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## Multimodal Learning Material in An English-Speaking Class in Kampung Baluwarti

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### ABSTRACT

*Keywords:*  
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*material, speaking skill*

This study mainly concerned about the use of Multimodal learning material in enhancing students' English-speaking skill. The study was carried out in Kampung Baluwarti Surakarta as the researcher was one of the tutors involved in Community service team of ABA St. Pignatelli Surakarta during January to March 2022. The main objective of this study was to investigate the implementation of multimodal learning material used in English speaking class of Kampung Baluwarti tourism community. Furthermore, their perceptions towards the use of the learning material were depicted as well. Qualitative research with narrative design was used in this study. The researcher collected the data through a variety of data collection got from in-depth interviews with the students, observation, and documents. It was discovered that multimodal learning material could be presented in various mode such as sound, picture, motion and written text to accommodate students' learning. It helped students to be more active in practicing the target language. Students' involvement was seen more during the lesson. Moreover, students seemed to be excited and comfortable during the class. In other words, multimodal learning material applied in the teaching learning process makes a difference in students' speaking skill achievement.

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### 1. INTRODUCTION

Tourism plays an important role in economic development of a country. In Indonesia, tourism is one of the sectors hardest hit by the Covid-19 pandemic. Nonetheless, Government is optimistic for the revival of the tourism and creative economy industry to help the national economy recover. Nature and culture-based tourism is increasingly in demand by visitors both from within the country and from abroad. Thus, support and encouragement should always be given for the development of local tourism which will eventually become a national tourism icon through the support of competent human resources. People who are involved have to master the ins and outs of the field they are involved in. Tourism business practitioners, travel agents and tour guides must have professional skill to carry out their duties properly and optimally.

“Kampung Baluwarti” which is known as “Kampung Wisata” in Surakarta continues to improve its cultural tourism potential. Located in Kasunanan Palace area, the community then strive to make “Kampung Baluwarti” as the center of cultural tourism that displays various culture in Surakarta. Yet, it is undeniable that the lack of English mastery becomes an obstacle for them to develop since the visitors or tourists do not only come from within the country but also from abroad. An effort to prepare professional human resources in such field is to train English skill as

a foreign language. Therefore, the writer and her community service team took this into concern by giving English class to the Tourism practitioners in “Kampung Baluwarti” especially in developing their speaking skill.

English is a foreign language in Indonesia. As reaching purpose of basic language skill, it has been taught as compulsory subject at school. It is not commonly used as a means of communication here. Thus, it influences the language learners’ attitude toward the language until they realized that nowadays entering the global era, English is the main tool to communicate in every aspect of life. English as an international language is a communication tool between local people and visitors from other countries. Good communication skills are necessary so that the information can be transferred more clearly and quickly. In contradiction, poor communication skills lead to misunderstandings, irritation, anger, and annoyance. This is in line with Byrne (1996) that states oral communication as a two-way process between speaker and listener which involves the productive skills of speaking and the receptive skills of understanding.

One of the weaknesses the language learners had in learning English was speaking skill. Having good skill in speaking will not only make the tourism practitioners easier to communicate, but also makes them have the ability to deliver any information through the meaning of message to those being involved in the communication process. The causes of speaking problems are mostly that they tended to be shy, nervous, doubt, inferior, and afraid to make mistakes because they seldom used their own English to communicate with others. They didn’t have enough time to practice or to express their own English so that they could not interact one another in English simultaneously. Harmer (2006) states that students are often reluctant to speak because they are shy and predisposed to express their feeling in front of other people especially when they are being asked to give personal information or opinion. Students are of the doubt to speak because they are afraid of pronouncing the words incorrectly or they feel really shy about talking in front of other students, although everyone knows that the best way to learn a language is practicing the language as Nunan (2003) says that success in language learning is measured in terms of ability to carry out conversation in the target language.

Apart from the factors mentioned above, the reason why English could be so hard accepted in Indonesia to be learned and applied as well is that the learning material been used in the classroom seems less interesting for English learner. The term material in teaching and learning refers to everything used to help teaching language learners (Tomlinson, 2013). It is used to facilitate teachers and learners in the language learning (Richards & Renandya, 2013). Those material can be in the form of linguistic, visual, auditory, or kinesthetic presented in print (a textbook, a workbook, a photocopied handout, so forth), audio or video form, on the internet or through display. Learning process won’t work well when the learners won’t engage in the activity since first time teachers starts the class. Teachers need to develop learning material that can catch the learners’ attention.

One way to encourage them to have speaking practice is to help them to build up their involvement in learning by applying effective learning material. Multiple representations provide some advantages for learners to learn. Viewing multiple ways of presenting concepts stresses the importance of vision in understanding, ignoring the effects of other senses in a learning activity. Learning is not only a visual-cognitive activity but also a physical one particularly as it requires the interplay among multiple sensory modalities and representations. The literature is mainly talking about visual and linguistic representations which are beneficial for specific tasks but they might not be appropriate for the whole spectrum of the learning activities. Learning is closely related to experiencing life and in life we employ all of our senses -not just vision. For learners to

be engaged into a subject, they need to relate themselves and connect their everyday life to the learning material; in other words, they need to be situated. Such relationships could be generated by following an alternative approach to learning: one that incorporates learners' multiple modalities and the available instruments of the environment including the multiple representations provided by books or multimedia software. Such approach is argued to be multimodal learning (Daniels, 2001). It is also believed that digital media can accommodate a variety of student learning styles since it can be applied to many subjects (Moody, 2010; Wu, 2020). Furthermore, previous research conducted by Ikasari et al., (2019) reveals that the application of multimodal learning material enabled students acquire literacy skills since many different modes had them made meaning easier. In line with the statement, Djamdjuri et al., (2021) concludes that the use of multimodal-based materials promoted students' interest in learning English.

Regarding the importance of learning material used in English speaking class in Kampung Baluwarti, the writer promotes multimodal learning material for the class. In this study, the writer wants to uncover how the multimodal learning material was used and the learners' opinion about it. Therefore, the writer tries to answer these two research questions:

- (1) How does the implementation of Multimodal learning material for English speaking class in Kampung Baluwarti?
- (2) What are the learners' perceptions toward the use of Multimodal learning material?

## 2. METHOD

The study was conducted in an English class situated in Kampung Baluwarti, Surakarta. The participants were tourism practitioners of Kampung Baluwarti. They are part of the community that have concern in developing the tourism potential object in the Kasunan Palace area. They put great efforts to raise the awareness about the quality of human resources to all members of the community. One of them is having a collaboration with the writer's team of community service. As a contribution to increase the community's awareness about English speaking skill for tourism, the writer's team gave English class on weekly basis during January to March 2022. The writer of this study was one of the English teachers who was involved in this project. She was interested to use Multimodal learning material in the form of an interactive Power Point presentation that involves picture and written text as well as the use of a video.

As the objective of this study was to reveal the use of multimodal learning material during the English-speaking class, the researcher applied Qualitative research with narrative design to cope with it. The model enabled researcher gained the holistic view of the subject's activities. Data obtained from the participants then will be reported in words (Creswell, 2014). Moreover, describing the learners' perceptions and experiences toward the learning material was also the focus of this study. Thus, the data were collected through transcripts of in-depth interviews, observation, and documents in the form of photographs and videos.

In analyzing the data, the researcher conducted activities of data collection, data interpretation, and narrative reporting writing (Creswell, 2014). Several simultaneous activities were done by the researcher, such as collecting information from the field by doing documentation, shorting the information into categories by transcribing the oral narrative into textualized form, formatting the information into a story, and actually writing the qualitative text.

### **3. RESULTS AND DISCUSSION**

This section focuses on findings that provide insights into the two research questions as stated before. To clarify all this, the discussion will be elaborated in the follow explanation.

#### **Multimodal Learning Material in English Speaking Class**

The writer, as the teacher of this class who is also member of the Community Service team from ABA St. Pignatelli Surakarta knows the problem faced by the English learner in Kampung Baluwarti. Based on her observation, most of them gets difficulties in applying their English orally. Most of them have never been practice speaking English, especially in running their business. They cannot speak well or their English competence is still low. The indicators of the above problems are as follows; they are afraid of making mistakes dealing with pronunciation, the structure or others; they are doubtful and nervous to express their oral English; they seldom use their English in their daily communication; they are shy to express their English competence; they feel inferior because they think that their English is bad; they have no bravery to express their English competence; and so on.

English learners' problems above can be caused by some factors. One of them is from the teacher. In this case, the teacher has a very important role to support the learners' English achievement in teaching and learning process. Teacher has a very important role to create the class to be alive, comfortable, and active.

Therefore, based on those explanations, the writer promotes a multimodal learning material to be used in Kampung Baluwarti English class. Its effectiveness in raising the mood of teaching and learning activities was the main reason behind why teacher preferred to use multimodal learning material. To use the material, here are some steps to do. First, teacher selected the topic for the class as the teaching material. Since they run their business in tourism field, when they meet foreign visitors, they are often having difficulties in explaining or giving instructions about what they are doing in English. Thus, teacher picked "How to cook Traditional Meals" as the topic for the teaching material. For they promote cultural and culinary tourism as well, the skill of explaining about their activity and conveying some information dealing with it seems indispensable. The material was in the form of interactive Power Points involving text, pictures and video.

The class was held on Fridays started at 1 pm in the afternoon. For the particular time, teacher came twenty minutes earlier because she had to prepare several tools such as laptop and portable active speaker. Preparation is essential to prevent some technical problems. Class began with the pre teaching activity. Teacher greeted the students and checked the student's presence. Next activity was warmer and topic introduction. Here, teacher started to use Power Point Presentation to introduce the topic. In activity 1, she presented pictures of traditional foods. Teacher asked some questions related to the pictures showed and gave chance for students to express their ideas about it. Some of them can answer the question. The way they answer the questions was varied. Some of them can directly express their ideas in English, some others in Bahasa, while few were still reluctant to say a word. Then teacher continued to the next activity by asking them to pronounce the words led by the teacher. Those are vocabularies that needed to express about giving instruction, especially in making or how to cook something. Pronounced words were Verbs related to cooking. They were enthusiastic in doing this activity. They discovered some new words that they have never known before. They also asked about other words to be translated in English that has not been listed in the page of power point presentation. Next activity was watching a video. Here, teacher wanted to show expression used in giving instruction so that

students were able to understand and apply it whenever they have to. She provided video because it presented native speaker who was demonstrating the way to cook a meal. Moreover, from the video students were able to listen to the words in correct pronunciation. She also asked them to notice some verbs related to cooking activity. Done with the video, she gave some questions to students and continued with exercise. She asked students to give instructions of making Nasi Liwet as well as its ingredients list. In doing this exercise, she encouraged students to use dictionary if they needed one. In this activity, student had to present the result of their work. Last but not least, the following activity had students to conclude the lesson they got that day. She gave feedback to students if they still need more practice to boost their speaking skill. The documentation of the learning material given to the students is presented in the pictures below:

Figure 1. Learning Material

Activity 1:  
**Speak your mind!**  
**Observe these posters then explain your ideas about them.**



Figure 3. Learning Material

Activity 3: **Pronunciation Practice**

**COOKING VOCABULARY**  
 VERBS IN ENGLISH



Figure 5. Learning Material

Activity 5

**Answer these question**

- What is the video about?
- What are the ingredients needed to make Nasi Goreng?
- What are the steps to make Nasi Goreng?

**Exercise**

- Name one of traditional food from Solo?
- What are the ingredients needed to make it?
- What are the steps to make it?

Figure 2. Learning Material

**How to cook Nasi Goreng**

Activity 2

- Sauté flavour base – Start by sautéing onion, garlic and bacon
- Add diced vegetables
- Add cooked cold rice and sauce and give it a toss
- Move everything to the side and scramble egg in the wok or pan.
- Add green onion and toss it all together, then serve immediately!




<https://www.recipeintats.com/egg-fried-rice/>

Figure 4. Learning Material

Activity 4

**Watch this video!**



<https://www.youtube.com/watch?v=3P-x12qvw>

Figure 6. Learning Material

Activity 6

**Reflection**

1. Have you been able to understand the way to give instructions?
2. Can you make list of instructions to do something?

### **The Learners' Perceptions toward Multimodal Learning Material**

During the class, while presenting the material, observation was carried out by the teacher related with students' perception toward the learning material as a way to increase their speaking skill. In this study, most student stated that the learning material have drawn their attention and increased their motivation in learning English speaking. It helped them to enjoy the learning process and kept them away from boredom in English class.

*“The first time I started the class, when I showed them pictures about traditional food as a teaser, even before I mentioned the instructions about what to do with it, they had been engaged in the activity by giving some comment and questions. Even one of the participants mentioned the possibility of the learning topic they might have that day. She told the class that she was very enthusiastic since that day they were going to practice their speaking skill about how to cook some traditional food. They were glad since this topic was also the thing they had been waiting for. A lot of foreign tourists visit Kampung Baluwarti and would like to know the process of the particular food are made, so it will be good if the tourism practitioners there can explain it well.”*

By looking at some texts, pictures and video presented, they experienced new way of language acquisition. By reading the text given had them understand well about the spelling of the words and new vocabularies. By listening to the words or expressions presented in the video had them practice the correct pronunciation and its language function. The class activities have been more active. In this case, students enthusiastically prepared their turning in presenting their ideas. Based on the observation, all of the students seemed to be excited and comfortable during the class.

### **Discussion**

A multimodal approach to the classroom emphasizes the need of using many modalities in real-life learning environments. Learners create world conceptions by selecting or negotiating the meanings communicated by modalities. Each modality offers information that students can use to generate meaning. Each modality addresses a different aspect of phenomena that has the potential to challenge preconceived notions of reality and provide resources to envision and think with (Kress & Van Leeuwen, 2001). Teachers frequently utilize gestures in conjunction with speech to bring attention to images and other references in the classroom, according to Kress & Van Leeuwen (2001) A multitude of modes, in particular, are engaging and interplaying: gestures, drawings, voice, and objects. Each modality contributes to the formation of meaning: speech to distinguish, image to convey, manipulation of an object to locate the discussion in the physical setting, action to make clear the dynamic nature of the concept, the image in the textbook to provide a stable summary, cohesion is achieved through repetition, synchronization, similarity and contrast. The metaphorical journey will be different in each situation due to the mode choices. Each mode contributes to the creation of the entity in question. To grasp each mode, students must do a distinct type of work (Kress & Van Leeuwen, 2001). Furthermore, multimodal courses allow ICT to have a substantial impact on how teaching, learning, and assessment are conducted. The development of technology enhanced courses may result in a more current and relevant curriculum, innovation and new ideas, enhanced course quality, and diversification of academic programs (Maguire, 2005). ICT has significantly changed the way that teaching, learning and assessment occur. Adoption and integration of ICT, for example, may result in more student-centered approaches to teaching and learning, allowing for a more constructivist approach to course design.

#### 4. CONCLUSION

This study affirms that the learning material been used is beneficial to the students. By using multimodal learning material, they become more motivated and engaged during the class. As a result, it improves their speaking skill since they got motivated, they were triggered to practice more and more. In any case, in doing most of the activities, they still require direction from the teacher. In conclusion, multimodal learning material applied in the teaching learning process makes a difference in students' speaking skill achievement as they more engaged in the learning process.

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