It represents that the use of the Multimodal Approach to teach English-reading skills to SMKS PGRI 2 Kebumen eleventh-grade students in the academic year 2022/2023 has been shown to be effective.

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