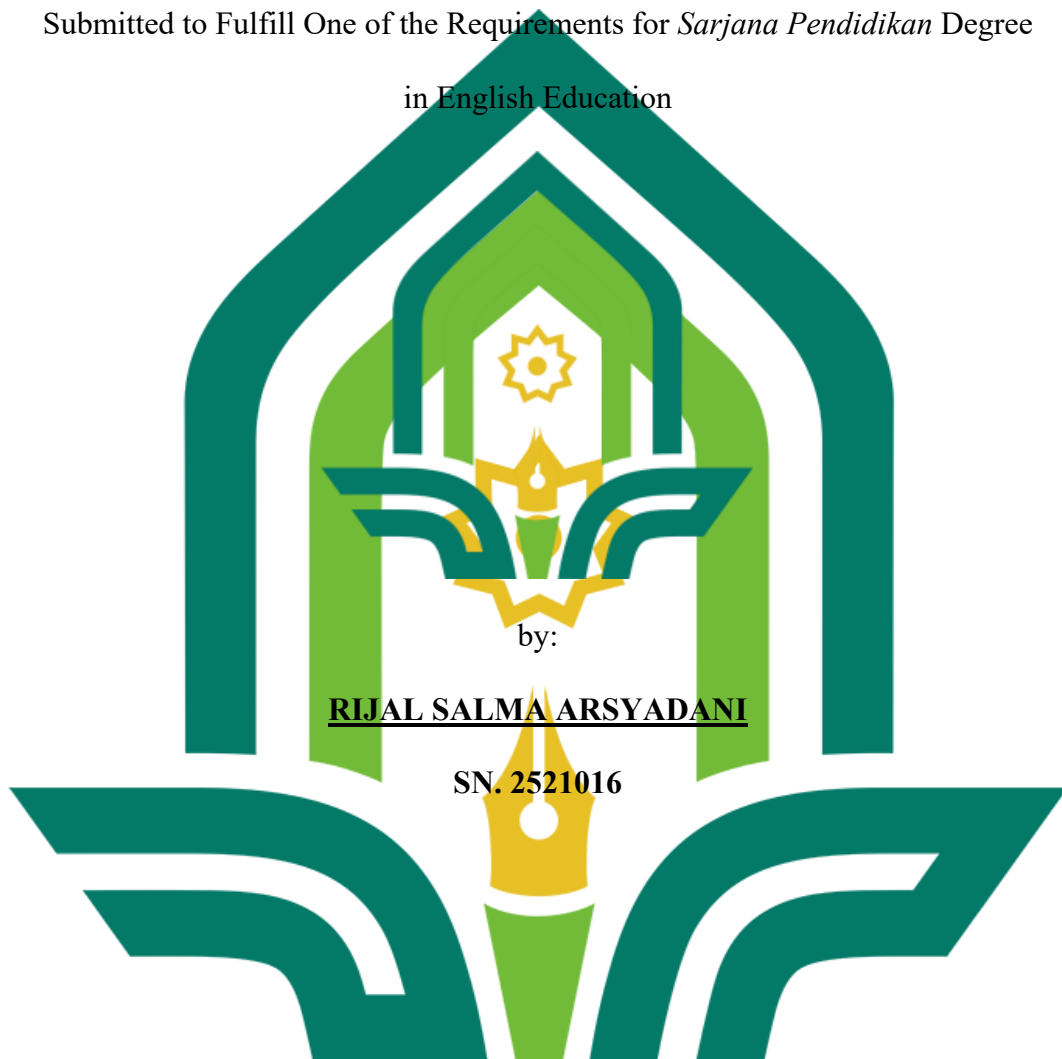


**TEACHER'S STRATEGIES IN IMPLEMENTING MULTIMODAL  
LISTENING AND SPEAKING (MLS) THROUGH NARRATIVE-BASED  
MATERIAL FOR SENIOR HIGH SCHOOL**

**A THESIS**

Submitted to Fulfill One of the Requirements for *Sarjana Pendidikan* Degree  
in English Education



by:

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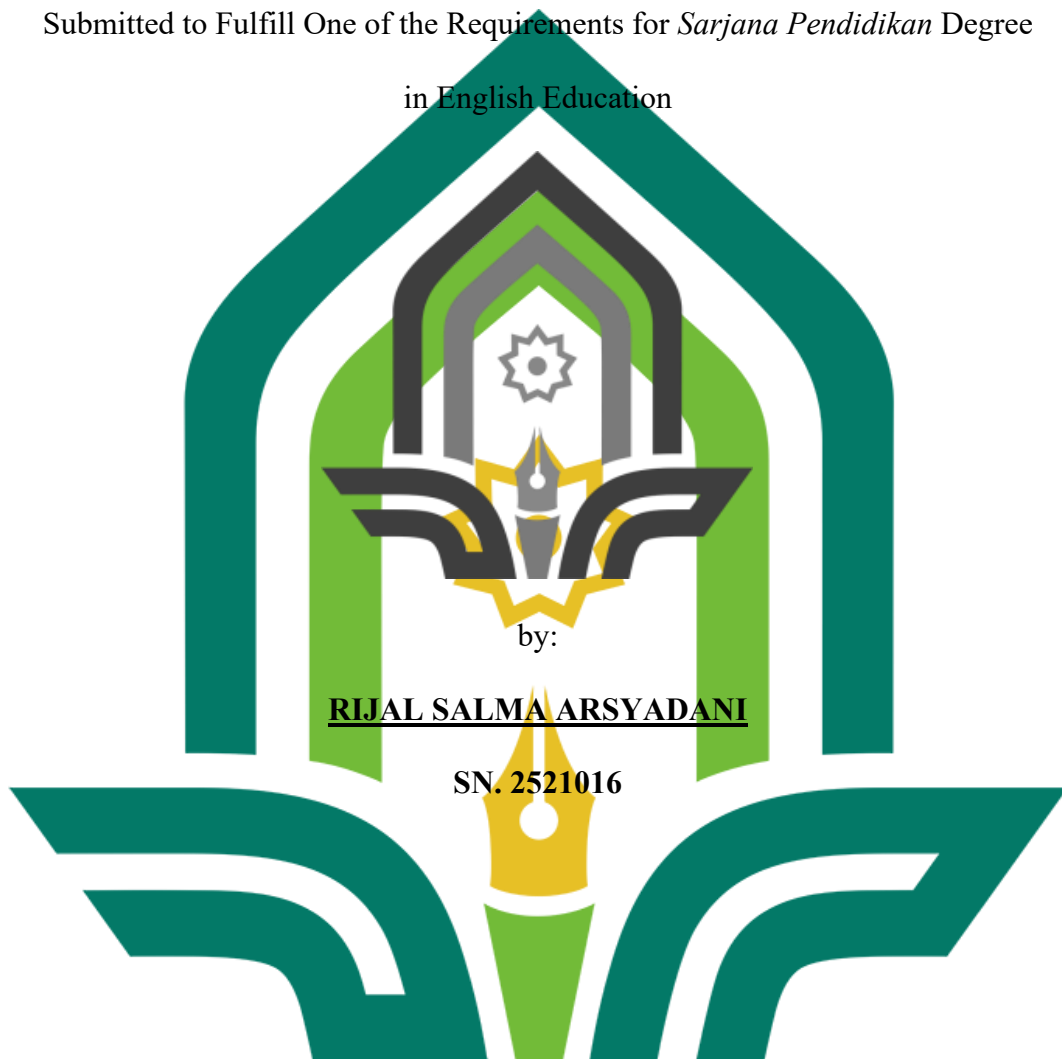
**PEKALONGAN**

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**PEKALONGAN**

**2025**

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Dengan ini menyatakan bahwa skripsi yang berjudul “TEACHER'S STRATEGIES IN IMPLEMENTING MULTIMODAL LISTENING AND SPEAKING (MLS) THROUGH NARRATIVE-BASED MATERIAL FOR SENIOR HIGH SCHOOL” adalah benar-benar hasil karya penulis, kecuali dalam bentuk kutipan yang telah penulis sebutkan sumbernya.

Demikian pernyataan ini saya buat dengan sebenar-benarnya.

Pekalongan, 10 Juli 2025

  
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UIN K.H. Abdurrahman Wahid Pekalongan  
c/q. Ketua Program Studi TBIG  
di Pekalongan

*Assalamu'alaikum Wr. Wb*

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Prodi : **TADRIS BAHASA INGGRIS**  
Judul Skripsi : **TEACHER'S STRATEGIES IN IMPLEMENTING  
MULTIMODAL LISTENING AND SPEAKING  
(MLS) THROUGH NARRATIVE-BASED  
MATERIAL FOR SENIOR HIGH SCHOOL**


Saya menilai bahwa naskah skripsi tersebut sudah dapat diajukan kepada Fakultas Tarbiyah dan Ilmu Keguruan UIN K.H. Abdurrahman Wahid Pekalongan untuk diujikan dalam sidang munaqasah.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatiannya, saya sampaikan terima kasih.

*Wassalamu'alaikum Wr. Wb*

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MULTIMODAL LISTENING AND SPEAKING (MLS)  
THROUGH NARRATIVE-BASED MATERIAL FOR  
SENIOR HIGH SCHOOL**

Has been examined and approved by the panel of examiners on Tuesday, 8<sup>th</sup> July 2025 as a partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education.

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## ACKNOWLEDGEMENTS

Alhamdulillahirobbil ‘alamin all praises be to Allah SWT, the Most Gracious and the Most Merciful, for making it all possible for me to complete this thesis, for showing me that there is a light in every tunnel. My *lord* has shown me the importance of being patience in every situation, in every time when I felt most doubtful. His endless blessings, guidance, and strength that have enabled me to achieve this significant milestone in my life’s journey. A verse that I will forever live by from the Holy book of Quran that says:

وَيَرْزُقُهُ مِنْ حَيْثُ لَا يَحْتَسِبُ ۚ وَمَنْ يَتَوَكَّلْ عَلَى اللَّهِ فَهُوَ حَسْبُهُ ۚ إِنَّ اللَّهَ بَالِغُ أَمْرِهِ ۚ قَدْ جَعَلَ اللَّهُ لِكُلِّ شَيْءٍ قَدْرًا

“And whoever puts their trust in Allah, then He ‘alone’ is sufficient for them. Certainly, Allah will achieve His Will. Allah has already set a destiny for everything.” (Quran 65:3)

I would also like to extend my deepest gratitude to my beloved parents and family, for their unconditional love, constant prayers, and endless support throughout every stage of my academic journey. Their love has been the brightest lantern in every darkness, and their embrace the sanctuary where I always found renewed spirit when weariness set in.

I would like to express my sincere thanks to my friends from all across the world for continually reminding me of my plans and achievement, even when I found the university to be an overwhelming experience. Thank you for all the memories, laughs, cries, and for being most when I needed you most. May Allah bless you with every success and endless chances to succeed. Special thanks to the gang at my hometown and my best buddies Raffa and Kresna.

I would also like to thank my Supervisor’s, Ma’am Eros Meilina Sofa, M. Pd., patience, assistance, guidance, and encouragement while I was completing this thesis. Thank you for being available whenever I have a question or concern, whether in personal or by email.

To someone whose presence was no less significant, Rizka Syifa, Thank you for lending an ear to my struggles, for your invaluable contribution to the writing of this thesis, and for providing unwavering support, encouragement, and effort. Thank you for being an integral part of my journey until the completion of this thesis.

At last, I want to thank my beloved mother, may Allah grant her the highest place in *jannah*. Thank you, mama, for always believing in me and giving me the opportunity and resources to study, for being present when my father wasn't. She was my father and mother, and I cannot thank her enough. May Allah SWT bless my mother in the hereafter إِنْ شَاءَ اللَّهُ.



## MOTTO

*"Loyalty is a two-way street. If I'm asking for it from you, then you're getting it from me."*

- Harvey Spectre





## ABSTRAK

Menguasai keterampilan komunikasi lisan, khususnya menyimak dan berbicara, merupakan hal mendasar bagi pembelajar bahasa. Namun, metode pengajaran tradisional sering kali gagal melibatkan siswa SMA di Indonesia secara efektif, sehingga interaksi otentik terbatas dan kecemasan berbahasa meningkat. Penelitian ini bertujuan untuk mendeskripsikan strategi guru dalam mengimplementasikan pembelajaran menyimak dan berbicara berbasis multimodal untuk mengajarkan teks naratif kepada siswa SMA. Fokusnya adalah pada penerapan strategi multimodal oleh guru dalam pengajaran menyimak dan berbicara menggunakan teks naratif. Penelitian ini menggunakan desain deskriptif kualitatif dan dilaksanakan di salah satu SMA di Pekalongan, Jawa Tengah. Partisipan merupakan seorang guru Bahasa Inggris dengan pengalaman mengajar lebih dari sepuluh tahun, yang dipilih melalui teknik purposive sampling berdasarkan perannya yang aktif dalam mengajarkan keterampilan lisan dan penguasaan terhadap strategi multimodal. Data dikumpulkan melalui observasi kelas dan wawancara semi-terstruktur untuk menggali pengalaman guru dalam mengimplementasikan kegiatan multimodal. Data dianalisis menggunakan pendekatan analisis tematik induktif. Hasil penelitian menunjukkan bahwa guru memanfaatkan berbagai media seperti video interaktif, cerita bergambar, dan platform digital untuk mendukung pemahaman siswa terhadap teks naratif serta meningkatkan performa mereka dalam bercerita secara lisan. Guru juga menunjukkan kemampuan adaptasi dengan menyesuaikan pendekatan pengajaran sesuai dengan preferensi belajar siswa, sehingga menciptakan lingkungan belajar yang lebih menarik dan bermakna. Penelitian ini memberikan wawasan berharga bagi guru Bahasa Inggris, pengembang kurikulum, dan pengambil kebijakan. Temuan ini dapat digunakan untuk merancang program pelatihan guru yang mendorong integrasi sumber daya multimodal dan aktivitas berbasis naratif dalam praktik kelas.

**Kata Kunci:** *Multimodal Listening and Speaking*, teks naratif, tindakan guru, pembelajaran bahasa Inggris, siswa SMA.

## ABSTRACT

Mastering oral communication skills, particularly listening and speaking, is foundational for language learners. However, traditional teaching methods often fail to engage Indonesian high school students effectively, resulting in limited authentic interaction and increased language anxiety. This study aims to describe the teacher's strategies in implementing multimodal listening and speaking to teach narrative texts to senior high school students. It focuses on how the teacher applies multimodal strategies in teaching listening and speaking using narrative texts. A qualitative descriptive research design was employed at a senior high school in Pekalongan, Central Java, Indonesia. The participant was an English teacher with over ten years of experience, selected through purposive sampling based on their active role in teaching oral skills and their familiarity with multimodal strategies. Data were gathered through classroom observations and semi-structured interviews to explore the teacher's experiences during the implementation of multimodal activities. The data were analyzed using an inductive thematic analysis approach. Findings reveal that the teacher utilized various media: interactive videos, picture stories, and digital platforms to support students' understanding of narrative texts and enhance their oral storytelling performance. The teacher also demonstrated adaptability by modifying instructional approaches to suit students' learning preferences, contributing to a more engaging and meaningful classroom environment. This study provides valuable insights for English teachers, curriculum developers, and policymakers. The findings can inform the design of teacher training programs aimed at enhancing classroom practices through the integration of multimodal resources and narrative-based activities.

**Keywords:** Multimodal Listening and Speaking, narrative text, teacher's action, English language teaching, senior high school students.

## PREFACE

Praises and gratefulness are sent to Allah SWT who has poured His grace and His love and bestowed me guidance, health, wealth and patience so that the writing process of my research proposal research entitled “Teacher’s Strategies in Implementing Multimodal Listening and Speaking (MLS) Through Narrative-Based Material for Senior High School” can be completed. It is submitted to English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan to fulfil one of the requirements of Research Seminar Proposal Course. Therefore, in this occasion I would like to express my sincere gratitude to:

1. The Rector of UIN K.H. Abdurrahman Wahid Pekalongan, Prof. Dr. H. Zaenal Mustakim, M.Ag., for his unwavering dedication and support to the academic excellence and progress of the university, which inspires us to strive for quality research.
2. The Dean of the Faculty of Tarbiyah and Teachers’ Training (FTIK), UIN K.H. Abdurrahman Wahid Pekalongan, Pr. Dr. Muhlisin, M.Ag., for his strong leadership and encouragement to all students and staff in achieving academic and professional growth.
3. The head of English Education Department and Teachers’ Training Faculty of UIN K. H. Abdurrahman Wahid Pekalongan, Mr. Ahmad Burhanuddin, M.A.
4. Mrs.Eros Meilina Sofa, M.Pd, as my supervisor who has given me suggestion, guidance and time in writing this research proposal.
5. All lecturers of English Education Department, UIN K. H. Abdurrahman Wahid Pekalongan.
6. My beloved parents who have given me endless support, prayer, advice and encouragement in writing this research proposal.

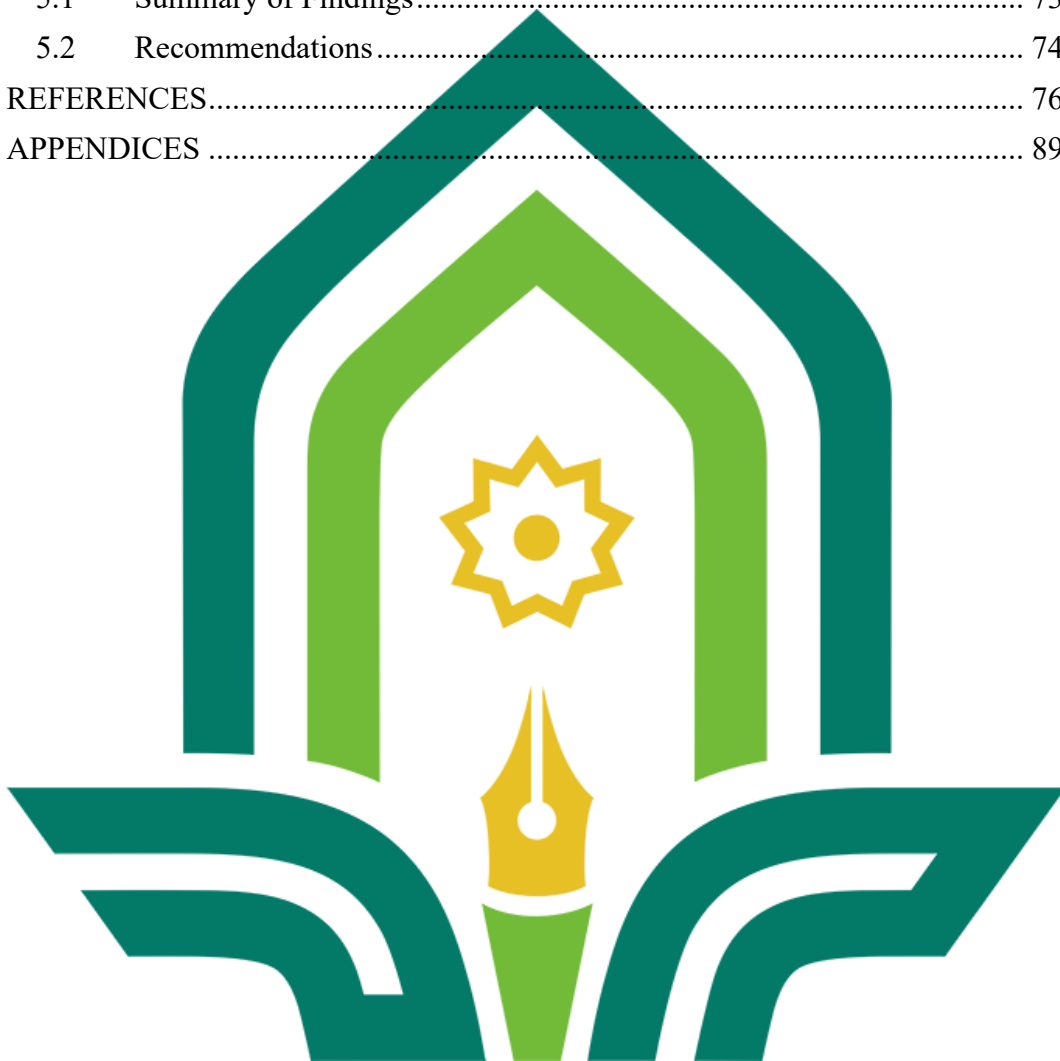
Pekalongan, June 24<sup>th</sup> 2025

The Writer

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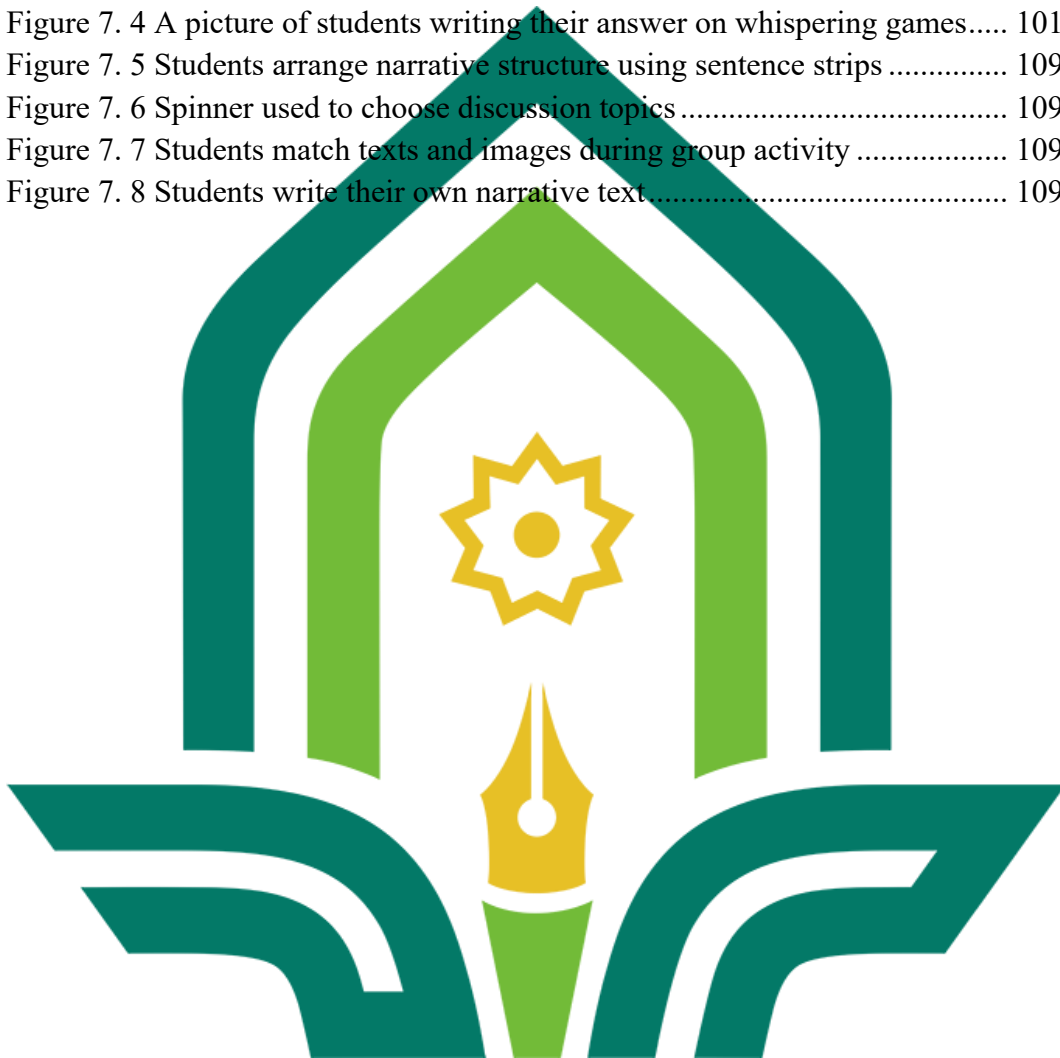
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# CHAPTER I

## INTRODUCTION

### 1.1 Research Background



Mastering a language involves developing four interconnected skills there are listening, speaking, reading, and writing. Among these, listening and speaking form the foundation of oral communication, enabling individuals to understand and convey meaning through spoken language. According to a survey by Emanuel et al. (2008) and Artyushina et al. (2011), in human communication activities, listening accounts for 45%, speaking 30%, reading 16% and writing 9%. Supporting this, Boulanouar et al. (2024) emphasizes the positive impact of varied listening materials, such as songs and podcasts, influence EFL learners' listening abilities, vocabulary acquisition, and pronunciation skills. These findings suggest that integrating diverse and engaging listening activities can significantly improve students' language skills. Therefore, developing listening and speaking skills should be prioritized in English language teaching, as they are essential tools for students' future academic, professional, and social communication.

Despite their importance, current approaches to teach listening and speaking often fall short of meeting students' needs. Traditional approaches tend to focus on grammar, vocabulary, and rote memorization, with limited opportunities for meaningful oral interaction. Listening lessons are frequently reduced to playing recordings followed by simple exercises,

while speaking practice is often limited to repetitive drills or reading aloud. Yu et al. (2021) highlighted that this method fails to engage students in authentic communication, leaving them unprepared for real-life interactions. Similarly, Fattahi and Cuocci (2022) found that limited exposure to authentic language use and insufficient communicative practice contribute to learners' anxiety, especially when they struggle with grammar or vocabulary. These findings underline the need for more interactive and meaningful approaches to teaching oral skills.

To address these challenges, multimodal teaching has emerged as a promising approach in language education. A multimodal approach involves the use of various modes, such as visuals, sounds, gestures, and interactive media to support learning and communication. In listening and speaking lessons, this approach helps students process information through multiple channels, making learning more engaging and effective. Rather than relying solely on audio or text-based input, multimodal teaching enables students to experience language through real-life situations, visual aids, role plays, and digital platforms. According to Hafner (2013), multimodal instruction enhances students' communicative competence by allowing them to interact with language in diverse and meaningful ways. Similarly, Maruf et al. (2023) found that multimodal learning environments improve students' motivation and comprehension, especially when learning complex language skills like listening and speaking. Therefore, implementing multimodal strategies in English language teaching can foster

deeper understanding, active engagement, and better communication outcomes.

In the context of Indonesian senior high schools, listening and speaking skills are crucial for students to participate effectively in academic and social settings. English education in Indonesia aims to prepare students for higher education, future careers, and international communication. However, research by Arta (2019) shows that Indonesian students often struggle with oral communication, despite performing well in grammar, reading, and writing. Hijra et al. (2024) found that students frequently experience anxiety when speaking, mainly due to fear of making mistakes, low self-confidence, and limited practice. Likewise, Wahyuningsih and Salsabila (2023) reported that students face difficulties in listening comprehension due to unfamiliar vocabulary, accents, and fast-paced speech. Nadhira and Warni (2021) also emphasized similar issues, particularly related to accent and vocabulary limitations. These studies suggest that improving students' listening and speaking skills requires more contextualized and student-centered learning approaches.

According to Ayuningtyas and Wiyanah (2023), the integration of listening and speaking skills is crucial in language teaching methodology, listening and speaking are complementary and essential for effective language learning. Listening provides exposure to language structures, vocabulary, and phonology, which supports oral production development. It also allows learners to experience good language models for effective



communication. Wajdi et al. (2021) in order to fill the gap between written and spoken text, apart from just using it as a tool for listening practice, it can also be used as a tool for speaking practice by imitating the generated native speaker voice. Sogimin & Wiwoho (2023) also demonstrated the effectiveness of integrating listening and speaking tasks, where students listen to audio materials and then retell the content in English. Their study shows that this integrated approach improves students' speaking abilities, with most participants responding positively to the method. These findings collectively highlight the value of combining listening and speaking activities in language instruction.

Building on the importance of integrating listening and speaking, teachers must carefully select classroom material that effectively supports the development of these skills. Narrative texts play a crucial role in English language education, especially in developing listening and speaking skills. They are widely used in English textbooks and classrooms for their ability to engage students and build comprehension (Afifuddin, 2024). Uswar and Andriani (2019) found that narrative texts increase students' enthusiasm for learning and improve their understanding of English. Stetter and Hughes (2009) argue that to maximize the effectiveness of narrative texts, teachers should focus on teaching story grammar and encouraging critical inquiry. Moreover, narrative texts naturally integrate multiple modes, such as spoken and written language, visual storytelling, and dramatization making them ideal for multimodal instruction.

However, despite the promising role of multimodal approaches, challenges still remain in their implementation. Qatrinada and Apoko (2024) found that students often struggle with understanding materials due to limited vocabulary and translation difficulties. Similarly, Mirzaei et al. (2020) noted that learners tend to experience comprehension problems when dealing with complex sentence structures or unfamiliar content. These obstacles may hinder the effectiveness of listening and speaking activities in real classrooms. Therefore, it is essential to explore how teachers manage these challenges and what strategies they employ to support students in overcoming such difficulties, particularly through multimodal instruction.

Based on these concerns, this study aims to investigate the actions and strategies of senior high school English teacher in implementing listening and speaking activities through a multimodal approach to teach narrative texts. Specifically, it focuses on how the teacher selects, adapts, and utilizes listening and speaking materials in their classroom practices.

Furthermore, this study also examines the challenges and opportunities that the teacher encounters in integrating multimodal listening and speaking activities within a narrative text framework, providing insights into both practical implementation and pedagogical impact.

## **1.2 Formulation of the problems**

The formulation of the problem in this study is: How does the teacher implement multimodal strategies in teaching listening and speaking to deliver narrative texts in a senior high school classroom?

### 1.3 Aims of the Study

This study investigates the practices and strategies high school English teacher uses to implement Multimodal Listening and Speaking (MLS) for enhancing students' understanding of narrative texts, focusing on how the teacher selects, adapts, and integrates MLS-based resources, as well as the challenges and opportunities they encounter, to provide insights into the effectiveness of MLS in supporting students' learning experiences.

### 1.4 Operational Definitions

1.4.1 **Multimodal** : Multimodal teaching refers to the instructional approach that integrates multiple modes of communication such as visual, auditory, gestural, and spatial to enhance students' understanding and engagement (Kress & Van Leeuwen, 2001; Jewitt, 2009; Kress, 2010).

1.4.2 **Listening** : The receptive skill of actively constructing meaning from spoken input by recognizing sounds, understanding language structures, and interpreting context (Harmer, 2008).

1.4.3 **Speaking** : The productive skill of constructing and conveying meaning through oral language, requiring accuracy, fluency,

effective communicative strategies (Brown, 2001), and the ability to use spoken language appropriately within social contexts and interaction dynamics (Harmer, 2007).

- 1.4.4 Teaching Narrative Text : Teaching narrative text is a story-text used by the teachers to entertain, motivate, or teach students through interesting delivery. Referring to (Hastuti, 2010) narrative text must be able to attract attention with complete story elements such as plot, characters, and conflict, and delivered expressively so that students are actively involved in learning.

## 1.5 Significance of the Study

- 1.5.1 Theoretical Significance : This study will contribute to teachers about the effectiveness of applying Multimodal Listening and Speaking in the use of narrative text in senior high schools.
- 1.5.2 Empirical Significance : This study provides valuable insights into the actual practices of English

teachers in implementing Multimodal Listening and Speaking activities within a narrative context.

1.5.3 Practical Significance : This study offers valuable implications for language teachers, curriculum developers, and policymakers. The findings can inform the development of professional development programs for teachers, helping them to effectively integrate resources and narrative text in their classrooms.





## CHAPTER V

### CONCLUSION

#### 5.1 Summary of Findings

This study aimed to explore how multimodal learning was implemented in narrative-based listening and speaking instruction in an Indonesian EFL classroom. The findings show that the teacher integrated various modes such as visual, auditory, gestural, and linguistic through a range of classroom activities such as films, storytelling, roleplay, debates, and games. These strategies were not only aligned with the principles of multimodal pedagogy but were also adapted to students' interests and learning preferences, making the lessons more engaging and reducing speaking anxiety. The teacher's creative use of materials and responsiveness to classroom dynamics demonstrated how multimodal teaching can enhance meaning-making and student participation, especially in productive skill development.

In addition to these strengths, the study identified three main challenges in the application of multimodal learning, such as limited resources and infrastructure, varied student proficiency levels, and time constraints tied to curriculum demands. Despite these difficulties, the teacher adapted by using simple tools, adjusting task complexity, and redesigning activities to fit available time. These responses highlight the importance of flexibility, differentiation, and teacher agency in sustaining

multimodal learning. Overall, this study suggests that meaningful multimodal instruction can be achieved even in constrained contexts when guided by pedagogical intent, creativity, and sensitivity to students' cognitive and emotional needs.

## 5.2 Recommendations

Based on the findings, several recommendations can be made for students and teachers. For students, active engagement with multimodal resources such as videos, stories, songs, and collaborative tasks should be encouraged to support the development of listening and speaking skills. Students are encouraged to use various types of media not only during lessons but also outside the classroom, for example by watching English films with subtitles or practicing storytelling with friends, to increase language exposure. For teachers, it is important to continue designing lessons that include multiple forms of communication while also adjusting to students' different learning needs. Even in situations with limited resources, teachers are encouraged to apply creative and student-focused strategies such as simplified roleplay, vocabulary games, or expressive storytelling to make learning more effective. In addition, building a supportive and emotionally safe environment is essential for helping students feel more confident when speaking.

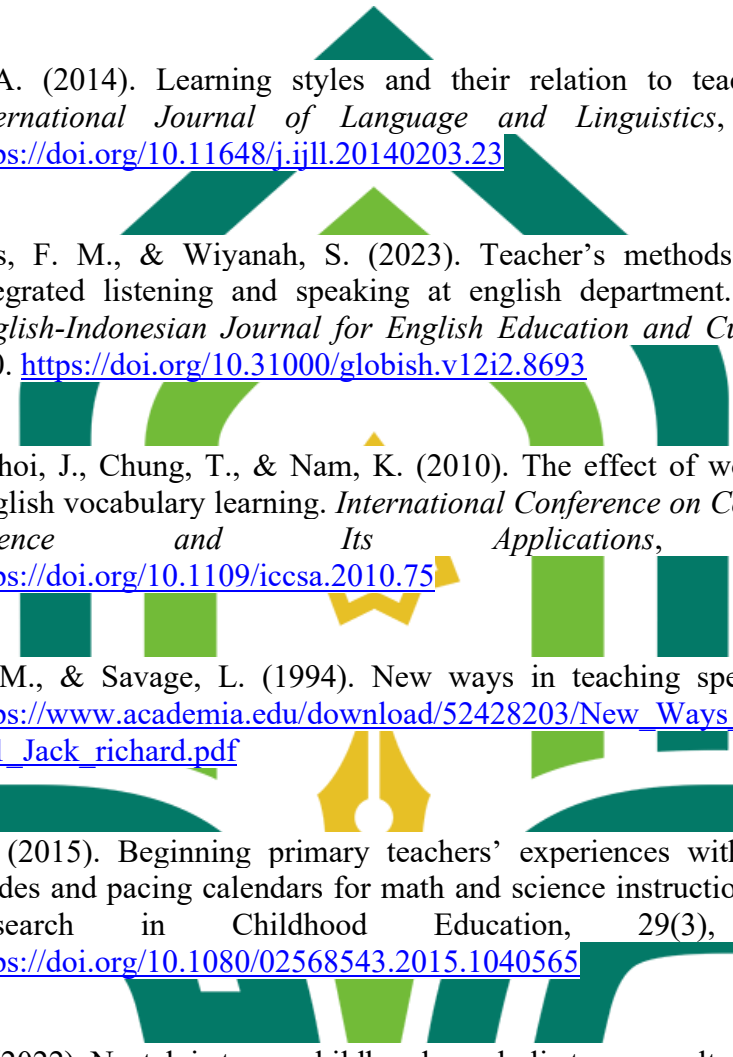
For future researchers, further studies are recommended in different school settings such as comparing rural and urban schools or examining how multimodal teaching is applied at different grade levels. Future research may

also explore students' perspectives more deeply to better understand how they respond to different types of multimodal input. Studies that follow classroom practice over time or focus on specific teaching interventions may provide valuable insight into how consistent use of multimodal teaching affects language development. Exploring the combination of digital tools and simple classroom materials can also contribute to more inclusive and adaptable models of multimodal teaching in English language education.



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