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Enhancing Multimodal Text : Digital Flashcard for English Writting Skill Development

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Abstract

This study investigates the effectiveness of multimodal text methods to enhance narrative writing skills of EFL students at SMP Terpadu Darul Dakwah. The research employs a pre-experimental design involving pre-tests, treatments, and post-tests to measure the impact of teaching narrative texts using folktales packaged in flashcards. The results indicate a significant improvement in students' writing abilities, through the increased average scores from pre-test to post-test. The study also incorporates responsive teaching with barcode flashcards to integrate technology into the learning process, making it more engaging and relevant for students. Multimodal texts, combining video, audio, and visual elements, can effectively enhance language skills and student engagement in writing narrative texts. The research provides valuable insights for educators seeking innovative methods to improve writing instruction and suggests that incorporating multimodal texts and folktales can significantly enhance EFL students' narrative writing skills.

Keywords: *Multimodal texts, folktale, writing narrative text.*

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A. INTRODUCTION

The writing process requires a longer time to contemplate and generate ideas. Oshima and Hogue reinforced this statement in their book 'Writing Academic English,' where they asserted that writing was a process rather than a final product (Murray Rowena, 2006). Students were expected to connect their ideas effectively in well-structured paragraphs when learning English. This notion was emphasized by Tarigan, who stated that writing demanded logically organized ideas, clear expression, and engaging organization, thus making writing a complex activity. According to Warschauer, there were three crucial reasons why English learners should have studied writing skills. Firstly, writing proficiently was crucial for academic or career success. Secondly, writing was effective in developing academic language skills as it was easier for learners to explore complex lexical or syntactic expressions in writing. Thirdly, writing in English was highly valuable in comprehending various subjects as written expression enabled students to enhance their skills. It could be concluded that writing skills provided a significant foundation in education, the workforce, and society.

Several factors, including cognitive background and interest, influenced writing abilities. To enhance the student's interest and writing skills in English, it was crucial to use teaching methods that aligned with the desired learning objectives. In this study, the researcher aimed to improve students' writing skills by guiding them in writing narrative paragraphs that depicted events chronologically. Narrative paragraphs were chosen because they resonate with student's life experiences. Narrative texts often appear in various forms, such as myths, legends, fables, short stories, and others (Barthes & Lionel, (Suhartini, 2016). This approach was hoped to engage students' interest and enhance their writing ability, particularly in narrative texts. Based on experiences during the Teaching Practicum at SMP Terpadu Darul Dakwah, the researcher found that the eighth-grade students' writing skills in crafting narrative texts were still relatively low. Students still struggled to understand words, compose paragraphs, and structure sentences grammatically.

Based on the emerging issue, the multimodal digital text method was needed to enhance the students' narrative writing skills. The multimodal digital text approach in learning opened up new opportunities to share knowledge, such as information, skills, or expertise, across all social media platforms unavailable in the pre-digital era (Iklil Saifulloh et al., 2023). This approach aligns well with 21st-century learning, emphasizing digital skills, critical thinking, problem-solving, creativity, and collaborative work (Iklil et al., 2021). The study "The Influence of Implementing Multimodal Text in an Extensive Reading Program for ESP Students" investigated the impact of incorporating non-print multimodal text (NPMT) into an extensive reading program on students' reading comprehension. Engineering students from Surabaya Polytechnic participated in the study. The effectiveness of NPMT and linear text (LT) in enhancing reading proficiency was compared. Over one semester, two groups of engineering students were exposed to NPMT, while others used LT. TOEIC pretests and posttests assessed the students' reading abilities. Analysis using SPSS Version 23 for Windows revealed significant differences in achievement, with the NPMT group outperforming the LT group. This result indicates that non-print multimodal text can significantly improve students' reading comprehension

in extensive reading programs. However, the implemented method involved researchers utilizing video fairy tales or folk tales suitable for students' comprehension levels. This method aimed to increase students' interest in learning English, change their perception that English was boring, and enhance their technological literacy. Therefore, the researchers aimed to provide a solution to the challenges at SMP Terpadu Darul Dakwah. Based on the background provided, the researcher formulated the study's title, "The Effectiveness of Multimodal Texts to Enhance Writing Narrative Text of EFL Students."

B. THEORETICAL OVERVIEW

Multiliteracies Pedagogy

Multimodal text was an instructional tool utilizing various media and teaching instruments to educate and instruct students. By employing multimodal learning media, the educational experience was enriched with words or the teacher's voice and through a combination of elements such as videos, images, audio files, and hands-on exercises, providing an optimal learning experience for students. According to (The new-London group (Boshrabadi & Biria, 2014), Multiliteracy pedagogy must recognize and leverage students' cultural, technological, and experiential diversity in the learning process. Teachers and curricula should empower students to understand the differences in design across various cultural and technological contexts. Effective learning involves acknowledging differences, connecting these differences to objectives, and transforming practices within cultural and technological contexts. The design concept here is not a fixed rule but a flexible heuristic that allows for variation and creativity in meaning-making.

Multiliteracy pedagogy texts allowed students to extend literacy applications beyond the school environment, enhancing their proficiency (Sewell & Denton, 2011). Not exclusively tied to technology, multimodal texts could be paper based, live, or digital. Paper-based examples included picture books, textbooks, graphic novels, comics, and posters. Live multimodal texts, such as dance performances and oral storytelling, combined various modes like body language, spatial cues, audio, and spoken language to convey meaning. Digital forms encompassed films, animations, slide presentations, electronic posters, digital stories, and podcasts (Saifulloh & Irfan, 2021). In modern education, effective communication demands students to be capable of comprehending, responding to, and organizing meaning across different multimodal text forms. Utilizing multimodal texts could effectively surpass traditional teaching methods, incorporating various media, including ICT, to produce engaging materials suited to diverse learning styles and sensory modalities (Sankey et al. [23]). These texts might have included audio and video elements, lecture presentations, diagrams, and interactive simulations, enriching learning experiences with the "multimedia effect" — the synergistic understanding achieved through combining words and images(Dewi et al., 2023)).

Presented in a multimodal learning environment, instructional components catered to various sensory modes (written, auditory, and visual). Advancements in technology facilitated the integration of diverse communication modalities like images, sounds, written language, and animations, enriching language studies. Multimodal texts' adaptability stood as a significant benefit, meeting each student's unique learning styles

and preferences. This inclusive approach particularly appealed to Generation Y learners, known for their selective learning habits and styles, fostering a more engaged and invested learning process. Research indicated that using multimodal texts could also promote proactive leadership behaviors, thereby enhancing leadership skills among learners (Erza, 2022). Teachers were thus encouraged to select engaging materials that sparked creativity and introduced new concepts, ideally grounded in the student's existing knowledge and experiences.

C. RESEARCH METHODS

Design of the Research

The study employed a quantitative research approach, as defined by Saifulloh & Anam (2022) and Creswell (2014), which involved collecting and analyzing numerical data to explain a phenomenon. Specifically, the research used a pre-experimental design with one group undergoing a pretest (01), treatment (X), and post-test (02) to evaluate the effectiveness of multimodal text methods in enhancing narrative writing skills. The population for this study consisted of 267 8th-grade students from SMP Terpadu Darul Dakwah for the academic year 2023/2024.

The sample was selected through convenience sampling, focusing on the VIII A class, which included 40 students (19 males and 21 females). This class was chosen due to its accessibility and the researcher's prior knowledge of its students' characteristics and difficulties with writing. The use of video media as a treatment aimed to assess its effectiveness in improving the students' writing skills.

D. RESEARCH RESULTS AND DISCUSSION

Description of the Pre-Test and Post-Test Results

This section contained data on the results of the narrative text writing tests previously conducted by the students. The following was a table of data on the students' pre-test and post-test results.

Table 1. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	34.78	40	10.055	1.590
	Post Test	50.45	40	8.901	1.407

Source: Descriptive Analysis Results using SPSS

In the descriptive analysis table with SPSS, it was evident that the mean pre-test score was 34.78 with a standard deviation of 10.055 and a mean of 1.590. On the other hand, the mean post-test score was 50.45 with a standard deviation of 8.901 and a mean of 1.407. This difference in mean scores indicated a significant improvement in students' abilities after participating in multimodal learning using barcode-equipped flashcards and folktales for narrative writing. The higher mean post-test score compared to the pre-test score signified the effectiveness of the instructional intervention in enhancing students' learning outcomes in narrative text writing.

Furthermore, the lower standard deviation in the post-test indicated that student scores were more consistently distributed compared to the pre-test, suggesting that the intervention led to more stable learning outcomes. The relatively small mean values for both tests indicated that the sampled averages from the population potentially had very accurate results.

Therefore, based on this analysis, it could be concluded that the instructional method utilizing folktales with a multimodal approach was effective in improving students' narrative writing abilities, as evidenced by the statistically significant differences between the pre-test and post-test data.

Analysis of Normality Test

The normality test was a way to determine if the data followed a normal distribution. There were two types of normality tests commonly used: the Kolmogorov-Smirnov and Shapiro-Wilk tests. In this study, the researchers used the Kolmogorov-Smirnov test to check for normality. Below was a table presenting the results of the normality test conducted on both the pre-test and post-test data using SPSS.

Table 2. Pre-Test and Post-Test Normality Test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Pre Test	.098	40	.200*	.972	40	.419

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Source: SPSS output

From the results of the normality tests using the Kolmogorov-Smirnov and Shapiro-Wilk tests for the Pre-Test data, it could be concluded that both tests indicated the data followed a normal distribution. The Kolmogorov-Smirnov test, which assessed whether the data conformed to a normal distribution, yielded a statistic of 0.098 with 40 degrees of freedom. The reported significance level (Sig.) was 0.200 (*), indicating the probability that the pre-test data adhered to a normal distribution. Since the Sig. value of 0.200 was greater than the commonly used significance level ($\alpha = 0.05$), there was insufficient evidence to reject the null hypothesis (H0), suggesting that the Pre-Test data was normally distributed.

Similarly, the Shapiro-Wilk test, another method to test for normality, produced a statistic of 0.972 with 40 degrees of freedom, and a reported significance level (Sig.) of 0.419. With the Sig. value of 0.419 being greater than the significance level ($\alpha = 0.05$), there was again insufficient evidence to reject H0. This implied that the Pre-Test data could be considered normally distributed according to the Shapiro-Wilk test.

Based on the results of both normality tests—Kolmogorov-Smirnov and Shapiro-Wilk—for the Pre-Test data, it could be concluded that the data conformed to a normal distribution. Therefore, the null hypothesis (H0) that the Pre-Test data followed a normal distribution with the chosen level of confidence was accepted. This explanation underscored the consistent findings from both normality tests, confirming that the normal distribution assumption was crucial for ensuring reliable statistical analysis of the data.

Table 3. Normality Test for Post-Test Data

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Post Test	.142	40	.042	.965	40	.251

a. Lilliefors Significance Correction

Source: SPSS output

From the table, the results of the normality tests using the Kolmogorov-Smirnov and Shapiro-Wilk tests for the Post-Test data were as follows: The Kolmogorov-Smirnov test statistic for the Post-Test data was 0.142 with 40 degrees of freedom. The reported significance level (Sig.) was 0.042 (marked with '*'). This Sig. value indicated the probability that the Post-Test data followed a normal distribution. On the other hand, the Shapiro-Wilk test statistic for the Post-Test data was 0.965 with 40 degrees of freedom. The reported Sig. value was 0.251. Because the Sig. value of 0.251 was greater than the significance level of 0.05, there was insufficient evidence to reject H0. This suggested that the Post-Test data could be considered normally distributed according to the Shapiro-Wilk test.

T-Test

This section aimed to evaluate whether there was a significant difference in students' narrative text writing ability between the pretest and post-test outcomes. The analysis was conducted using SPSS 25, focusing on the initial and final evaluations of the students.

Decisions based on the Paired Sample T-test data depended on the significance level, which indicated the confidence level in statistical decisions. These decisions could be categorized into two possibilities: 1) If the significance value (2-tailed) was less than 0.05, it indicated a significant difference in the effectiveness of teaching narrative text writing using flashcards through a culturally responsive multimodal text approach. 2) If the significance value (2-tailed) was greater than 0.05, there was insufficient evidence to claim a significant difference in teaching narrative text writing using flashcards through a culturally responsive multimodal text approach. Below was a table displaying the results of the t-test scores.

Table 9. Pre-test and Post-test T-test scores

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	34.78	40	10.055	1.590
	Post Test	50.45	40	8.901	1.407

Source: SPSS Output

According to the paired sample t-test, two hypotheses were used to examine the significant difference between pre-test and post-test results in students' narrative text writing ability. The null hypothesis (H0) stated that there was no significant difference in the mean scores between the pre-test and post-test, implying that the use of multimodal text had no effect on improving students' narrative text writing ability. Conversely, the alternative hypothesis (H1) suggested that there was a significant difference in the mean

scores between the pre-test and post-test, indicating an impact of multimodal text on enhancing students' narrative text writing ability.

Table 10. Pre-test and Post-test T-test scores

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pre Test - Post Test	-15.675	9.649	1.526	-18.761	-12.589	-10.275	39	.000

Source: SPSS Output

The "Paired Samples Statistics" output table presented descriptive statistics of the pre-test and post-test data. There were two pairs of data (Pair 1), namely pre-test and post-test. For the pre-test, the mean score was 34.78 with a standard deviation of 10.055 and a standard error of the mean of 1.590. Meanwhile, for the post-test, the mean score was 50.45 with a standard deviation of 8.901 and a standard error of the mean of 1.407. The comparison of mean scores indicated that the post-test mean (50.45) was higher than the pre-test mean (34.78), suggesting a significant difference in mean values between these two phases of the study.

Statistical Hypothesis

Statistical hypothesis testing was a crucial part of data analysis in research as it was used to answer the research question: Did the application of multimodal texts enhance narrative writing skills in EFL students? Below were the conclusions used in hypothesis testing:

Hα: There was a significant difference in teaching narrative writing using multimodal text.
Ho: There was no significant difference in teaching narrative writing using multimodal text.

Based on the results of the pre-test and post-test conducted, it was known that the significance value was 0.00. The significance value of 0.00 was smaller than 0.05 (Sig 0.00 < 0.05). Referring to the hypothesis testing criteria above, it could be concluded that H1 was accepted and H0 was rejected. Thus, the significant difference between the pre-test and post-test results indicated that employing multimodal text approaches using multimodal texts in teaching narrative writing could enhance students' writing abilities.

Discussion

Data was collected at SMP Terpadu Darul Dakwah using class VIII as the sample. During the data collection process, the researcher administered tests in the form of a pre-test and post-test to the students. The first step was the administration of the pre-test. The pre-test was given to the students with a time allocation of 40 minutes. The next step was the provision of treatment, which was conducted over several sessions. After the treatment, a post-test was given to the students. The questions for the pre-test and post-test had the same level of difficulty. After the post-test, the final step was the distribution of questionnaires.

The next step was data analysis based on assessment using 5 components and SPSS. The five components assessed were organization, content, grammar, mechanics, and style and quality of expression. The organization component included the alignment

of the story with the general structure of a narrative text. The content component included the alignment of the story in the paragraph content with the theme of the narrative text. The grammar component included the use of grammar, clauses, prepositions, and conjunctions. The mechanics component included writing, spelling, punctuation, capitalization, and layout. Finally, the style and quality of expression components included vocabulary and idioms used in the text.

The pre-test and post-test results were shown in the table above. To calculate the average value of the pre-test and post-test, the researcher used SPSS 25. The pre-test results had an average score of 34.78, while the post-test had an average score of 50.45. From the above statement, it could be seen that there was a significant difference in the average scores, with the average score increasing after the students received the treatment. Therefore, it could be concluded that teaching narrative text writing using multimodal texts through responsive teaching with barcode flashcards could enhance students' ability to write narrative texts..

SPSS 25 was utilized to compute the scores for both the pre-test and post-test. The hypothesis significance value of the pre-test and post-test data was Sig. (2-tailed) 0.00. According to the hypothesis test criteria, H1 was accepted if t-count > t-table or if Sig. (2-tailed) < 0.05. H0 was rejected if t-count < t-table or if Sig. (2-tailed) > 0.05. It could be inferred that there was a significant difference between the pre-test and post-test results of the students. This indicated that using responsive teaching with barcode flashcards in teaching narrative text writing using multimodal texts could improve students' writing abilities.

Tables 12 and 14 The SPSS calculation results related to student responses in teaching narrative text writing using multimodal texts through responsive teaching with barcode flashcards were shown. Based on the questionnaire results, it could be seen that the flashcard media and multimodal text method were suitable for use as learning media for narrative text material. This was because, by using barcode flashcards, students could learn folktales with a combination of video, audio, and visualization embedded in the barcode, thus improving their language skills. Additionally, barcode flashcards helped students understand the plot of folktales through video, audio, and visualization, making it appealing to many audiences. Since folktales were presented using the multimodal text method based on barcode flashcards, it aligned with responsive teaching. Multimodal text learning connected classroom lessons with technology, integrating video, audio, and visualization for more relevant and effective student learning.

The conclusion of this study indicated that the multimodal text method implemented through responsive teaching with barcode flashcards significantly improved the narrative writing abilities of 8th-grade students at SMP Terpadu Darul Dakwah. The increase in scores from an average of 34.78 in the pre-test to 50.45 in the post-test, along with positive student feedback, confirmed the effectiveness of this approach.

This study aligned with previous research, such as Desi's [18] study titled "The Use of Multimodal Texts to Improve Technical Students' Reading Skills," which also showed that multimodal texts could enhance language skills. Similarly, Himma's research on “The Utilization of Multimodal E-Modules as Learning Media for News Writing” [23] found that e-modules employing a multimodal approach were effective in learning.

Both previous studies supported the finding that using various forms of media, such as text, video, and audio, enriched the learning experience and improved student outcomes. By integrating technology into the learning process, such as using barcode flashcards in this research, teachers were able to create a more dynamic and engaging learning environment.

Overall, this study reinforced the evidence that teaching methods combining multiple forms of media (multimodal) and technology can effectively enhance students' writing skills and narrative understanding. This approach not only made learning more engaging but also more relevant to the needs and learning styles of contemporary students.

E. CONCLUSION

The researcher conducted a study at SMP Terpadu Darul Dakwah in class VIII, focusing on teaching narrative text writing using folktales presented in flashcards with the multimodal text method. The results indicated an improvement in students' scores from pre-test to post-test. Chapter 4 revealed that the average pre-test score was 34.78, while the average post-test score had risen to 50.45. This suggested that the multimodal text method, utilizing folktales in flashcards, enhanced students' writing skills.

The t-test results showed a significant value (sig. (2-tailed) = 0.00 < 0.05), confirming that H1 was accepted. Therefore, the study concluded that the multimodal text method effectively improved narrative text writing skills using folktales..

Furthermore, the validity of the questionnaire was confirmed, as the r-count value had exceeded the r-table value, as shown in Table 4.9. SPSS calculations of student responses indicated a high level of acceptance for this teaching method. The questionnaire results supported that using folktales in flashcards with the multimodal text method was effective for teaching narrative text material. Consequently, it could be concluded that this method significantly enhanced students' narrative text writing skills.

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