

IMPROVING STUDENTS' ABILITY IN WRITING RECOUNT TEXT THROUGH MULTIMODAL LEARNING MANAGEMENT

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Received: 2022-10-02

Accepted: 2022-11-03

Published: 2022-11-29

Abstract

This research is concerned with Improving Students' Ability in Writing Recount Text through Multimodal Learning Management [MLM]. This research is conducted by adopting qualitative and quantitative designs. Specifically, the researcher adopts experimental research under the quantitative design. The respondents of this research are 64 students at Junior High School of Sumbawa in the Academic Year 2020/2021. The research instrument used in collecting qualitative data is a questionnaire, and in collecting quantitative data is a test. The research results show that 1. Most of the students are more active and enthusiastic during the process of teaching and learning when the media is applied, 2. The students' writing score test increases after being taught with multimodal learning management and also have good responses toward the learning teaching process, and 3. The students' mean score of pre-test is 68.72 and post-test is 86.22 in experimental class. Meanwhile, the students' mean score of pre-test is 63.75 and post-test is 76.03 in control class. There is significant increase of the student's score in the post-test of experimental compared to the students' score in the control class. Therefore, it is concluded that MLM can improve students' writing recount text.

Keywords: learning management; multimodal; recount text; writing

1. Introduction

Nowadays, English is a very important language in the world. Meladina & Putri (2020) state that everyone who wants to connect with the international community should be able to speak and write in English. English is used by people to communicate with others from different countries. In line with Meladina & Putri Tiarina (2013) claims that people use English as a tool for international communication that enables them to communicate to people from various countries. It is supported by Aditya et al. (2020) who say that English is an international language which has been used by people around the world. It is not only used as language in their daily life, but also in all aspects, such as economics, politics, education, etc. English is an essential language to learn, especially in daily conversation, because English is an international language used globally (Madya & Meiningsih, 2021). Furthermore, Uray, Ikhsanudin, &

Suhartono (2021) state that English is the language that has been recognized and agreed to its position as an international language. It is an introductory language that is widely used in many respects. English is considered as an important language for everyone to learn because it is spoken around the world (Sianipar et al., 2020).

One of the purposes of learning English is to be able to write English. Nurkholijah & Hafizh (2020) say that one of the skills which is very important to be mastered by English learners is writing. Writing is one of the four skills which are categorized as a productive skill. Pangaribuan & Prayuda (2021) state that writing has an important role in improving the communicative competence for learning the language because writing is one productive skill which helps the language user to express a message in written form. According to Husna (2017), writing becomes the most difficult skill when it is learned by foreign language learners. Furthermore, Rozimela (2021) states that writing is often regarded as a difficult skill to acquire by the majority of EFL learners. In line with Rozimela, Virgin et al. (2020) state that among the four skills of English, writing seems to be the most difficult skill for students in Indonesia as foreign learners. It is supported by Mahmud (2017) who says that one of the English language skills which needs more concern is writing.

After an interview with the English teacher at Junior High School 1 Lopok, the researcher got information that most of her students still had low achievement in writing. The teacher said that only 40% of her students could reach the passing grade (KKM) which is 70 and has to be achieved by at least 80% of the students. In writing a recount text, students often find some difficulties although they have been guided by their teachers to write it. There were some difficulties that students faced during the teaching learning process of writing the recount text. There were a lack of ideas and vocabulary. First, some students wrote many main ideas in one paragraph; the idea of the paragraph was still ambiguous. Sometimes, it was also found that some paragraphs were written in one sentence only. The idea of the paragraph was still not clear. Second, some students lack vocabulary and they also have difficulties developing their ideas related to their topic. Some students were still in doubt in choosing the correct words while composing recount text. Lack of vocabulary made the students confused in developing their ideas. In this case, the students have to choose the correct words that they need. Besides those problems, the writer found the students are not interested and feel bored in writing, because the teachers are not creative. Students need something different presented by the teacher. The effectiveness of teaching the English language to children is related to increasing the children's interest and making English teaching more interesting. It is also supported by Daulay et al. (2021) who say that as the fourth skill in mastering the English language; writing is the highest level of language skill that everyone must master.

2. Literature Review

Recount text is one of the genres of writing skills. There are some types of text that have to be mastered by the students; descriptive, narrative, recount

and procedure text (Siswita & Hafizh, 2013). Recount text is a kind of text that tells a story of a certain experience. It is supported by Agustiawati (2018) who claims that recount text tells about something that happened in the past. The details in a recount may include what happened, who was involved, where it took place, when it happened and why it occurred. It is also reinforced by Rosalinah et al. (2020) who state that writing a recount text is aimed at helping students to memorize about events or experiences in a kind of sequence story by following the generic structure of recount text, orientations, events, and reorientation.

New teaching methods or teaching strategies or something else are needed as long as they support and help students in writing recount text. Rusfandi & Tamara (2021) say that in the teaching-learning process in a class, the students need an effective way to learn so that they can easily understand the materials. The researcher considers that the use of multimodal learning management to teach writing recount text could help the students to create a good writing composition, since the multimodal learning management can stimulate them to produce and expand their ideas and to enhance their vocabularies.

Teachers need various strategies or approaches to help the students with organizing and creating their ideas in writing recount text. The media is very helpful in the teaching and learning process, especially in teaching recount text. One of the teaching media that can be used in teaching English writing recount text is Multimodal Learning Management (MLM). The use of MLM in a writing class can guide the students' activities in an interesting way. MLM is one of the learning media that can make students happier in learning English, especially in the recount text writing class. The multimodal approach can be combined with other modes such as images, sounds, gestures and movements to make the learning process more interesting. This is in line with the opinion expressed by Firmansyah (2021) who says that the multimodal approach is an analytical approach that is oriented towards social semiotics in expressing modalities (language, images, music, sound, and movement) as producers of texts and discourses.

3. Research Method

3.1 Research Design

This research is quantitative and qualitative research. It is experimental research under quantitative design. In experimental design, two or spare groups are correlated, one of which uses the experimental group to perceive the experimental treatment, while the other one uses the control group without treatment (Husni, 2019). In experimental research, the researcher used pre-test and post-test to take the data. There were two classes, namely control class and experimental class.

3.2 Data Collection

The research instruments used in this research are questionnaire, observation, and tests. Questionnaire and observation are used to collect the data under the qualitative design, and tests are used to collect the data under the quantitative design. The data were collected from 64 students of SMP N 1 Lopok, Sumbawa for the Academic Year 2020/2021. The qualitative data were taken from students' response in the questionnaire and the result of the observation. It is the situation observed during the learning and teaching process of writing recount text through the implementation of

multimodal learning management. On the other hand, the quantitative data were taken from the score of the tests (pre-test and post-test) related to writing recount text.

3.3 Data Analysis

The qualitative data were analysed by the following steps data analysis, data reduction, and presenting data. Rijali (2018) & Karini (2020) state that the analysing of qualitative data can be done by data presentation, data reduction, and conclusion.

The quantitative data analysis was completed by using descriptive statistics. Two types of statistical analysis were used to process the data derived from tests of the participants, namely descriptive and inferential statistics. According to Sudipa (2020), descriptive statistics were used to gain the total score of each test; mean, minimum score, maximum score, standard error, and standard deviation. Inferential statistics with paired sample t-tests were used to ascertain the individual significance of the pre-test and post-test averages.

4. Discussion

Qualitatively, the data taken from field notes, questionnaire, and observation sheets are students' activity during the teaching learning processes which were taken by the researcher in every meeting during the research period. The data showed that among the 32 research participants, the researcher found 8 indicator statements, namely:

- 1) 78,12% of students strongly agree and 21,88% agree that the Multimodal Learning Management was effective during the learning process;
- 2) 62,5% of students strongly agree and 37,5% of students agree that the multimodal learning management was easier on interactive in the learning process;
- 3) 56,25% of students strongly agree, 31,25% of students agree, and 12,5% disagree that the multimodal learning management makes students enjoy the learning process;
- 4) 37,5% of students disagree and 62,5% of students strongly disagree that the learning by implementation of multimodal learning management is tiresome;
- 5) 62,5% of students strongly agree, 31,25% of students agree, and 6,25% of students disagree that the multimodal learning management will increase teachers' efficiency;
- 6) 43,75% of students strongly agree, 50% of students agree, and 6,25% of students disagree that the using of multimodal learning management will improve the quality of my research;
- 7) 46,875% of students strongly agree, 31,25% of students agree, 18,75% of students disagree, and 3,125% that the quality of teaching and learning can be increased through multimodal learning management because it integrated various of media;
- 8) 62,5% of students strongly agree, 25% of students agree, 9,375% of students disagree, and 3,125% that the productivity of students can be enhanced through multimodal learning management to strengthen education concept.

Furthermore, the data taken from the notes taken during the observation also support the above findings in which most students were more active and enthusiastic during the process of teaching and learning when the media was applied.

In conclusion, multimodal learning management was a suitable medium to improve students' writing recount text because this media gave students a chance to be more active. As the result, the students' writing score tests increased after being taught with multimodal learning management and also had good response towards the learning teaching process through the implementation of multimodal learning management.

4.1 The Descriptive Statistic of Pre-Test and Post-Test of the Experimental Class

Quantitatively, the data taken from the score on the test is analyzed using SPSS 25. The result of the pre-test, the minimum score was 64, and the maximum score was 80, while on the post-test, the minimum score was 72, and the maximum score was 95. Furthermore, the mean score on the pre-test was 68.72, while on the post-test, the mean score was 86.22. The increase in mean score after implementation of Multimodal Learning Management [MLM] media was 25.47%. That means that the average rating of a post-test (86.22) was more significant than the average score of a pre-test (68.72).

4.2 The Paired Samples T-Test Value of the Experimental Class

The result of the Paired Samples t-test showed that value of the paired sample t-test of the experimental class was sig. (2-tailed) 0.000, the T-count value was 29.804, and the value of mean paired differences was -17.500. In other words, the value of sig. (2-tailed) is $0.000 < 0.05$, and the value of T-count; $29.804 > T\text{-table}; 2.037$, with significance level $\alpha = 0.05$ $n = 32$. Therefore, it can be concluded that the use of MLM media was significant in students' writing recount text for the eighth grade of Junior High School in the Sumbawa District.

4.3 The Descriptive Statistic of Pre-test and Post-test of Control Class

The descriptive statistics obtained by SPSS 25 showed that in the pre-test, the minimum score was 58, and the maximum score was 70, while on the post-test, the minimum score was 70, and the maximum score was 81. Furthermore, the mean score on the pre-test was 63.75, while on the post-test, the mean score was 76.03. The increase in mean score after implementation of MLM media was 19.26%. Based on the result of SPSS 25. It means that the average rating of a post-test (76.03) was more significant than the average score of a pre-test (63.75).

4.4 Paired Samples T-Test Value of the Control Class

The result of Paired Samples T-Test showed that the paired sample t-test of the experimental class was sig. (2-tailed) 0.000, and T-count value was 22.618, and the value of the mean paired differences was -12.281. In other words, that sig. (2-tailed) $0.000 < 0.05$, and the value of T-count; $22.618 > \text{the value of } T\text{-table}; 2.037$, with the significance level $\alpha = 0.05$ $n = 32$. It can be concluded that the use of MLM media was significant in students' writing recount text for the eighth grade of Junior High School in the Sumbawa District.

4.5 The Results of Test Normality of Experimental Class

The result of the normality test in SPSS 25, the researcher got 0.05 for the significant test. From this result, it can be represented that the scores of the pre-test & post-test in the experimental class are normal. It is considered the value of significance is higher than 0.05. It can be seen from Kolmogorov-Smirnov & Shapiro-Wilk table in

which the significance value of the pre-test in the experimental class is $0.086 > 0.05$ & $0.129 > 0.05$ and the significance value of the post-test in the experimental class is $0.052 > 0.05$ & $0.119 > 0.05$. In other words, the data of the pre-test and post-test of the experimental class are normal.

4.6 The Results of Test Normality of Control Class

The normality test of the pre-test and post-test in the control class also represented that the score of the pre-test & post-test in the control class were normal. It is considered the value of significance is higher than 0.05. It can be seen from Kolmogorov-Smirnov & Shapiro-Wilk table in which the significance value of the pre-test in the control class is $0.200 > 0.05$ & $0.095 > 0.05$ and the significance value of the post-test in the control class is $0.137 > 0.05$ & $0.077 > 0.05$. In other words, the pre-test and post-test of the control class are normal.

5. Conclusion

Based on the analysis, it is found that most of the students are more active and enthusiastic during the process of teaching and learning when the media is applied. Besides, the students' writing score test increases after being taught with multimodal learning management and also have good response toward the learning teaching process. Further, the students' mean score of pre-test is 68.72 and post-test is 86.22 in experimental class. Meanwhile, the students' mean score of pre-test is 63.75 and post-test is 76.03 in control class. There is significant increase of the students' score in the post-test of experimental compared to students' score in the control class. Therefore, it is concluded that MLM can improve students' writing recount text.

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