

Multimodal Approaches in English Language Teaching: Increasing Student's Skill in Communication in the Digital Era

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Abstract

This study aimed to identify the factors contributing to students' nervousness when speaking English and assess their English proficiency at SMK Islam Plus Yadaro. This research employs qualitative methodologies with a descriptive orientation. Two instruments were employed in this study: the LFCAS questionnaire. The research sample consisted of 35 students divided into two classes: class X Accounting and class X TSM 2. The sample was obtained through purposive sampling. The data for this study were gathered by administering a questionnaire and a speaking test to two classes at SMK Islam Plus Yadaro: class X accounting and class X TSM 2. The results of the LFCAS questionnaire indicated that communication apprehension was 33.5%, fear of negative evaluation was 24.56%, and test anxiety was 41.94%. The results for the class X accounting and X TSM 2 students on the five aspects are as follows: Vocabulary (19.93%), Grammar (19.26%), Fluency (19.77%), Pronunciation (20.6%), and understanding (20.44%). The LFCAS questionnaire allows pupils to be classified as low or below average. In contrast, the students' speaking test results are classified as excellent.

Keywords: Anxiety, Speaking Ability, SMK Islam Plus Yadaro

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Introduction

Multimodal approaches to teaching English refer to using multiple modes of communication, such as visual, auditory, and kinesthetic, to enhance learning. These approaches aim to accommodate different learning styles and engage students through different modes of expression. These approaches recognize that individuals learn differently and can benefit from a combination of sensory inputs. By incorporating multiple modes of communication, educators can accommodate different learning styles and create a more engaging and effective learning environment for students. Multimodal approaches also encourage using technology and real-world materials to provide authentic language learning experiences. Incorporating video, music, images and physical movement into the classroom can help students connect language to real-world contexts, making their learning more meaningful and memorable. This holistic approach to language instruction fosters creativity, critical thinking, and collaboration among students, equipping them to communicate effectively in various real-life scenarios. While incorporating multimedia into the

classroom can increase engagement and retention, it can also create distractions and make it difficult to focus on core language learning objectives. In addition, not all students may have equal access to the technology or resources needed for these multimodal approaches, leading to disparities in learning outcomes.

In today's digital age, the importance of communication skills cannot be overstated. As technology advances and the world becomes more interconnected, communicating effectively in various media is essential for success in both personal and professional settings. From email and social media to video conferencing and virtual presentations, people need to be able to adapt their communication style to the demands of the digital landscape. In addition, the rise of remote working and online learning has only increased the need for solid communication skills, as individuals now rely on written and oral communication more than ever. Ultimately, honing these skills through multimodal approaches to English language learning can better prepare learners for the challenges and opportunities of the digital age. By incorporating tasks such as writing professional emails, participating in virtual meetings, and giving online presentations, educators can help students develop the communication skills essential for success in today's workplace. Providing opportunities for students to participate in real-world scenarios and receive constructive feedback on their communication efforts can help build their confidence and competence in various digital communication contexts. By adapting the English language arts classroom to focus on multimodal approaches, educators can empower students to effectively navigate the complexities of the digital age and thrive in a rapidly evolving professional landscape.

By incorporating video conferencing, screen sharing, and multimedia presentations into the classroom, educators can simulate real-world workplace interactions and prepare students for the demands of the modern workforce. This hands-on approach improves students' communication skills and fosters critical thinking, problem-solving and collaboration. By embracing and integrating technology into the language classroom, educators can ensure their students are well-equipped to succeed in an increasingly digital world. While technology can enhance communication skills and prepare students for the modern workforce, it can also lead to a reliance on digital tools that hinder students' ability to communicate effectively in face-to-face interactions. In addition, a heavy reliance on technology in language teaching can overlook the importance of traditional language learning methods focusing on cultural understanding and linguistic nuance.

To avoid these potential pitfalls, educators must balance incorporating technology into language teaching and preserving the value of traditional methods. By integrating digital tools thoughtfully and strategically, educators can reap the benefits of technology while emphasizing the importance of cultural immersion and language fluency. This approach can help students develop a well-rounded skill set, including digital literacy and cultural competence, ultimately preparing them to thrive in a globalized society. In addition, educators must ensure that technology is used to complement traditional teaching methods, not as a replacement. Emphasizing the need for face-to-

face interaction, immersive experiences, and real-world communication opportunities can help students build strong language skills and cultural understanding. Educators can create a learning environment that effectively prepares students for success in an increasingly interconnected world by incorporating technology to enhance rather than detract from these core principles. While face-to-face interaction and real-world communication are essential, technology can provide valuable global connections and collaboration opportunities. Integrating technology into the classroom can enhance students' cultural understanding and language skills by exposing them to worldwide diverse perspectives and resources.

Multimodal approaches to language teaching involve using different forms of communication, such as visual, auditory, and kinesthetic, to accommodate different learning styles and enhance Comprehension. By incorporating these diverse modes of communication, educators can create a more engaging and inclusive learning environment that promotes language acquisition and cultural competence. These approaches also help students develop critical thinking skills and improve their ability to communicate effectively in a globalized world. Overall, multimodal approaches to language teaching offer a dynamic and interactive way for students to learn languages. In addition, integrating technology into the language classroom can provide additional opportunities for students to practice and improve their language skills outside the classroom. Educators can use various digital tools and resources to enhance the learning experience and make language learning more accessible and convenient for students. While incorporating technology into language teaching may offer additional practice opportunities, it may also increase screen time and potential student distractions. Balancing technology with traditional teaching methods is essential to ensure a well-rounded learning experience. Technology in language teaching can also help students stay engaged and motivated, as interactive activities and multimedia resources can make learning more enjoyable. Additionally, digital tools can provide instant feedback to students, allowing them to track their progress and identify areas for improvement. A balanced approach combining technology with traditional teaching methods can create a comprehensive language-learning experience catering to students' diverse needs and preferences.

Technology has revolutionized communication, and its impact on language learning cannot be overstated. In today's digital age, students have access to a wide range of tools and resources that can help them improve their communication skills in a fun and interactive way. Technology offers endless possibilities for practising and honing one's language abilities, from language learning apps and online tutorials to virtual reality simulations and video conferencing platforms. Educators can create dynamic and engaging learning environments that promote effective communication and foster linguistic proficiency by integrating these digital tools into language teaching. Furthermore, these technological tools can also cater to different learning styles and preferences, allowing students to learn at their own pace and in a way that suits them best. Teachers can enhance students' language acquisition and retention by incorporating interactive activities and multimedia

content. Technology has revolutionized how languages are taught and learned, making the process more engaging, efficient, and effective. With the proper guidance and support, students can harness the power of technology to become confident and proficient communicators in any language.

Now, let us delve deeper into the research surrounding technology integration in language education. Studies have shown that incorporating technology into language learning can increase student motivation and engagement. Additionally, technology can provide students with instant feedback on their language skills, allowing for continuous improvement. Furthermore, research has indicated that technology can help bridge the gap between formal language instruction and real-world communication, as students can practice their language skills in authentic contexts through online platforms and communication tools. Overall, the literature suggests that technology has the potential to transform language education and empower students to become more confident and proficient language learners.

One study found that students who used language learning apps and online resources showed significant gains in their language proficiency compared to those who relied solely on traditional classroom instruction. This highlights the importance of integrating technology into language education to enhance student's learning experiences and outcomes. In addition, the accessibility of online language resources allows students to continue practising and improving their language skills outside of the classroom, ultimately leading to greater Fluency and confidence in their language abilities.

Furthermore, the interactive nature of language learning apps and online resources can cater to different learning styles and preferences, making it easier for students to engage with the material and retain information. By incorporating multimedia elements such as videos, audio recordings, and interactive exercises, these digital tools can provide students with a more dynamic and immersive learning experience. This makes the learning process more enjoyable and engaging and helps students develop a deeper understanding of the language and its cultural context. Additionally, the instant feedback and personalized learning features of many language learning apps can help students track their progress and identify areas for improvement, allowing them to tailor their study sessions to focus on their specific needs. However, relying too heavily on digital tools can also lead to students needing more critical thinking skills and independent problem-solving abilities. Balancing technology-driven learning and traditional methods is essential to ensure a well-rounded education.

Research Method

This research focused on exploring the experiences of students and teachers in teaching and learning English at Institut Studi Islam Sunan Doe. For this case study, the researchers used a deep interview in three classes implementing a multimodal approach to learning English. To collect data, the researchers used a deep interview with students and teachers to understand their experiences

with multimodal. This research aimed to discover the factors that caused students' anxiety and the extent to which students can speak English in class X SMK Nasional 2x11 Kayu Tanam.

Population

Population is a generalization area of subjects or objects with specific quantities and characteristics (Rivaldo & Nabella, 2023). The small group that is observed is called the sample, and the large group that is generalized is called the population. The population in this research were students of class X SMK Nasional 2x11 Kayu Tanam, which consisted of three classes; this table shows the population of the first grade of SMK Nasional Kayu Tanam as follows:

The population of students in first grade

No	Class	Students
1	TSM 1	22
2	TSM 2	21
3	Accountancy	18
Total		61

Sample

The sample is significant in conducting because of the data obtained from the sample (Douglas et al., 2023). In this research, the researcher used purposive sampling, the process of selecting samples by taking subjects not based on the regional level but on a specific purpose (Martawijaya et al., 2023). This research used purposive sampling to determine students' anxiety in speaking ability in English lessons in class X SMK Nasional 2x11 Kayu Tanam. So, two classes were taken as samples consisting of 21 male students in the TSM 2 class and 18 female accounting classes, so the total sample in this research was 39 students.

Instruments

An instrument is a tool for collecting data or information (Manfredini et al., 2024). In this research, the researcher used two instruments, a questionnaire and student speaking tests, to obtain data on students' anxiety and speaking ability.

In this research, the researcher used a questionnaire from the foreign language classroom anxiety scale (LFCAS) developed by Horwitz et al. (1986) in (Estep et al., 2023), which was used to obtain information about foreign language anxiety. LFCAS covers three aspects, namely communication apprehension, fear of negative evaluation and test anxiety; the questionnaire was not made by the researcher directly but was adapted from Horwitz et al. (1986) directly because this questionnaire is more valid and reliable without making researching the questionnaire to obtain its validity and reliability.

Questionnaire LFCAS

No	Aspects	Number of Items	Total
1	Communication Apprehension	1, 4, 9, 14, 15, 18, 24, 27, 29, 30, 32	11
2	Fear of Negative Evaluation	2, 7, 13, 19, 22, 23, 31, 33	8
3	Test Anxiety	3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 25, 26, 28	14
Total			33

The results of this test are considered as data on students' speaking abilities. To assess students' speaking ability, the researcher used Brown's (2004) (Manfredo et al., 2023) theory, whereas the assessment consists of five elements: Vocabulary, Grammar, Fluency, Pronunciation and Comprehension.

Validity and Reliability

Horwitz (1986) reported that the reliability measure of the LFCAS interval showed an alpha coefficient of 0,93, the eight-week retest reliability showed $r=83$ ($p<0,001$), and the predictive validity coefficient for the final score was 49 ($p<0,03$, $n=35$) in the two classes initial Spanish -54 ($p=0,01$, $n=31$) in two early French classes, an example of another study by Aida (1994) if it shows internal reliability of 0,94 the reliability of the LFCAS version internal was calculated by Cronbach alpha coefficient. The result showed that the internal reliability of the instruments ranged between 89 and 91, which means that the items in this instrument have high internal reliability.

Content validity refers to the nature of the content included in the instrument and the specifications that the research used to formulate the content (Navarro-Pérez et al., 2023). Content validity is fundamental because it is a very accurate measure of what it is supposed to measure. For this reason, the researcher asked supervisors and English teachers to assess whether the items used in the speaking test were appropriate.

Technique of Data Collecting

In the first step, the researcher distributed a questionnaire to 39 students to find out their anxiety in learning English; before students filled out the questionnaire, the researcher first explained the questionnaire items and how to fill them out so that students could understand and fill them correctly and adequately provide a checklist for each question item. The second step is to conduct a speaking test on students to find out the extent to which students can speak English.

Technique of Data Analysis

In analyzing research data, the researcher used the Linkert scale with 5 points (Sugiyono, 2013) to calculate the data from the questionnaire and speaking test. Ranging from strongly agree (SA) to disagree (SD) enormously, the scale used ranged from 5 to 1, where strongly agree was given a score of 5 and strongly disagree was given a score of 1.

Linkert Scale

Category	Score
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

Sources: Sugiyono (2013)

Arikunto (2013) used the formula to calculate the data from the questionnaire and speaking test.

$$P = \frac{F}{N} \times 100\%$$

P = percentage

F = frequency of students' scores in questionnaire and speaking test based on indicator

N = students score max based on indicator

Result and Discussion

LFCAS questionnaire

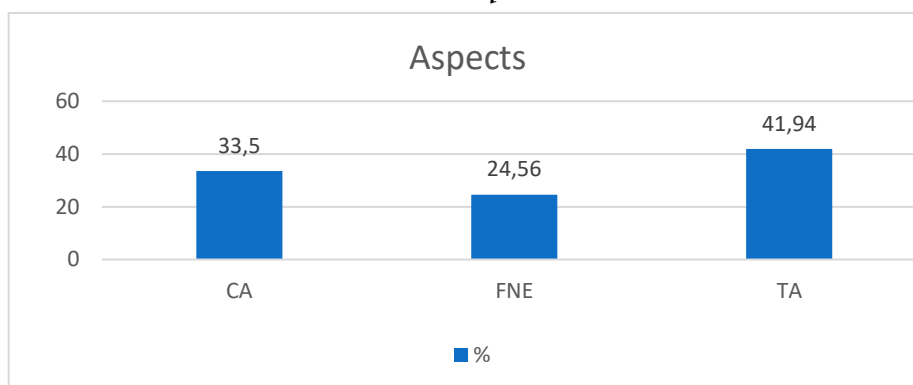


Figure 1

Based on the graph above, it can be seen as a whole the result of the LFCAS questionnaire used in class X accounting and X TSM 2. Based on the communication apprehension obtained a result of 33,5%, fear of negative evaluation obtained a result of 24, 56% and test anxiety obtained a result of 41,94%. This means that from the two classes, it can be concluded that the students' English speaking ability, based on the LFCAS questionnaire, is categorized as low or below.

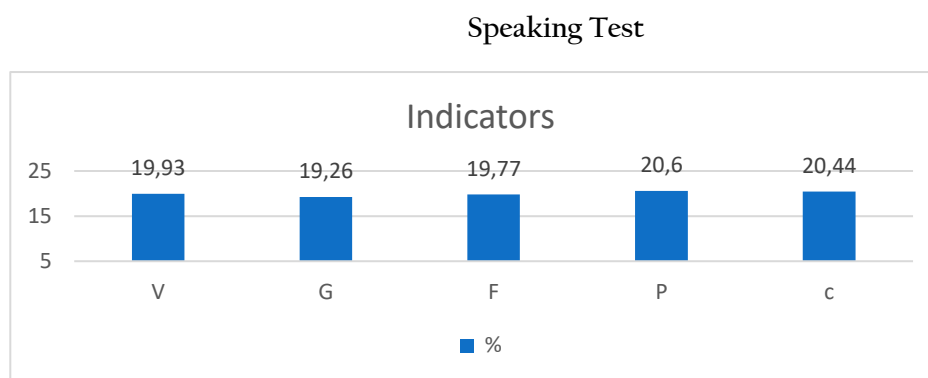


Figure 2

Based on the graph above it can be seen as a whole the result of the speaking test that has been carried out by researchers in class X accounting and X TSM 2; of the five elements there are Vocabulary obtained a result of 19,93 %, Grammar obtained a result of 19,26 %, Fluency obtained a result of 19,77 %, Pronunciation obtained a result of 20,6 % and Comprehension obtained a result of 20,44 % so that it can be concluded from the students speaking test in English which is categorized as very good.

Conclusion

Based on the data analysis and research findings, the researcher used the LFCAS questionnaire, which was adapted from Horwitz 1986 and consisted of 33 questions. for the speaking test, the researcher adapted from Brown 2004 which contains the five elements used in the speaking test, namely Vocabulary, Grammar, Fluency, Pronunciation and Comprehension.

Can be seen from the results of the questionnaire and speaking test class X accounting and X TSM 2, the results of the LFCAS questionnaire and the researcher speaking test it can be concluded as follows, based on the LFCAS questionnaire communication apprehension obtained a result of 33.5%, fear of negative evaluation obtained a result of 24, 56% and test anxiety obtained a result of 41.94%. This means that from the two classes, it can be concluded that the students' English-speaking ability based on the LFCAS questionnaire is categorized as low or below.

Based on the speaking test class X accounting and X TSM of the five elements there, are Vocabulary obtained a result of 19.93%; grammar obtained a result of 19.26%; fluency obtained a result of 19.77%, Pronunciation obtained a result of 20.6% and Comprehension obtained a result of 20.44%. Thus, it can be concluded from the students' speaking test in English, which is categorized as very good.

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