IMPROVING STUDENTS’ LISTENING SKILL THROUGH MULTIMODALITY APPROACH

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Abstract
This research paper unfolds how visual text book in the listening classroom enhance students listening skill. This research tries to analyze the use of visual text book in teaching listening as pedagogical tools from the multimodal discourse analysis (MDA) point of view. There were 26 students as the participants of this research and these students were in the second semester when they joined intermediate listening subject. In teaching intermediate listening, the lecturer used “Impact Listening” text book written by Michael Rost and other additional materials such as the use of multimedia: video of situational conversation. Meanwhile, the method used to analyze this research was implementing classroom action research and systemic functional-multimodal discourse analysis (SF-MDA) approach proposed by (O’Halloran, 2008) to analyze the text book and multimedia used. The result of this study shows that the use of visual text book helps the students answer the questions presented in the text book easily. They can predict the answer through the pictures which are displayed in the text book. Moreover, by adding multimedia, in term of situational conversation video in the listening classroom makes students to be more enthusiastic and learn intermediate listening more enjoyable. In so doing, it increases the students ability in listening.

Keywords: advanced listening, multimedia, multimodality, pedagogical tools, visual

Introduction
Listening is one of the English skills considered as the most applicable skills compared to others because in listening, learners do not only study listening but also speaking. Otherwise, this skill requires a lot of attention and concentration when people want to learn it. Listening can be said as a hard material to learn. In other words, listening is a hard job, but we can make it easier by applying what we know about activating prior knowledge, helping students organize their learning by thinking about their purposes for listening, and if speaking is also a goal of the classroom, using well-structured speaking tasks informed by research (Brown 2006).

For most lecturers, teaching listening needs much energy and innovation because there are many students tend to be lazy or bored when they are in listening classes. In fact, listening plays an important role in daily communication as well as in the process of teaching. In reality, for example in Indonesia, listening has been neglected skill for many years in term of teaching, research and assessment. There are not many teachers of junior and high schools teaching listening as a part of English materials. They do not teach listening skill because what they emphasized lies on the grammar and reading comprehension where it is as a part of the national exam material. Therefore, this research was done to answer the question “How can multimodality approach improve students’ listening skill?”
Methodology
The current research was conducted quantitatively in Faculty of Humanities, Universitas Dian Nuswantoro at Intermediate Listening class with twenty six students consisting of thirteen females and ten males with different level of ability and knowledge on listening. They were in the second semester when they took intermediate listening subject. This research was implemented within 12 weeks of teaching and learning process by employing classroom action research by giving pre-test (before the students got the treatment) and post-tests (after the students got the treatment), classroom observation and giving questionnaire to the students. The classroom action research was done to know whether the students’ ability in listening was increased or not. In implementing the material of teaching listening, the lecturer employed teaching learning cycles (Field, 2008) consisting of pre-listening, extensive listening, intensive listening and post listening. Whilst, the procedure of classroom action research was based on the following figure below:

![Diagram of Classroom Action Research Procedure]

In teaching intermediate listening, the researcher, as a lecturer himself, presented a material by using text book and multimedia: you tube, video or music video. Meanwhile, in analyzing the data, the researcher employed systemic functional approach to multimodal discourse analysis (SF-MDA) proposed by O’Halloran (2008) and Kress and Leeuwen (2006) to analyze the meaning of the pictures or visual imaginary displayed in the visual text book and also displayed in multimedia used as the pedagogical tools. By applying these theories in teaching and learning process, it is hoped that students are able to perform their knowledge and ability in guessing the answers of the questions given in the text books or in the multimedia with/without listening to the audio.

Findings and Discussion
Based on the findings of the research, it can be seen that the students who took Intermediate Listening gained a significant increase. It can be proof from the table 1 provided below:

<table>
<thead>
<tr>
<th></th>
<th>Pre Test</th>
<th>Post Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>Normal Parameters a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>75.54</td>
<td>81.42</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>5.637</td>
<td>5.345</td>
</tr>
<tr>
<td>Most Extreme Absolute</td>
<td>.198</td>
<td>.124</td>
</tr>
<tr>
<td>Differences Positive</td>
<td>.198</td>
<td>.124</td>
</tr>
<tr>
<td>Negative</td>
<td>-.163</td>
<td>-.121</td>
</tr>
<tr>
<td>Kolmogorov-Smirnov Z</td>
<td>1.010</td>
<td>.630</td>
</tr>
<tr>
<td>Asymp. Sig. (2-tailed)</td>
<td>.259</td>
<td>.822</td>
</tr>
</tbody>
</table>

a. Test distribution is Normal.

It can be seen in the table above that the result of the test shows there is a significant increase based on pre and post test done by the students with over 0.05. So, it can be said that the test distribution is normal. In so doing, the test can be carried out by paired sample T-Test.
Paired Sample T-Test
In this part, paired sample t-test is used to test the students if there is paired sample t-test found. It aims at describing if there are differences between pre test and post test which was done by the students. The result of paired sample t-test can be seen in the table 2 below:

Table 2. Paired Samples Statistics

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair</td>
<td>Pre</td>
<td>75.54</td>
<td>26</td>
<td>5.637</td>
</tr>
<tr>
<td>Test</td>
<td>Post</td>
<td>81.42</td>
<td>26</td>
<td>5.345</td>
</tr>
</tbody>
</table>

Based on the table 2 above, it is clearly shown that there is a significant different between the students’ test results where in the pre test the test grade mean is 75.54 and after the got multimodal material they got 81.42.

Meanwhile, the table 3 below describes the paired sample test done to get the students’ score differences.

Table 3. Paired Samples Test

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>95% Confidence Interval of the Difference</th>
<th>Sig. (2-tailed)</th>
<th>tdf</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair ai test - Pre</td>
<td>-5.8</td>
<td>48</td>
<td>3.6</td>
<td>85</td>
<td>.715</td>
<td>-7.358</td>
</tr>
</tbody>
</table>

According to the table 3 above, it can be concluded that the students ability in listening, especially in the intermediate listening class, increases significantly.

Discussion
In this analysis, the researcher presented some data taken from the listening task where this part contained pictures representing each question given in the exercises. The examples and its analysis can be seen in the picture below:

Figure 2. Listening Task 1: Unit 4

The figure above depicts that the listening material is presented well organized by providing pictures on each question of the book. The part of the material analyzed here is taken from the listening task of unit 4 about technology. The general question of this part is “What types of gadget do you see?” meaning that the students should look at each of the picture and they also need to guess the gadget they use. In listening task, it is segmented into two categories: first and second listening. In first listening there are four different pictures with only one question given that is “What are the speakers doing?”. As the students see the pictures, they actually can predict what each speaker is doing there. It can be seen in the example of question number 1 above that there are two persons where the man is looking at his mobile phone. Here, some students give their guessing that the man is writing a text and some of them said that he is playing game on his mobile phone. However, there are four possible answers that students might choose...
before they listen to the audio. After they had listened to the audio they can match their prediction whether it is correct or not. As it is described in question number 1 that the answer should be the man is watching music video through his mobile phone. The same example is also delivered in question number 2. Most students predict that the man is doing something, writing a paper or doing a task, on his laptop and he is also listening to music as he puts on his earphone like it is displayed on the picture. So, before the students listen to the audio, they infer that the man is listening to music while doing a task on his laptop. As a result, when the students are invited to decide the best answer, mostly they choose “downloading music” because this answer is most closely to the description of the picture they predicted. It can be concluded through the conversation they listened that the man is asking his friend how to download music from his laptop. In so doing, the ability how to predict the answer through pictures depends on the students’ awareness and SF-MDA approach the students used in predicting the pictures.

Following is another example of multimodality in another picture found in the impact listening text book. It is taken from unit 8: Direction.

As shown in the figure above, it is taken from unit 8 about direction and is clearly that this part is divided into two categories: first listening and second listening. The general question for this part is “Do you know where they were taken?”. It is only in the first listening part which contains pictures in each question. In addition, the students are required to predict the picture by guessing the name of the places before they engage in listening to the audio. However, the question of the first listening is “What are they looking for”. This question refers to six different pictures indicating different places as displayed in the figure above. Before listening to the audio, the students can look at each of the pictures as well as they also can guess the name of the places based on the audio they will listen. For example question number one, there is someone asking about how to get to Tivoli Gardens. Based on the question given in the text book, if the students fail in listening to the audio clearly, they can predict the name of the place they see by looking at the detail of the building displayed in the picture. Unfortunately, some students think that this building is a mosque as its roof resembles to a mosque. Furthermore, the architecture of the building is also similar to a mosque in common. However, there are some students who can answer the question accurately by saying that this building is “Tivoli Garden”. When listening to the audio, it seems that most students have focused and concentrated to the audio they listened to but some students fail in listening to the detail of the conversation delivered by the speakers. It seems that they have listened to the audio closely but they cannot answer the question even to predict the building’s name.

Different from questions number 4 and 5 where most students can answer the questions accurately and easily. By looking at the pictures, especially question no 5, the students can predict the name of the building, Sydney Opera House, correctly without listening to the audio. It can be seen in the
picture of question no 5 that the building is like a white shell in the middle of the sea because it is surrounded by blue water as displayed in the picture. So, based on the conversation presented in the audio, it can be said that the answer is correct. The speaker is looking for Sydney Opera House. Even though, the students never been to this place but based on their knowledge and experience they know that this place is Sydney Opera House. Meanwhile, in answering question number 4, there are some students but not many students fail in giving the correct answer. Most students have predicted that the picture is a zoo because there are four elephants which are indicated by its trunks and there are two elephant handlers ride on two out of four elephants. Besides that, it can be seen that there are also some people feed them by giving foods. As a result, the students said that it is zoo but they do not know the name of the zoo. After they had listened to the audio they can answer the question that the name of the zoo is Singapore zoo.

In this part, the researcher presents the use of multimedia in term of short and medium films as the listening material. In providing the films, the researcher only focuses on some parts of the film and cut in each of the part by using video cutting. The reason of the researcher does this because the researcher does not want to make his students more confuse when they listen to the audio. The longer duration of the conversation they listen, the more difficult the students receive the content of the conversation. There are two films the researcher provided in this research: group conversation and Charlie Brown cartoon. Surely, both films have different duration and speed of speaking. The duration of the group conversation is shorter that Charlie Brown film. It is 3.12 minutes and 22.11 minutes simultaneously. Moreover, both films also have different dialect: the one is British English (group conversation) as it is taken from the British council website and the other one is American English (Charlie Brown). The purpose of these two films is to introduce types of English to the students. So, the researcher cuts the film into at least 1 until 2 minutes or less. Below are the examples of the conversation taken from the video.

In presenting the video, the lecturer gives some questions regarding to the film the students watched. While the students watching the video, they are asked to find the answers about the questions. For example, the question is “Where does the conversation probably take place?”. Referring to this question, only few students can answer the question accurately and the rest cannot answer the question. Many students say that the answer is in London. They say this because of the dialect they heard from the speakers. In addition, it is because most students are not aware to the signs or any kind of writings involve in the film. As displayed in the picture above, the researcher captures the place of the conversation. It is clearly stated that the conversation occurs in Paddington Station. Otherwise, some students also look at different part of the film. They can see a train like it is described in the picture above.

**Conclusion**

To conclude, multimodality listening pedagogy is obviously support the students in learning listening in both using visual textbook or multimedia in term of film. This theory offers a way for lecturer to teach his students to be more sensitive listeners during
the listening teaching and learning process. Hence, it is hoped that multiodality listening pedagogy will lead the lecturer as well as his students to a new and experience approaches of their listening teaching and learning process.

References
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