

CHAPTER I

INTRODUCTION

This chapter presented the introduction of the study entitled “*The Effect of Using A Multimodal Approach on Students’ Listening Skills at MTs Negeri 1 Martapura OKU Timur South Sumatera.*” It described the background of the study by explaining the importance of listening skills, the challenges faced by EFL learners, and the use of multimodal learning media through YouTube to support students’ listening comprehension. This chapter also discussed the identification and limitation of the problems, research questions, objectives of the study, significance of the study, and definition of key terms and variables that provided the foundation and direction of the research.

A. Background of the Study

The rapid advancement of digital technology over the past two decades has brought about substantial transformation in the field of education, particularly in the teaching of English as a foreign language. The emergence of digital platforms such as YouTube, mobile learning applications, and various social media has opened new opportunities for both teachers and learners to access more varied, engaging, and interactive learning materials suited to the needs of twenty-first-century education. Among the four core language skills, listening occupies a fundamental role since it serves as the basis for the development of other skills. It is also the first language skill acquired naturally by children and foreign language learners before speaking, reading, and writing emerge.¹ Consequently, exposure to rich, authentic, and comprehensible listening input has become central in the development of communicative competence.

One of the most widely utilized digital platforms for listening instruction is YouTube, which offers multimodal input that integrates audio, visuals, subtitles, gestures, contextual cues, and other semiotic resources.² This form of multimodal input aligns with what is commonly referred to as the multimodal

¹ Michael Rost, *Teaching And Researching Listening* (Routledge, 2024).

² Jeff Bezemer And Gunther Kress, *Multimodality, Learning And Communication: A Social Semiotic Frame* (Routledge, 2015).

approach. Within this approach, meaning is communicated not only through spoken language but through a combination of communicative modes such as visual imagery, movement, color, typography, and sound.³ This approach is highly relevant to the learning preferences of today's generation, who tend to respond more effectively to visual and interactive media rather than to conventional one-way listening instruction dominated by audio alone.

Among the various YouTube channels used in English language teaching, the English Easy Practice channel has become increasingly popular because it provides structured listening materials such as vocabulary drills, everyday dialogues, listening comprehension exercises, and context-based scenarios. This channel presents its content through clear audio, supportive visuals, on-screen text, and contextual cues that help learners infer meaning more easily. Such multimodal features are particularly beneficial for lower-secondary students who still require visual reinforcement to comprehend spoken English effectively.⁴ The presence of synchronous audio-visual input contributes to learners' increased ability to recognize patterns, anticipate meaning, and contextualize spoken discourse.

In Indonesia, especially at the junior high school level, listening is recognized as one of the most challenging skills to acquire in English as a Foreign Language (EFL) learning. Previous studies conducted in five schools in Indonesia reported that learners often experienced difficulties in processing spoken input due to unfamiliar accents, rapid speech, limited exposure to authentic listening materials, and conventional teaching approaches that mainly relied on audio-based materials without sufficient visual support. The findings of these studies indicated that students had difficulties in maintaining concentration, identifying key information, and achieving optimal listening comprehension. Therefore, the integration of multimodal learning media became

³ Carey Jewitt, "Multimodality And Literacy In School Classrooms," *Review Of Research In Education* 32, No. 1 (2008): 241–67.

⁴ Sovie Lindaita Dersa, "A Correlation Between Students'intensity Of Watching English Videos On Youtube And Their Listening Achievement In The 3rd Semester English Education Department Of Uin Sultan Syarif Kasim Riau" (Universitas Islam Negeri Sultan Syarif Kasim Riau, 2023).

an important consideration to provide richer contextual support and improve students' listening experiences.

The adoption of multimodal input in listening instruction has been widely acknowledged as an effective solution to these challenges. Mayer's Multimedia Learning Theory argues that learners process information more effectively when it is presented through a combination of verbal and visual modes rather than through a single mode.⁵ Visual elements assist learners in constructing meaning, improving contextual understanding, and reinforcing long-term memory retention. This is also consistent with Paivio's Dual Coding Theory, which posits that the human brain processes verbal and non-verbal information through two distinct channels; when both channels are activated, comprehension becomes stronger and more durable.⁶ Thus, the integration of multimodal learning materials can significantly enhance listening comprehension, especially for young learners who benefit from visual scaffolding.

In this regard, utilizing the English Easy Practice YouTube Channel through a multimodal approach is expected to offer substantial benefits for English language learners at the junior high school level. The channel's dialogues, videos, and context-rich scenarios equip students with multimodal cues that help them decode meaning more effectively. This also supports learners in identifying main ideas, specific information, speech patterns, pronunciation features, and real-life expressions. A number of empirical studies support the effectiveness of video-based learning in improving students' concentration, motivation, and comprehension accuracy. Hence, the multimodal approach provides a promising framework for designing listening instruction that aligns with students' cognitive characteristics and learning needs.

At MTs Negeri 1 Martapura Ogan Komering Ulu Timur South Sumatera, the integration of digital technology in English language learning has provided opportunities for students to access various learning resources. However,

⁵ Richard E Mayer, "The Future Of Multimedia Learning," *The Journal Of Applied Instructional Design* 11, No. 4 (2022): 69–77.

⁶ Allan Paivio, *Imagery And Verbal Processes* (Psychology Press, 2013).

students' listening comprehension still requires further investigation, particularly regarding the effectiveness of technology-based instructional media. Although digital media have been increasingly utilized in language learning, the effect of using the English Easy Practice YouTube Channel through a multimodal approach on students' listening skills in this educational context has not been clearly determined. Therefore, this study was conducted to examine the effect of using the multimodal approach on students' listening skills.

Several previous studies have investigated the use of YouTube videos and video-based learning in improving students' listening skills. Winiharti and Herlina, Qomariyah, Permana, and Hidayatullah and Chien, Huang, and Huang found that video-based input and YouTube videos could improve students' listening comprehension because they provide both audio and visual support.⁷ Similarly, Shaojie, Samad, and Ismail, Baroroh and Rizal, and Yuyun and Simamora stated that audiovisual and multimodal input can help students understand spoken language more easily through visual context, subtitles, and real-life situations.⁸ However, Tan and Zuo found that instructional videos alone did not significantly improve students' listening skills, indicating that video-based learning still needs to be supported by structured materials, teacher guidance, and appropriate classroom activities.⁹ Based on these previous studies, YouTube videos have potential to support listening instruction, but their effectiveness depends on the type of content, students' level, and classroom implementation. Therefore, this study focuses on the use of the English Easy Practice YouTube Channel to improve the listening skills of eighth-grade students at MTs Negeri 1 Martapura Ogan Komering Ulu Timur South Sumatera,

⁷ Menik Winiharti and Clara Herlina, "Audio Only or Video? Multimodality for Listening Comprehension," 2017., Qomariyah, S. S. A., Permana, D., & Hidayatullah, H. (2021). The effect of YouTube video on students' listening comprehension performance. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 8(1), 67-73.,

⁸ Ummiyatul Baroroh and Daviq Rizal, "Using YouTube as a Learning Medium for EFL Students to Enhance Listening and Speaking Skills," *Language Literacy: Journal of Linguistics, Literature, and Language Teaching* 7, no. 2 (2023): 446–57., Yuyun, I., & Simamora, F. Y. (2021). The use of Youtube to support Efl students' listening skills. *English Linguistics and Language Teaching Research Journal*, 2(2), 1-12.

⁹ Xiangyu Tan and Xiuyuan Zuo, "The Impact of Instructional Videos Supported by AI-Driven Tutoring System on EFL Listening and Speaking," 2024.

since this channel provides structured, leveled, and visually supported English learning videos suitable for junior high school learners.

Although many previous studies have examined the use of multimedia in listening instruction, particularly through platforms such as YouTube, there is still a gap in the application of more specific multimodal methods for the Indonesian context, especially at the junior high school level. Most previous studies have focused more on listening instruction at the university level or have used video platforms in general without considering specific educational channels designed specifically for beginners. In addition, existing research often ignores the integration of visuals, subtitles, and cultural context in videos, which can greatly support student comprehension at younger levels. Therefore, this study focuses on the effectiveness of using the YouTube Channel English Easy Practice with a multimodal approach focused on junior high school students, where this gap has not been widely explored.

Implementing the English Easy Practice YouTube Channel through a multimodal approach may address these issues effectively. The channel offers well-organized content and makes use of meaningful visualizations, allowing students to replay material independently when needed a feature that supports differentiated instruction and autonomous learning. Moreover, the conversational scenarios used in the videos are generally contextual, making them relatable to students' everyday communication needs. This situates listening practice within meaningful contexts, which is essential for communicative competence development.

Nevertheless, although multimodal listening materials have been widely examined in various learning contexts, there remains a need for contextualized research, particularly in the environment of MTs Negeri 1 Martapura Ogan Komering Ulu Timur South Sumatera South Sumatera. Differences in student characteristics, school culture, technology access, and teacher practices may influence the effectiveness of multimodal listening instruction. This study therefore seeks to investigate how the English Easy Practice YouTube Channel,

when used through a multimodal approach, impacts listening comprehension within this particular educational context.

B. Identification and Limitation of the Problem

1. Identification of the Problem:

- a. Many students have limited exposure to authentic English listening materials, causing difficulties in understanding spoken language, especially when delivered at natural speed.
- b. Students often rely solely on audio-based listening activities in class, which provides insufficient contextual cues and makes it challenging for them to interpret meaning effectively.
- c. Learners frequently struggle to comprehend key information, main ideas, and specific details from English listening texts due to the lack of visual scaffolding that supports their understanding.
- d. Although YouTube is widely accessed by students in daily life, they seldom utilize educational channels such as *English Easy Practice* as intentional learning resources to improve their listening skills.
- e. There is a lack of empirical research in the MTs Negeri 1 Martapura Ogan Komering Ulu Timur South Sumatera South Sumatera context regarding the effectiveness of multimodal input such as audio, visual cues, and subtitles in enhancing students' listening comprehension.

2. Limitation of the Problem

To avoid an overly broad scope, the researcher limited this study in two specific ways: object limitation and subject limitation.

a. Object Limitation

The object of this study is limited to the use of the English Easy Practice YouTube Channel as an audio-visual platform integrated through a multimodal approach (PPT) to enhance students' listening skills. This study focuses solely on how the multimodal features provided in the videos such as synchronized audio, visual cues,

subtitles, gestures, and contextual scenes contribute to improving students' comprehension of spoken English. The researcher assumes that students' listening skills can be enhanced through exposure to the multimodal content offered by this YouTube channel. Through these videos, students are able to observe how English is used in real-life contexts, making the input more comprehensible and meaningful. Furthermore, the visual elements allow students to associate linguistic forms with contextual cues, culturally embedded scenarios, and non-verbal communication, which broadens their interpretative abilities. In addition, the learning activities embedded within the videos, such as comprehension tasks and interactive prompts, are expected to motivate students and sustain their engagement in learning English.

b. Subject Limitation

The subject of this research is limited to the eighth-grade students of MTs Negeri 1 Martapura Ogan Komering Ulu Timur South Sumatera in the academic year 2025/2026. The researcher chose the eighth-grade level because preliminary classroom observations and teacher input indicated that students at this level tend to demonstrate lower listening proficiency compared to their other language skills. This stage is also a critical period where students begin to develop more advanced listening comprehension abilities, yet many still struggle with understanding spoken English when conventional audio-only methods are used. Therefore, focusing on eighth graders allows the researcher to investigate the potential impact of multimodal input in addressing these challenges more effectively.

C. Research Questions

The research question guiding this study is :

Is there a significant difference in listening skills between students taught using the multimodal approach and those taught using conventional audio-only methods?

D. Objectives of the Study

Correspondingly, the objective of the study is:

To find out whether there is a significant difference in listening skills between students taught using multimodal input and those taught using conventional listening instruction.

E. Significance of the Study

1. Theoretically, this study provides meaningful contributions to the existing literature on listening comprehension, multimodal learning, and digital media integration in EFL contexts. By examining how multimodal features (audio, visual, subtitles, gesture) in the *English Easy Practice YouTube Channel* influence students' listening comprehension, this research strengthens previous theories such as Multimodality Theory (Kress & van Leeuwen, 2001), Multimedia Learning Theory (Mayer, 2009), and Listening Comprehension frameworks (Nunan, 2003; Brown, 2004). The findings are expected to enrich theoretical discussions on how multimodal digital resources support cognitive processing in listening.
2. Practically, the findings of this research are expected to provide several important benefits:
 - a. For teachers, the study offers insights into how YouTube-based multimodal content can be effectively integrated into listening instruction. Teachers may gain a better understanding of how combining audio, visual cues, and contextual support can address common learning challenges such as low motivation, limited vocabulary, and difficulty processing native-speaker speech.

- b. For students, this research raises students' awareness of how digital platforms particularly educational YouTube channels can be utilized as purposeful learning tools. Through regular exposure to multimodal input, students may become more confident, more engaged, and more capable of comprehending spoken English in authentic and real-life contexts.
- c. For researchers, this study provides a foundation for further research on multimodal EFL learning, digital media literacy, and the pedagogical role of YouTube in language education. The identified research gap specifically the lack of studies combining multimodal theory with YouTube-based listening instruction at the junior high school level in Indonesia opens avenues for expanded investigation across different age groups, skills, and digital tools.

F. Scope of The Study

This study focuses on examining the effect of using the English Easy Practice YouTube Channel through a multimodal approach on students' listening skills at MTs Negeri 1 Martapura Ogan Komering Ulu Timur, South Sumatera. The multimodal approach in this study refers to the integration of multiple semiotic modes, including audio, visual, subtitles, and contextual cues presented in YouTube videos to support students' comprehension of spoken English.

The participants of this study were eighth-grade students of MTs Negeri 1 Martapura Ogan Komering Ulu Timur in the academic year 2025/2026. The study was conducted using two groups, namely the experimental class and the control class. The experimental class was taught using the English Easy Practice YouTube Channel through a multimodal approach, while the control class was taught using conventional audio-only listening instruction.

This study specifically examines students' listening skills, which are operationalized through their ability to identify main ideas, specific

information, vocabulary in context, and implicit meaning from spoken English. These listening skills are measured using pre-test and post-test instruments based on multiple-choice listening comprehension tasks. The assessment focuses on students' improvement in understanding spoken English after being exposed to multimodal learning materials.

In terms of research design, this study employs a quantitative approach using a quasi-experimental design to determine whether there is a significant difference between the experimental group and the control group. The study focuses on the effect of the treatment rather than exploring students' perceptions or attitudes toward the learning media.

Furthermore, this study is limited to the use of the English Easy Practice YouTube Channel as the main instructional media and does not include other YouTube channels. In addition, the study is restricted to listening skills only and does not examine other language skills such as speaking, reading, or writing.

G. Definition of Key Terms and Variables

To avoid misunderstanding and ensure clarity throughout this study, the following key terms and variables are defined operationally:

1. English Easy Practice YouTube Channel

It refers to an educational YouTube channel that provides structured English learning materials such as listening exercises, vocabulary practice, conversational dialogues, and contextual demonstrations.¹⁰ In this study, this channel serves as the primary multimodal audio-visual resource for delivering listening instruction to students.

2. Multimodal Approach

A learning approach that integrates multiple modes of communication such as sound, images, text (subtitles), gestures, color,

¹⁰ Yubellia Hildegardis Ratu, Endang Susilawati, And Urai Salam, "Improving Student's Listening Comprehension Skill Using Animation Video," *Journal Of Education And Teaching (Jet)* 5, No. 2 (2024): 187–200.

and contextual cues to enhance meaning-making. In this study, the multimodal approach is presented through YouTube videos that combine verbal and visual information to support students' listening comprehension.¹¹

3. Listening Skills

Listening skills refer to students' ability to comprehend spoken English, including identifying main ideas, specific information, vocabulary, implicit meaning, and overall comprehension accuracy.¹² In this study, listening skills are measured through pre-test and post-test scores based on Wilson's sub-skills of listening.

Listening skills referred to students' ability to comprehend spoken English, including identifying main ideas, specific information, implicit meaning, speaker's purpose, and vocabulary in context. In this study, listening skills were measured through pre-test and post-test scores based on J. J. Wilson's listening sub-skills.

H. Organization of Writing

This section explains the overall structure of the thesis, outlining the main contents discussed in each chapter.

1. Chapter I: Introduction

This chapter presents the background of the study, identification and limitation of the problem, research questions, objectives of the study, significance of the study, scope of the study, and definition of key terms. It provides the general overview of the research, including the rationale for investigating the effect of using

¹¹ Jonathan Maiullo, "Considering Multimodal Materials And Modes Of Communication For Authentic Communication In Online Classes.," In *English Teaching Forum*, Vol. 60 (Eric, 2022), 2–14.

¹² Selin Yıldırım And Özgür Yıldırım, "The Importance Of Listening In Language Learning And Listening Comprehension Problems Experienced By Language Learners: A Literature Review," *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi* 16, No. 4 (2016): 2094–2110.

the English Easy Practice YouTube Channel through a multimodal approach on students' listening skills.

2. Chapter II: Review of Related Literature

This chapter discusses the theoretical framework related to listening skills, the multimodal approach, and the use of YouTube as a learning medium in EFL context. It also presents previous studies that are relevant to the topic of the research. Furthermore, this chapter develops the conceptual framework and research hypothesis that guide the direction of the study.

3. Chapter III: Research Methodology

This chapter describes the research methodology used in this study, including the research design (quasi-experimental design), population and sample, research variables, research instruments, data collection procedures, and data analysis techniques (ANCOVA). This chapter explains how the research is conducted to examine the effect of the multimodal approach using YouTube on students' listening skills.

4. Chapter IV: Research Findings

This chapter presents the results of data analysis obtained from the pre-test and post-test scores of both experimental and control groups. The findings are reported in accordance with the research questions of the study to determine whether there is a significant effect of the multimodal approach on students' listening skills.

5. Chapter V: Discussion

This chapter discusses and interprets the research findings by relating them to relevant theories such as multimodality theory, multimedia learning theory, and listening comprehension theories. It

also compares the findings with previous studies to explain similarities, differences, and the contribution of the current study.

6. Chapter VI: Conclusion and Suggestion

This chapter presents the conclusion of the study based on the research findings. It also provides suggestions for English teachers, students, and future researchers regarding the use of the English Easy Practice YouTube Channel through a multimodal approach in improving students' listening skills.