

**Multimodal Approach in Teaching Listening in EFL Classroom of Indonesia:  
Teacher's Perspective and Experience**



**Disusun Oleh:**

**Dzulfiqar Faisa Mahendra Nata**

**A320200077**

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN BAHASA INGGRIS  
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**APPROVAL**

**MULTIMODAL APPROACH IN TEACHING LISTENING IN EFL  
CLASSROOM OF INDONESIA: TEACHER'S PERSPECTIVE AND  
EXPERIENCE**

**RESEARCH PAPER**

by:

**DZULFIQAR FAISA MAHENDRA NATA**

A320200077

**Approved by the Consultant**



**Suharyanto, S. Pd., M. Ed.**

**NIDN. 0614108701**

# ACCEPTANCE

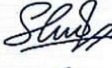

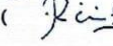
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By:

**DZULFIOAR FAISA MAHENDRA NATA**  
A320200077

Accepted by Board Examiners of English Education  
School of Teacher Training and Education  
Muhammadiyah University of Surakarta  
On August 2024

Team of Examiners:

1. Suharyanto, S. Pd., M. Ed. (  )  
(Examiners I)
2. Dr. Mujazin, S.Pd., M.A (  )  
(Examiners II)
3. Dra. Rini Fatmawati, M.Pd (  )  
(Examiners III)

  
**Prof. Dr. Sutarna, M.Pd.**  
NIDN. 0007016002

## **MOTTO**

*"Maka apabila engkau telah selesai (dari sesuatu urusan), tetaplah bekerja keras  
(untuk urusan yang lain),"  
(QS. Al-Insyirah 94:7)*

“Pray, work, believe. Better never stops.”

“God first”

## TESTIMONY

The person who has signed below:

Name : Dzulfiqar Faisa Mahendra Nata  
NIM : A320200077  
Study / program : Department of English Education  
Title : Multimodal Approach in Teaching Listening in EFL Classroom  
of Indonesia: Teacher's Perspective and Experience

I declare that the whole of this thesis is the result of my own research, except for quotations and summaries that have a stated source. If, in the future, this thesis is plagiarized, I am prepared to take full responsibility.

Surakarta, 14 May 2024

The Researcher,



Dzulfiqar Faisa Mahendra Nata

A320200077

## **DEDICATION**

1. Allah SWT and our prophet Muhammad SAW
2. My big family, especially my parents, Mr. Sigit Saiful Anwar and Mrs. Retno Indah Nugrahawati
3. My beloved siblings Reval, Inggit, and Athalla
4. And all friends who have supported me until the completion of this thesis.

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Surakarta, 10 June 2024

The Researcher,

Dzulfiqar Faisa Mahendra Nata

A320200077



## ABSTRACT

This study looks into how well a multimodal approach can improve the listening abilities of SMA N 1 Gemolong students. Data was gathered using a mixed-methods approach, including direct classroom observations and structured interviews with English teachers. The teachers' methods for incorporating multimedia resources into their lessons—such as audio excerpts, films, and interactive presentations—were made clear by the interviews. Real-time evaluation of student engagement and the practical difficulties in putting these tools into practice were made possible by observations. The results show that by offering a variety of interesting and engaging learning opportunities that accommodate different learning styles, multimedia components considerably improve students' listening comprehension. On the other hand, difficulties like new language, rapid speech rates, and technical constraints were found to be obstacles to efficient listening comprehension. In order to handle the complexity of listening tasks, the study emphasizes the value of a holistic approach to listening instruction that integrates cognitive and metacognitive methods and makes use of multimedia technologies. This study advances our knowledge of multimodal teaching strategies and provides educators with useful suggestions for improving listening instruction in contexts that are similar to their own classrooms.

**Keywords:** *Listening comprehension, multimedia elements, English language teaching, multimodal learning.*

## ABSTRAK

Penelitian ini melihat seberapa baik pembelajaran dengan berbagai cara dapat meningkatkan kemampuan mendengarkan siswa SMA N 1 Gemolong. Data dikumpulkan dengan menggunakan pendekatan metode campuran, termasuk pengamatan langsung di kelas dan wawancara terstruktur dengan guru bahasa Inggris. Metode para guru dalam menggabungkan sumber daya multimedia ke dalam pelajaran mereka-seperti cuplikan audio, film, dan presentasi interaktif-dijelaskan melalui wawancara. Evaluasi waktu nyata terhadap keterlibatan siswa dan kesulitan praktis dalam mempraktikkan alat bantu tersebut dapat dilakukan melalui observasi. Hasilnya menunjukkan bahwa dengan menawarkan berbagai kesempatan belajar yang menarik dan menyenangkan yang mengakomodasi gaya belajar yang berbeda, komponen multimedia secara signifikan meningkatkan pemahaman menyimak siswa. Di sisi lain, kesulitan seperti bahasa baru, kecepatan bicara yang cepat, dan kendala teknis ditemukan sebagai penghalang bagi pemahaman menyimak yang efisien. Untuk menangani kompleksitas tugas menyimak, penelitian ini menekankan nilai dari pendekatan holistik terhadap instruksi menyimak yang mengintegrasikan metode kognitif dan metakognitif serta memanfaatkan teknologi multimedia. Penelitian ini memajukan pengetahuan kita tentang strategi pengajaran multimodal dan memberikan saran yang berguna bagi para pendidik untuk meningkatkan pengajaran menyimak dalam konteks yang mirip dengan kelas mereka sendiri.

***Kata kunci:*** Pemahaman mendengarkan, elemen multimedia, pengajaran bahasa Inggris, pembelajaran multimodal.

## TABLE OF CONTENT

COVER .....	i
APPROVAL .....	ii
ACCEPTANCE .....	iii
MOTTO .....	iv
TESTIMONY .....	v
DEDICATION .....	vi
ACKNOWLEDGEMENT .....	vii
ABSTRACT.....	ix
ABSTRAK.....	x
CHAPTER I.....	1
INTRODUCTION .....	1
A. Background of The Study .....	1
B. Problem Statement .....	3
C. Objective of The Study .....	4
D. Benefits of The Study .....	4
CHAPTER II.....	5
RELATED LITERARY REVIEW .....	5
A. Previous Study .....	5
B. Theoretical Review .....	9
1. Listening.....	9
2. Teaching Listening.....	10
3. Multimodal Teaching .....	11
4. EFL Classroom.....	12
5. Multimodal Approach in listening in EFL .....	12
C. Theoretical Framework.....	14
CHAPTER III .....	15
RESEARCH METHOD.....	15
A. Research Type.....	15
B. Research Object .....	15
C. Research Subject.....	15
D. Data and Source of Data .....	16
E. Technique Of Collecting Data .....	16
F. Data Validity .....	16

G. Technique for Analysing Data .....	17
CHAPTER IV .....	18
RESEARCH FINDING AND DISCUSSION .....	18
A. Research Findings .....	18
a. The implementation of multimodal learning strategies in SMAN 1 Gemolong.....	18
b. The challenges of the implementation of multimodal learning strategies in teaching listening in SMA N 1 Gemolong .....	28
c. School and Teacher Efforts to Overcome the Challenges of the Implementation of Multimodal Learning Strategies in Teaching Listening in SMA N 1 Gemolong. ....	29
B. Research Discussion .....	30
CHAPTER V .....	35
CONCLUSION AND SUGGESTION .....	35
A. Conclusion .....	35
B. Suggestion.....	36
BIBLIOGRAPHY .....	38
APPENDIX.....	40