IMPROVING STUDENTS' SPEAKING SKILL THROUGH MULTILITERACIES
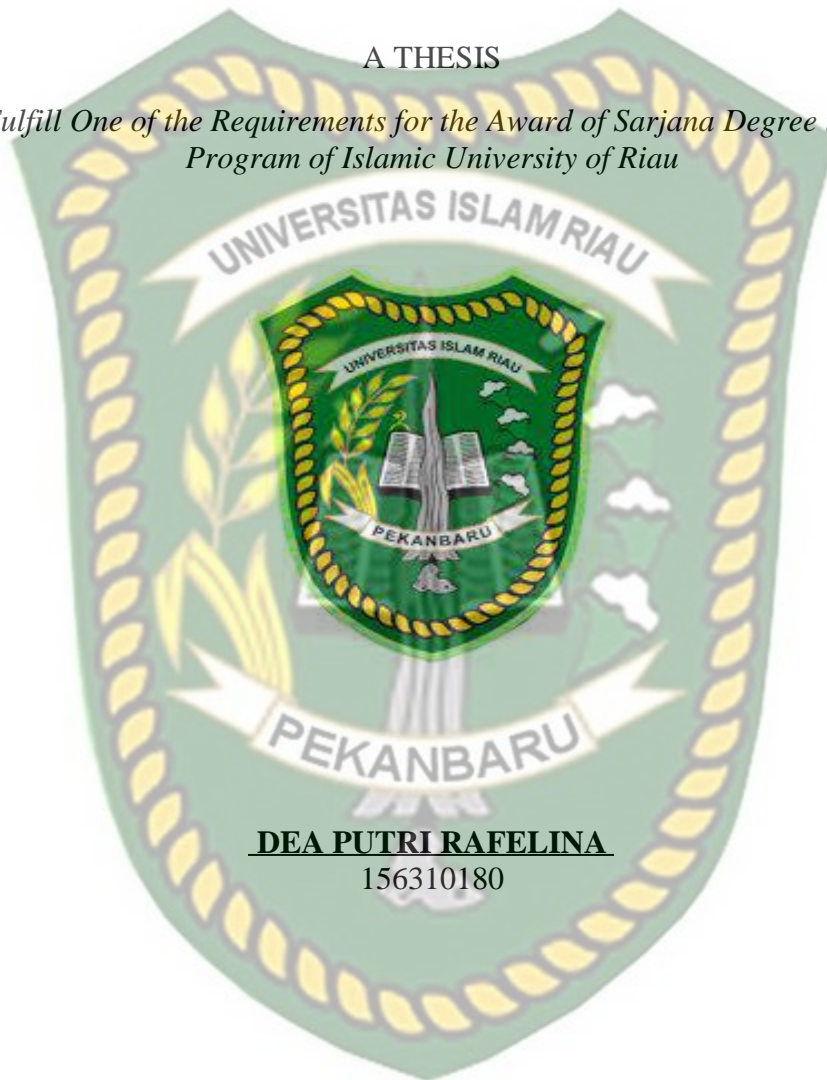
PEDAGOGY AT THE TENTH GRADE STUDENTS OF SMAN 8 PEKANBARU

A THESIS

Intended to Fulfill One of the Requirements for the Award of Sarjana Degree in English Study Program of Islamic University of Riau

DEA PUTRI RAFELINA
156310180

ENGLISH STUDY PROGRAM

TEACHERS TRAINING AND EDUCATION FACULTY

UNIVERSITAS ISLAM RIAU

PEKANBARU

2019
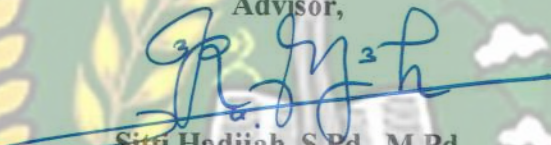
THESIS APPROVAL

IMPROVING STUDENTS' SPEAKING SKILL THROUGH MULTILITERACIES PEDAGOGY AT THE TENTH GRADE STUDENTS OF SMAN 8 PEKANBARU

Name : Dea Putri Rafelina

Sutudent's number : 156310180

Study Program : English Language Education

Faculty : Teacher Training and Education

Advisor,

Sitti Hadijah, S.Pd,. M.Pd
NIDN. 1020048803

Head of English Study Program,

Miranti Eka Putri, S.Pd,. M.Ed
NIDN. 1005068201

This thesis is submitted in partial fulfilment of the requirements for the Degree of Sarjana of Education in Universitas Islam Riau.

Pekanbaru, 22th June 2019
Vice Dean of Academic

Dr. Sri Amnah, S.Pd,.M.si
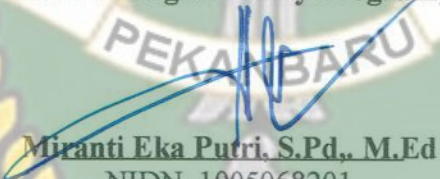NIP. 197010071998032002
NIDN. 1005068201

THESIS

IMPROVING STUDENTS' SPEAKING SKILL THROUGH MULTILITERACIES PEDAGOGY AT THE TENTH GRADES STUDENTS OF SMAN 8 PEKANBARU

Name : Dea Putri Rafelina

Students Number : 156310180

Study Program : English Language Education
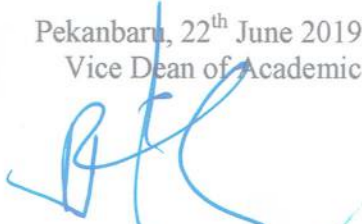
Faculty : Teacher Training and Education

THE CANDIDATE HAS BEEN EXAMINED

on Thursday, 4th July 2019

THE EXAMINERS COMMITTEE

Advisor,

Sitti Hadijah, S.Pd., M.Pd
NIDN. 1020048803

Examiners,

Dr. Sri Yuliani, M.Pd
NIDN. 1020077102

Yulianto, S.Pd.,M.Pd
NIDN. 1018076901

This thesis is submitted in partial fulfilment of the requirements for the Sarjana Degree in English Study Program of Universitas Islam Riau.

Pekanbaru, 4th July 2019
Vice Dean of Academic

Dr. Sri Amnah, S.Pd.,M.si
NIP. 197010071998032002
NIDN. 1005068201
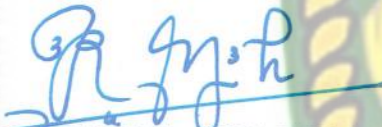
LETTER OF NOTICE

The advisor hereby notices that:

Name : Dea Putri Rafelina

Sutudent's number : 156310180

Study Program : English Language Education

Faculty : Teacher Training and Education

Has completely written a thesis entitled:

IMPROVING STUDENTS' SPEAKING SKILL THROUGH MULTILITERACIES PEDAGOGY
AT THE TENTH GRADE STUDENTS OF SMAN 8 PEKANBARU

It is ready to be examined.

This letter is made to be used, as it is needed.

Pekanbaru, 24 June 2019

Advisor,

Sitti Hadijah, S.Pd,. M.Pd
NIDN. 1020048803

THESIS GUIDENCE AGENDA

It has been done thesis guidance agenda to:

Name : Dea Putri Rafelina

Sutudent's number : 156310180

Study Program : English Language Education

Faculty : Teacher Training and Education

Advisor : Sitti Hadijah, S.Pd,. M.Pd

Title : **Improving Students' Speaking Skill through Multiliteracies Pedagogy at the Tenth Grade Students of Sman 8 Pekanbaru.**

No.	Date	Guidence Agenda	Signature
1.	January, 8th 2019	Title Approval	
2.	January, 11th 2019	Revised Chapter I	
3.	January, 18st 2019	Revised Chapter II	
4.	January, 24th 2019	Revised Chapter III	
5.	January, 28th 2019	Allowed to Join Seminar	
6.	February, 18th 2019	Proposal Seminar	
7.	March, 6th 2019	Took the data	
8.	May, 29th 2019	Revised Chapter IV	
9.	June, 19th 2019	Revised Chapter V	
10.	June, 24th 2019	Allowed to Join Thesis Examination	

Pekanbaru, 24 June 2019

Vice Dean of Academic,

Dr. Sri Amnah, S.Pd,.M.si
NIP. 197010071998032002
NIDN. 1005068201

DECLARATION

The undersigned researcher:

Name   : Dea Putri Rafelina

Student's number   : 156310180

Place/date of birth   : Bangkinang, 27th December 1996

Study Program   : English Language Education

Faculty   : Teacher Training and Education

Hereby, I declare that this research belongs to my own work, except for the quotations which were taken scientifically from various resources. I am responsible for this thesis.

Pekanbaru, 22th June 2019

DEA PUTRI RAFELINA

NPM.156310180

ACKNOWLEDGEMENT

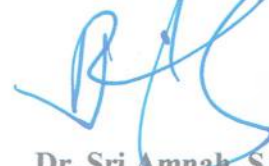In the name of Allah Subhanahu wa Ta'alaa the Most Gracious and Merciful. First of all, the writer would like to say may grateful to Allah SWT for the blessings so that the writer could finished this thesis entitled **"Improving Students' Speaking Skill through Multiliteracies Pedagogy at the Tenth Grade Students of SMAN 8 Pekanbaru".**

This thesis is intended to fulfil one of the requirements of Education Sarjana Degree in English Study Program of Universitas Islam Riau. The writer would like to Express deepest gratitude and thanks to all people who helped the writer in completing this thesis.

The writer addresses her appreciation and sincere gratitude to the following individuaks specifically:

1. The rector of Universitas Islam Riau, Prof. Dr. H. Syafrinaldi SH.,MCL
2. The dean of education and teacher training faculty, Drs. Alzaber M.Si
3. Vice Dean of Education and teacher training faculty, Dr. Sri Amnah, M.Si who provided supporting facilities.
4. The Head of English Study Program, Miranti Eka Putri, S.Pd.,M.Ed who supported and guided the writer to complete this thesis.
5. The Secretary and the writer's academic advisor, Muhammad Ilyas, S.Pd.,M.Pd who helped and supported the writer to finish this thesis.
6. The writer's beloved thesis advisor, Sitti Hadijah, S.Pd.,M.Pd who always helped and gave so much meaningful experience. The writer sincerely appreciates for her kindly guidance, support, advice and suggestion to complete this thesis. I Heart You, Miss.
7. The examiners, Dr. Sri Yuliani, S.Pd.,M.Pd and Yulianto, S.Pd.,M.Pd who gave a lot of meaningful advices and suggestions in completing this thesis.
8. All the lecturers of English Study Program at Universitas Islam Riau who had given the writer a lot of purposeful knowledge during teaching and learning process.
9. The headmaster and teachers and staff of SMAN 8 Pekanbaru who involved and assisted the writer to conduct the research.

10. To writer's advisor during teaching training in SMAN 8 Pekanbaru, Risna Murida, S.Pd who kindly helped and supported the writer in conducting the research. For class X Mipa 3, thank you very much for your cooperation during the research.

11. The writer's-most precious-parents, I would like to appreciate for having the strongest and the best people in the world who always by my side in every conditions. For my dearest Ibu and Ayah, thank you so much for loving me and supporting me in everything so that I can finish this thesis. I am a proud and lucky daughter for having both of you in my life. To my one and only sister, Tisya Putri Rafelina aka ica, entis, adikuh who always there when I feel stress and help me to release my anxieties. Thank you for being my sister and you will be always my cute little sister. I love you.

12. For Andryan Febriadi who always tried his best to support me since my high school life. Thank you for sharing your ideas and giving your support so that I can finish my thesis joyfully.

13. For all of ESA members, I could not mention one by one but I appreciate everyone who joins in ESA. Thank you very much for helping me to see the world differently. My respect belongs to you, TWRTW.

14. My best squad in University life, Bundle; Triska Wahyuni, S.Pd, Yulia Ismarita, S.Pd, Dian Sari Sinaga, S.Pd, Anita Wulandari, S.Pd, Septia Ranti Dewi, S.Pd, Asila Ulfa, S.Pd, Widi Sahaya, S.Pd, and Tutik Handayani S.Pd. Thank you for coloring my campuss life, without you all, I would be a bored college students. I am into you all.

15. All of my classmates, best of the best B class. Thank you for your happiness, loveliness and patience towards me. I really enjoy my class surrounded by all of you there. Saranghaeyo.

16. To myself. Dea, thank you for your effort in finishing this thesis, for being awake in the middle of the night, for the tears you spend when you are not really into doing this thesis but you have to. I appreciate you when you sat in the corner of the room to think what is better for your thesis. Thank you for working harder than anyone. Yes, I love me.

IMPROVING STUDENTS' SPEAKING SKILL THROUGH MULTILITERACIES PEDAGOGY AT THE TENTH GRADE STUDENTS OF SMAN 8 PEKANBARU

Advisor;

Sitti Hadijah, S.Pd., M.Pd
NIDN. 1020048803

ABSTRACT

Nowadays, it is undeniable that speaking is considering as one of the important elements in language skills due to its function as one of tools to communicate globally. Relate to this case, this research was aimed to improve students' speaking skills through multiliteracies pedagogy at the tenth grade students of SMAN 8 Pekanbaru.

This research was classified as classroom action research which was carried out in two cycles and has four meetings in every cycle. This research took place at SMAN 8 Pekanbaru with total of participants were 13 male and 23 female students of Mathematics and Science (MIPA) 3 class. The data were quantitative and qualitative. The quantitative data were obtained from students' speaking performances score, while the qualitative data were collected from observation checklists, field notes and interviews. This research used a method to improve students speaking skill namely Multiliteracies pedagogy that integrates technology in teaching and learning process (New London Group, 1996).

Results of the research presented the improvement of students' speaking skill which can be seen from the mean score percentage of each cycle; Base test (65.8%), cycle 1 (70.5%) and cycle 2 (72.7%). Hence, the implementation of multiliteracies pedagogy in teaching and learning process was believed to be effective in improving students' speaking skill by providing interested media to enrich their ideas. Moreover, it increased students' motivation to study English further, especially speaking. It offered a new situation during teaching and learning process that can make the students to study joyfully.

Keywords: Speaking Skill, Multiliteracies Pedagogy

TABLE OF CONTENT

CHAPTER I

INTRODUCTION

CHAPTER II

THEORETICAL FRAMEWORK

CHAPTER III

RESEARCH METHODOLOGY

CHAPTER IV

FINDINGS AND DISCUSSION

CHAPTER V

CONCLUSION AND SUGGESTION

LIST OF TABLES ANG CHART

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

English is acceptable to be one of the important elements of language nowadays. Most of people around the world define English as an international language which is used as a tool to communicate each other globally. In spite of this case, the researcher prefers to state English as a lingua franca. Lingua franca is a linguistic term which means as a language used by most people in some of countries around the world with different native speakers in order to build a proper communication and understanding among speakers and interlocutors. Even though there are so many languages in the world, English is a language that can be understood by most of people. Nevertheless, the diversity of language is not a barricade to communicate each other, so that, people use a language that can be understood by everybody. People usually use English to the foreigners when they meet for the first time. It is a proof of the expansibility of English around the world which has role as the important elements of language.

In Indonesia, English is taught formally from junior high school up to university level due to its role as the first foreign language. In learning the language, there are four skills should be mastered by the students, there are: listening, speaking, reading and writing. They are input and output process. Listening and reading are called as an input process because students need to

1

absorb the information of what they have listened or read. Speaking and writing are output process as students need to give their feedback from the interlocutor and writing product such as *essay, texts, etc.* From all of the skills, speaking is the skill which needs the students to give their feedback directly. Different from other skills, such as listening, reading and writing which do not need a direct feedback, speaking skill is the only skill that can be measured by how good the feedback given by someone directly.

Speaking skill in English is the ability of someone to use English to express their feeling, thoughts and idea through spoken language. Speaking skill holds important roles in mastering language skills. Speaking can be used as one of ways to communicate each other globally. People around the world are supposed to communicate each other in purpose to build a wider relationship. Besides, it can be utilized as an information gate. Lately, most of the information relate to the world is written and spoken in English. Information does not come by itself toward the seekers, but it also has to be sought persistently. In addition, mastering speaking skill is one of the ways to get information. In case, a person who is going to abroad with a lack of English speaking skill surely will find difficulties in seeking information about where to go or what to do. It is the simplest example of how big the role of speaking skill is. Furthermore, speaking skill also can be used as a handhold to compete with the other people around the world. In 2016, ASEAN Economic Community has been implemented in Indonesia. It means that many businesses are legalized to enter our country. Economic knowledge is

needed to compete with others, but then, without a proper communication, Indonesian people cannot cooperate with the foreign companies.

By considering this case, the teacher should be able to prepare the students very well. People around the world will be more competitive. The world will be getting advanced because of the enhancement of technology. It is very needed to prepare the youth generation to be ready to face the globalization through mastering English. Teacher should realize that speaking in English is one of the skills which are supposed to be mastered by every student. In teaching speaking, the teacher needs to find various methods in conducting speaking class in order to make the students enjoy the class and understand about the material very well. Thus, this is a challenge for the teacher to keep improving students' speaking skill without override the other language skills.

In relation to this case, teacher should be able to conduct a class fulfilled with an interesting content. Quality of the students is based on the quality of the teacher, thus, teacher needs to be more creative in teaching as the technology is rapidly involved in educational aspects. Nowadays, teacher can integrate technology to the teaching process in conducting a great class, especially in teaching English. Technology significantly helps teacher in conducting a class. A simple example given; it is difficult to bring foreigners to the class only to show how their native language sounds like, but currently, teachers can use a video to show them English native speakers. Students need a real representative rather than asking them to imagine about something. Teaching speaking English by

3

integrating technology will be much easier than using conventional way of teaching, without technology integration.

Based on interview with some tenth grade students at SMAN 8 Pekanbaru during conducting teaching training practice, the researcher found some problems faced by the students in English speaking learning. Firstly, most of the students have known how to speak but they do not know what to say. It means that the students averagely can speak English, but somehow, they have no idea what to talk about. It influences to their speaking skill, eventually, the students' speaking will not improve. They have lack of the idea to be expressed in spoken language. At the end, they tend to be silent during the speaking class. Secondly, the students are afraid of being mocked if they make mistakes. Some of students prefer to be silent instead of speaking in English.

In this case, English teacher should encourage the students in a right way in order to increase their motivation to speak English. Lastly, some of the students stated that they need a new method in learning speaking. Even so, it does not mean that the method done by the teacher in teaching speaking are not appropriate to the students, but the teacher has to find a new variety of method in teaching and apply them all interestingly.

Based on the explanation above, the teacher should put more attention to increase students' speaking ability. In teaching and learning process, teachers usually use method to conduct the class. There are some methods can be used by the teacher in conducting the class such as role play, story-telling and discussion. From many methods that can improve students' speaking skill, the researcher gets

interest in applying a method, namely multiliteracies pedagogy to improve students' speaking skill.

Multiliteracies term was first used by New London Group (1996) to concise literacy in a broader view. Literacy is the ability to read and write which means something that can be easily to be read and wriitten. Traditionally, literacies only focus on reading and writing. Nowadays, this kind of literacy cannot be worked as good as expected. Medias and internet create a new genre of text which means that the narrow understanding about conventional literacy itself becomes out-dated. Multiliteracies pedagogy takes into account how literacy has been influenced by social, cultural and technological change (Anstey & Bull, 2006).

Multiliteracies pedagogy implies that the combination between literacy and technology. Technology here means that the tool or media used to help teacher in teaching such as *video, audio, presentation slides, social media* and many others. Teacher should realize that text is not only found in a book, indeed, so many kind of texts can be found through technology like from *blog, websites, social media, video, film, song* and so on. Using technology does not only mean put aside the other language skills, but it also has a correlation to literacy, the students also need to read about an interesting text to build their ideas to be spoken out. Even so, focus of the researcher is not on students' reading but the speaking performances of the students.

By using multiliteracies pedagogy, signify that the teacher should integrate literacy and technology in improving students' speaking ability. Thus,

through this case the researcher gets interest in doing a research entitled "**Improving Speaking Skill through Multiliteracies Pedagogy at the Tenth Grade Students of SMAN 8 Pekanbaru."**

1.2 identification of the Problem

Based on researcher's observation and interview at SMAN 8 Pekanbaru, some problems encountered by the students are;

Firstly, students are lack of idea to speak. Speaking skill of students is influenced by the idea of the students itself. Students need their prior knowledge to express their idea through speaking, but somehow, their prior knowledge is not enough to build a concept to speak. It is also caused by reluctant of reading. In students' point of view, they need something interesting to be read about. In fact, studying English is not based on what the students want to have. All of the materials are arranged in syllabus, but, the students argue that the materials are difficult and not interesting enough to be read. Teacher cannot blame the students because of having the way of thinking like this, what teacher needs to do is to find a way to make the students meaningfully taught in class. In teachers' point of view, it is necessary to conceive that teacher needs to teach the materials based on students' need. The students need someone who can encourage them to study excitedly by teaching and learning activities in the class.

Secondly, the students are feeling shame to make mistakes while speaking English. At puberty age, being mocked is an embarrassment moment to every student. They tend to keep their self-esteem than trying their best in

6

speaking English. Teacher cannot just blame the students because of this situation, what teacher should do is encouraging them to speak freely without feeling any anxiety at all and tell the other students to respect each other.

Thirdly, the students need new variety of methods, especially in teaching speaking. A meaningful learning occurs when both of students and teacher get a new knowledge through new method in the classroom. A method which catches students' interest will surely encourage them to study more. Conventional ways of teaching speaking is believed too common in students' perspective, so that, they are not really interesting.

1.3 Limitation of the Problem

Based on the explanation above, three problems are encountered by the students. In this research, the researcher will focus on helping the students to improve their speaking skill, especially in developing their ideas in speaking. Hence, multiliteracies pedagogy will be applied in this study.

1.4 Formulation of the Problem

From the limitation above, the research is formulated as follows:

1.4.1 To what extent can Multiliteracies pedagogy improve students' speaking skill at the tenth grade students of SMAN 8 Pekanbaru?

1.4.2 What factors can improve students' speaking skill at the tenth grade students of SMAN 8 Pekanbaru when multiliteracies pedagogy is applied?

1.5 Objectives of the Research

1.5.1 To find out what extent Multiliteracies pedagogy can improve students' speaking skill at the tenth grade students of SMAN 8 Pekanbaru.

1.5.2 To find out what factors that can improve students' speaking skill at the tenth grade students of SMAN 8 Pekanbaru when multiliteracies pedagogy is applied

1.6 Significance of the Research

Hopefully this research can be advantageous for number of people such as:

1.6.1 Teacher

To be one of the resources used by teachers to find a new variety methods of teaching process, especially in teaching speaking English.

1.6.2 Students

To improve the students' speaking skill and to give the students' a new situation in order to make learning process more meaningful and enjoyable.

1.6.3 Readers

To gain information about the effectiveness of applying Multiliteracies pedagogy in improving students' speaking skill.

1.7 Definition of Key Terms

To avoid misunderstanding in this research, it is important for the researcher to give explanation of some key terms:

1.7.1 Speaking skill is the ability of someone to use English to express their feeling, thoughts and idea through spoken language. It also can be called as the ability to absorb information through listening and respond it through oral form.

1.7.2 Multiliteracies pedagogy is a method used in this research in purpose to improve students' speaking skill. Multiliteracies takes into account how literacy has been influenced by "social, cultural, and technological change" (Anstey & Bull, 2006) Multiliteracies pedagogy involve a wider representations and multimodal communication.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Concept of Speaking

Speaking is an interactive process of creating meaning which is encompassed producing, receiving and processing information (Brown, 1994; Burns & Joyce, 1997). It means that speaking can be done at least by two people; speaker and interlocutor. In speaking, speaker needs to produce word in purpose to deliver the meaning to the listeners. By receiving the meaning, the listeners will give responses. Afterwards, interactive process of speaking will be conducted.

An effective oral communication demands the ability of using the language deservedly in social interactions that encompasses not only verbal communication but also paralinguistic (pitch, stress and intonation) and non-linguistic (gestures, body languages, and expressions). (Richards & Renandya, 2002).

The explanation above is reinforced by explaining ten components to build a successful communication, they are: (1)the ability to articulate phonological features of the comprehensibly, (2)mastery of stress, rhythm, intonation pattern, (3)an acceptable degree of fluency, (4)transactional and interpersonal skills, (5)skills in taking short and long speaking terms, (6)skills in management of interaction, (7)skills in negotiating meaning, (8)conversational

listening skills (successful conversation acquire good listener as well as good speakers), (9)skills in knowing about and negotiating purpose of conversation, (10)using appropriate conversational formulae and fillers. (Nunan, 1989)

Based on the experts' quotations above, the researcher states that speaking is the process of delivering and responding ideas and feelings through verbal and non-verbal language in purpose to create a successful communication around social interaction.

2.2 Aspects of Speaking

There are five aspects in speaking (Harris, 1974):

1. Pronunciation.

   In speaking, pronunciation is very important. To avoid misunderstanding among speakers and interlocutors, they need to pronounce the word correctly. Pronunciation is the way in which a language is spoken, the way in which a word is pronounced, the way a person speaks the words of language. (Hornby, 1995)

2. Grammar.

   In mastering speaking English, the learner should master grammar in order to get better quality of speaking, because the learner know how to arrange word in sentence, the use of a suitable tense, and how to use correct pronunciation. In other word, grammar is important role to master the spoken of the language.

3. Vocabulary.

When a learner wants to have a good performance in speaking, mastering

vocabulary is first step to be owned. The learner cannot speak at all without

vocabulary.

4. Fluency.

Someone who has a good fluency in English will perform the language

easily. Fluency is the parameter of the speaking level of someone.

5. Comprehension.

Comprehension states as the ability of understanding speakers' ideas or

feelings.

Therefore, to master speaking skill those aspects should be fulfilled by

the students as the requirements. The following information provides detail

explanation about speaking components and their criteria of scoring. (Harris,

1974)

Table 2.1 Table of speaking specification (Harris, 1974)

Aspect	Score	Criteria
Pronunciation	1	Pronunciation problems so severe as to make speech virtually unintelligible.
	2	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat.
	3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
	4	Always intelligible though one is conscious of a definite accent
	5	Has few traces of foreign accent
	1	Errors in grammar and word order so severe as to make speech virtually unintelligible

12

Grammar	2	Grammar and word orders make comprehension difficult. Must often rephrase sentences and / or restrict him basic pattern.
	3	Makes frequent errors of grammar and word order which obscure meaning.
	4	Occasionally makes grammatical and /or word order errors which do not, however, obscure meaning.
	5	Makes few (if any) noticeable errors of grammar or word order.
Vocabulary	1	Vocabulary limitation so extreme as to make conversation virtually impossible.
	2	Misuses of words and very limited vocabulary make comprehension quite difficult.
	3	Frequently use the wrong words: conversation somewhat limited because of inadequate vocabulary.
	4	Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.
	5	Uses of vocabulary and idioms are virtually that of a native speaker.
Fluency	1	Speech as so halting and fragmentary as to make conversation virtually impossible.
	2	Usually hesitant, often forced into silence by language problems.
	3	Speed and fluency are rather strongly affected by language problems.
	4	Speed of speech seems to be slightly affected by language problems.
	5	Speech as fluent and effortless as that of a native speaker.
Comprehension	1	Cannot be says to understand even simple conversation of English.

	2	Has great difficulty following what is says. Can comprehend only "social conversation" spoken with frequent repetition.
	3	Understand most of what is says at lower than normal speed with repetitions.
	4	Understands nearly everything at normal speed although occasional repetition may be necessary.
	5	Appears to understand everything without difficulty.

Another speaking's aspects are taken from other resource. There are four aspects in speaking; they are pronunciation, grammar, vocabulary, and fluency (Azhar, 2015)

Table 2.2 Table of speaking performance assessment

Aspect	Score	Criteria
Pronunciation	1	Serious problems with pronunciation cannot be understood at all.
	2	Hard to be understood because of pronunciation and often repetition
	3	Problem with pronunciation, so need concentration and sometimes misunderstanding.
	4	Easy to be understood though with certain accent.
	5	Easy to be understood and accent like a native speaker.
	1	Sever mistakes in grammar and hard to be understood.
Grammar	2	Many mistakes in grammar that interfere meaning and sentences repetition.
	3	Often make mistakes in grammar that interfere the meaning.
	4	Sometime make mistakes but no interference in meaning.
	5	No or very little mistakes in grammar.

14

Vocabulary	1	Very limited vocabulary, conversation impossible to run
	2	Severe mistakes in using vocabulary so hard to be understood.
	3	Often using inaccurate vocabulary, conversation stop cause of limited vocabulary.
	4	Sometimes using inaccurate vocabulary and making repetition cause of limited vocabulary.
	5	Choosing and using vocabulary or phrases like native speakers.
Fluency	1	Pause and stop conversation impossible to run.
	2	Sometimes unsure and pause cause of limited language.
	3	Many disturbances cause of language problem.
	4	A little bit disturbance cause of language problem.
	5	Smooth and no disturbances, like native speakers.

(Azhar, 2015)

Based on the aspects of speaking stated by the experts above, the researcher chooses to use the speaking aspects by (Harris, 1974). Speaking skill of the students can be assessed based on all of the aspects of speaking; there are Pronunciation, grammar, vocabulary, fluency and comprehension. All of the aspects of speaking are used to measure the level of students' speaking skill.

2.3 Principles of Teaching Speaking

Teacher should be able to make students learn English easier. There are several of principles in teaching language through speaking (Finocchiaro, 1974) as follows:

15

1. Language items should be taught to the students in situations which will define their meaning. The utterances of language used should be clarified clearly.

2. Teacher should show a good pronunciation to the students, so that, the students can distinguish every word and the meaning well when they produce the language into speaking.

3. Students must be taught about the structure system of the language as the addition to the sound system. It can be done by teaching the students some sentences that use the same root in different pattern (derivational and inflectional words).

4. The importance of language learning through speaking is increasing the ability to ask, answer the question, make statement and give responses suitably.

5. Ensuring the comprehension of the students. It can be applied by using some steps in teaching speaking. First, teacher chooses the material for intensive presentation. It purposes to make students participate to speaking class excitedly. Second, sort the material from the easiest to the difficult one. Good arrangement makes the students easily understand about the materials. Third, arrange it according to the criteria of frequency of use. Fourth, arrange the model utterances by permitting the students to observe the repetitive features, so that, the principle rule can be understood.

6. In teaching speaking, the students must be taught about cultures, gestures, and expressions which give an additional meaning of the words or sentences. So, in speaking the students not only need the ability in mastering and comprehending the language, but also learn about paralinguistic and non-linguistic pattern.

2.4 Technology in English Language Teaching

Technology enhanced language learning (TELL) relates with the effect of technology in teaching and learning second language (Patel: 2014). The theory above tells about the influence of technology in educational aspect especially in teaching second language. Technology should be involved in classroom as its role to help and enhance language teaching. Recently, teachers integrate various technologies to assist language teaching. In using technology, teacher should be able to integrate technology itself in teaching and learning process. According to (Jonassen et al, 1999), sates that teacher needs to find way of using technology as a learning media to teach the students even if the teacher is not as master as the experts in using the technologies. Many schools already involved the technology in their learning process. The use of laptop and projector for example, these tools of technology usually found in some schools.

There are four skills of language that should be mastered by the students, they are listening, speaking, reading and writing. All of these language skills can be improved by integrating technologies. The use of audios in teaching listening uses speaker as well to support the class, as listening is one of the language skills,

it is necessary to be concerned well by the teacher. Videos and audios can be used to provide students' needs in learning speaking, certainly, technologies are used to assist the teacher to teach speaking. Reading and writing skills can be improved by providing the material through technology media with intent to encourage the students to participate enthusiastically.

Using technology in English language teaching gives benefit for both of teacher and students. In teachers' side of view, technology integration will assist teacher massively in conducting the class. Teachers can upgrade their classes with up-to-date texts, videos and other materials (Motteram, 2016). Relate to this statement, teacher can use technology as media to teach students easily. Teacher provides materials to the students in an easy way by using technology, for example, using videos or audios to support English teaching language. In students' point of view, using technology in classroom will give them a new situation in learning English language. It will make the learning process become more meaningful than before as the students involve in a same classroom but in a new environment because of the use technology.

The use of technology in English language teaching offers meaningful and interesting approach for language learning. It encourages and involves the learners in speaking, reading, listening and writing easier (Ilter, 2009). As the students need an interesting media to be taught to them attractively, the use of technology can be a solution towards this case. Using technology media in the classroom will not only helps the teacher in teaching, but also helps the teacher in understanding about the materials favorably. Recently, there are so many

educational applications in internet which can be downloaded by everyone through smartphones. The use of smartphones pretty much can be accessed by everyone and anywhere, which means, the students can study outside the classroom independently by using the application through their smartphone. In the other words, the students will not only gain knowledge in the classroom but also can continue their study outside the classroom.

2.5 Concept of Multiliteracies

Commonly, literacy known as a set of apparent skills, especially reading and writing skills , which are independent of the context in which they are acquired and the background of the person who acquires the context. In the other words, Literacy is an ability owned by someone to acquire the information by reading and writing.

Globalization insistence force people to have a basic level of literacy. Literacy in this context means that the ability to read or write a common texts in a modern societies like *newspapers, magazines, bulletins, encyclopaedias* and others. Modern era influences the society lifestyles; the rapid movement of globalization demands the societies to be smarter, that is to say that the basic level of literacy should be owned by everyone. Since most of the information is materialized in written forms, it becomes one of the reasons why literacy should be owned by someone. In addition, someone who has a good literacy is regarded as a literate person. Even though literacy can be improved gradually, but still, the basic literacy is needed to begin with.

In the middle of 1990, the term of literacy cannot be used as good as expected. Many of researchers have concerned in important discussion about the need for students to expand wider understanding of literacy practices (Tan 2006; Cope & Kalantzis, 2009; Cole and Moyle, 2010). Enhancement of technology requires students to acquire the information in a critical way of thinking. Relate to this case, teaching literacy is not only focus on traditional aspects only, but also concern on how to involve the technology itself to teaching process in purpose to make it more meaningful. In modern era, it is reasonable to involve technology in teaching literacy. The integration of technology will help both of teacher and students during teaching literacy. Besides, the development of literacy is not merely about reading and writing, but also includes other aspects. So, the use of technology in teaching is necessary to do.

On that account, some experts who are incorporated in New London Group (1996) introduced a new theory of a wider view of literacy named Multiliteracies. Multiliteracies refer to the transformation concept of literacy influenced by globalization, technology and cultural growth and social diversities (New London Group, 1996). As wider understanding of literacy is defined in this term, this theory support that literacy is not merely about reading and writing skill but the other language skills are also included. There are there key aspects in multiliteracies; pedagogy, diversity and multimodality (New London Group, 1996).

Relate to those key aspects of multiliteracies, many educators have used multiliteracies as pedagogy in teaching. Stages of multiliteracies pedagogy (New London Group, 1996) are:

1. Situated Practice, guides students to learn about the topic meaningfully by involving their prior knowledge towards the material itself. Teacher can encourages the students to participate actively in a class by ask their idea about an interesting topic given. The students' idea should relate to their prior knowledge towards the topic.

2. Overt Instruction, teaches students by using tools or media and techniques in a systematic practice. Teacher can provide a media to show the students about a clear appearance of the topic that has discussed before. Using video and projector is a way to conduct this kind of teaching.

3. Critical Framing, teaches the students how to ask various perceptions about the topic and video given. Teaching critical framing leads students to acquire their own meaning from classroom activities by motivating them to think, understand, observe, interpret and apply their ideas (Evans, 2005). Teacher can ask the students to share their idea relate to the topic and video given before.

4. Transformed Practice, leads the students to carry out the lesson that they have learned in social aspect in order to solve real-life problems.

Associated with the stages of multiliteracies pedagogy, Kalantzis & Cope (2005) predict those stages of multiliteracies pedagogy to identify eight

knowledge processes (Learning by Design) which intent to inform meaning-making pedagogy. In the other words, between components of multiliteracies pedagogy (New London Group, 1996) and knowledge processes (Learning by Design) by (Kalantzis & Cope, 2005) relates each other. It can be showed as follows:

1. Experiencing.

   a. Experiencing the Known deals on students' experience and prior knowledge from students' activity in daily life.

   b. Experiencing the New instills the students in new informations and experiences.

Experiencing process in Learning by Design model has the same meaning with Situated Practice in Components of Multiliteracies pedagogy.

2. Conceptualising.

   a. Conceptualising by Naming is identifying new concepts process. In this process, the learners perform categorizing and defining terms.

   b. Conceptualising by Theorising is a process in which students make generalisations by using concepts.

Conceptualising process in Learning by Design model represents Overt Instruction of Components of Multiliteracies pedagogy.

3. Analysing.

   a. Analysing Functionally is a process of learners doing an analysis of logical connections (analyse the function or what things are for), cause and effect.

b. Analysing Critically questions human purposes, interests, motivations, intentions and points of view.

Analysing process in Learning by Design model represents Critical Framing of Components of Multiliteracies pedagogy.

4. Applying

a. Applying Appropriately is a process in which the students implement the lesson that has been taught to them correctly in real life.

b. Applying Creatively is a process in which students applying the lesson innovatively in real life (Kalantzis & Cope, 2005).

Applying process in Learning by Design model represents transformed framing of Components of Multiliteracies pedagogy.

From the explanation above, it can be seen that between multiliteracies pedagogy by New London Group (1996) and Learning by Design model (knowledge processes) by Kalantzis & Cope (2015) has the correlation each other and both of those theories can be applied in teaching English.

Thereby, researcher chooses to apply the theory by Learning by Design model or knowledge processes by Kalantzis & Cope (2015) as the initial theory of multiliteracies pedagogy to be the method to support this research. There are four stages in multiliteracies pedagogy; Experiencing, Conceptualising, Analysing, and Applying.

2.6 Conceptual Framework

In this research, researcher refers to the speaking and the use of multiliteracies pedagogy. In this research, multiliteracies pedagogy is a method that involves students' reading and writing skill by the integration of technology which is focused in English language teaching in order to improve students' speaking skill.

Consequently, the researcher applied classroom action research related to the use multiliteracies pedagogy to improve students' speaking skill. Based on the problems, the researcher considers that implementing multiliteracies pedagogy can be an effective way in improving students' speaking skill for the tenth grade students of SMAN 8 Pekanbaru. The researcher intends to conduct the research based on the framework as follows:

Figure of Conceptual Framework (Chart 2.1)

24
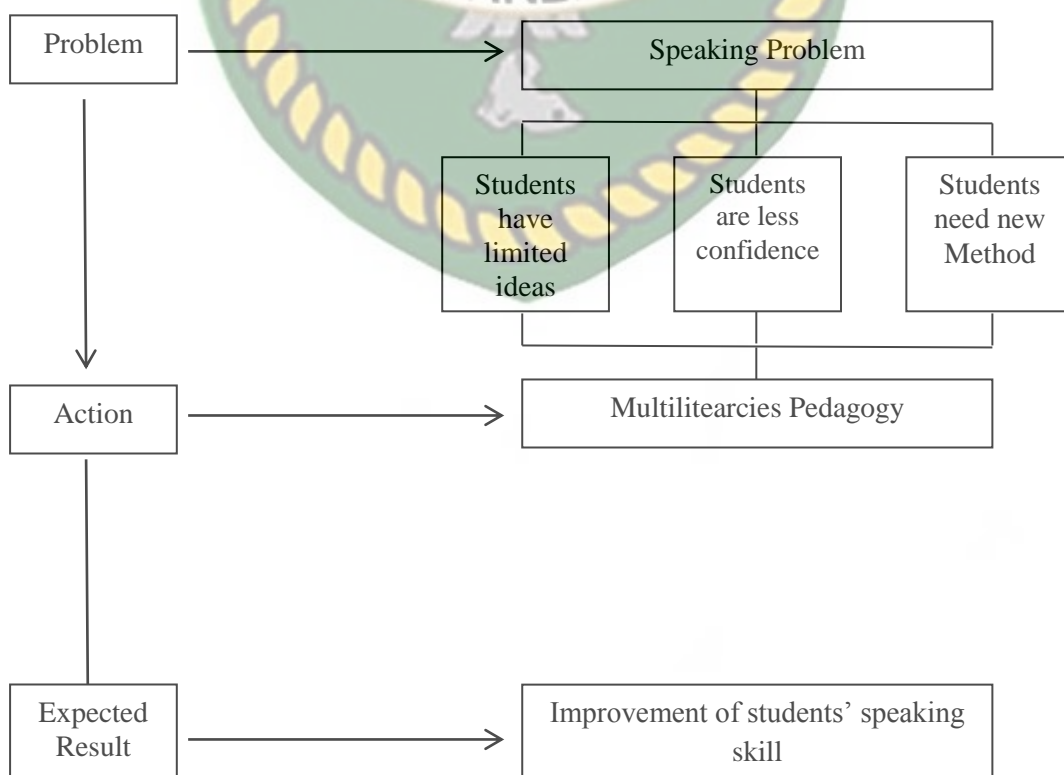
As can be seen in the chart 2.1, there are three problems towards the students' speaking performances. The students have limited ideas, less confidence toward their speaking and need new method during their teaching and learning processes. In relation to those problems, the researcher is interested in conducting a classroom action research by applying a method namely multiliteracies pedagogy which is expected to solve the students' speaking problems. By implementing multiliteracies pedagogy, the researcher expects an improvement of the students' speaking skill as the result of this research.

2.7 Relevance Studies

Multilieracies has been discussed to be a research issue by numerous researchers around the world. The following is survey related studies deal with using multiliteracies pedagogy in teaching and learning English language teaching.

The first research done by (Angay-Cowder, 2013) under the title "Putting Multiliteracies into Practice: Storytelling for Multilingual Adolescents in a Summer Program." This research explained about the demonstration of creating context in which digital storytelling was designed and implemented to teach multilingual middle school students in the summer program. The researcher conducted the research by using the notion of mulitiliteracies (New London Group, 1996), the researcher design tasks and activities that were aligned with four components of multiliteracies pedagog; situated practice, overt instruction, critical framing and transformative practice. This research involved 12 students

25

and 7 sessions in encouraging the students to learn by using digital storytelling practice. The result of this research found that multiliteracies practices can be a powerful place for second-language learners and teachers. Lastly, the researcher will discuss on how multiliteracies practice by using digital storytelling can be implemented to other educational contexts.

The second study relates to multiliteracies conducted by (Barry, 2015) under the title "Developing Multiliteracies: A Strategic approach using the *i.plan* pedagogical framework." This research was based on Nea Stewart-Dore's on continuing review of the ERICA model (Effective Reading in the Content Areas) in which this practical method is developed by (Bert Moris, 1984). To extend this research, Nea developed a pedagogical framework named *i.plan* which provides teachers and students a model for developing multiliteracies. There are four phases in *i.plan* model; *i.link, i.think, i.know* and *i.show*. *I.plan* model provides a pedagogical framework for improving students' ability in understanding multiliteracies broadly. Based on the researcher, this model is not only draws teachers' pedagogical work, but offers a strategic approach to lead students' learning from texts.

In addition, there is another study relates to multiliteracies titled: "The effect of Incorporating Multiliteracies pedagogy inESL writing" by (Ganapathy, 2015). This research used a case of study research design. It involved 3 ESL classrooms which 62 students in total. The students' writing performance is assessed by using (Tribble's, 1996). The research conducted by integrating technology media in teaching writing to the students. The result of this research

showed that multiliteracies pedagogy motivates the students to acquire writing skill effectively. Therefore, it is necessary for this approach to be taken place as a future pedagogical practice by teachers.

Based on the explanation of related studies above, researcher notices that multiliteracies pedagogy has a good effect in improving students' language skill. Even though focuses of those researches are writing and reading skills, the researcher notices that multiliteracies can be applied in other language skills. So, the researcher gets interest in raising speaking skill becomes the focus skill of this research.
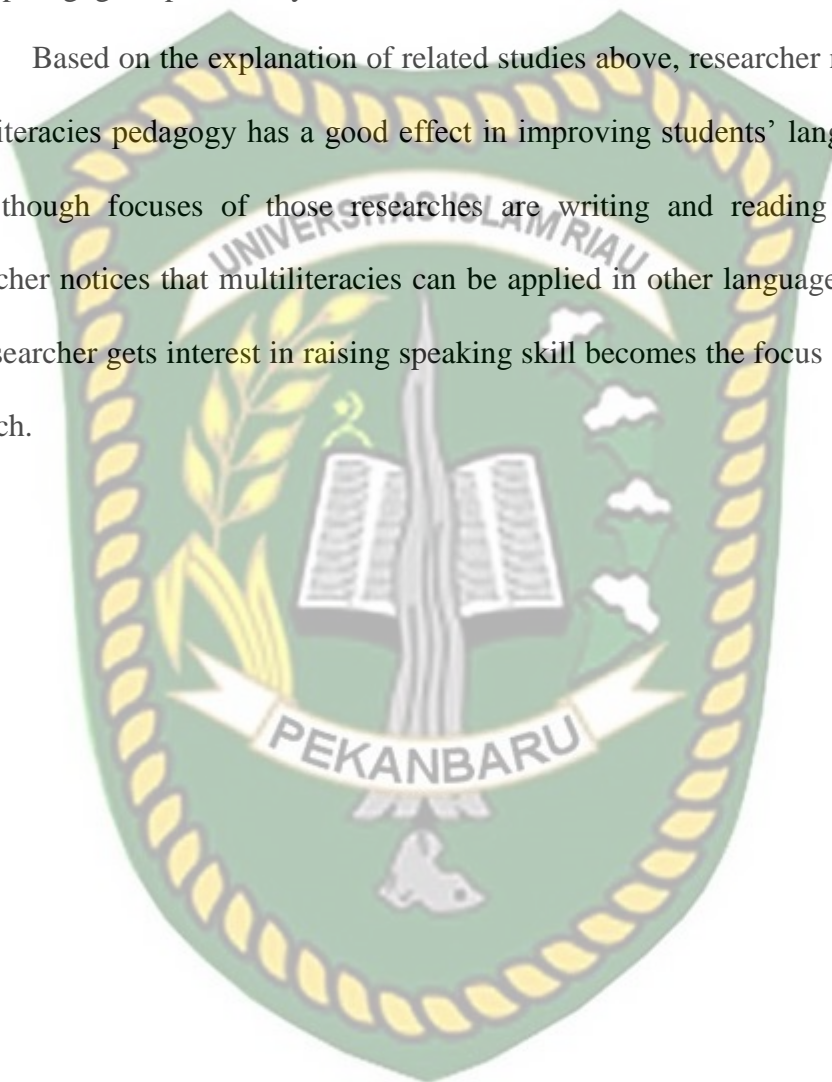
CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The design of this research was classroom action research. According to (Kemmis & McTaggart, 2000) action research deals with a spiral of self-reflective cycles of plan, action, observation and reflection. It means that action research is developed through the process of planning, acting, observing and reflecting.

Chart 3.1

Spiral of Self-Reflective by (Kemmis & McTaggart, 2000)
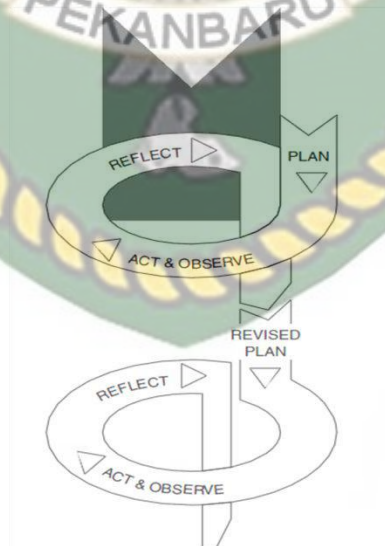
Classroom action research is done to solve problems faced by students, teachers or headmaster at a school. In this case, researcher focuses on helping students in

improving their speaking skill. This kind of research is done to students through a method used in this occasion. Classroom action research is done to gain qualitative and quantitative data in purpose to see the improvement of students' speaking skill and quality of teaching and learning process done by teachers.

3.2 The Location and Time of the research

This research was located in SMAN 8 Pekanbaru, which is position in Abdul Muis N0. 14, Sail, Pekanbaru. Time of the research will be on March 2019.

3.3 The Participants of the research

The participants of this research were the students of Mathematics and Science (Mipa) 3 at SMAN 8 Pekanbaru in academic year of 2018/2019. The total of participants will be 36 students that consist of 13 male and 23 female students.

3.4 Research Insstrument

In this step, the researcher used four instruments; test (assessment rubric), observation checklists, note fields and interview.

3.4.1. Test

Test is one of a way to collect the data of the research. The researcher gave tests to the students and collect the data based on speaking scoring rubric. Speaking scoring rubric was fulfilled with the components that should be tested to the students during speaking.

A collaborator gave a score to the students based on the following indicators of speaking:

Table 3.1

Assessment rubric of Speaking Skill

Aspect	Score	Criteria
Pronunciation	1	Pronunciation problems so severe as to make speech virtually unintelligible.
	2	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat.
	3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
	4	Always intelligible though one is conscious of a definite accent
	5	Has few traces of foreign accent
	1	Errors in grammar and word order so severe as to make speech virtually unintelligible
Grammar	2	Grammar and word orders make comprehension difficult. Must often rephrase sentences and / or restrict him basic pattern.
	3	Makes frequent errors of grammar and word order which obscure meaning.
	4	Occasionally makes grammatical and /or word order errors which do not, however, obscure meaning.
	5	Makes few (if any) noticeable errors of grammar or word order.
Vocabulary	1	Vocabulary limitation so extreme as to make conversation virtually impossible.
	2	Misuses of words and very limited vocabulary make comprehension quite difficult.
	3	Frequently use the wrong words: conversation somewhat limited because of inadequate vocabulary.

30

	4	Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.
	5	Uses of vocabulary and idioms are virtually that of a native speaker.
Fluency	1	Speech as so halting and fragmentary as to make conversation virtually impossible.
	2	Usually hesitant, often forced into silence by language problems.
	3	Speed and fluency are rather strongly affected by language problems.
	4	Speed of speech seems to be slightly affected by language problems.
	5	Speech as fluent and effortless as that of a native speaker.
Comprehension	1	Cannot be says to understand even simple conversation of English.
	2	Has great difficulty following what is says. Can comprehend only "social conversation" spoken with frequent repetition.
	3	Understand most of what is says at lower than normal speed with repetitions.
	4	Understands nearly everything at normal speed although occasional repetition may be necessary.
	5	Appears to understand everything without difficulty.

(Harris, 1974)

The researcher categorized the level of students' speaking skill according to (Hughes, 1993).

Table 3.2

Table of Students' Speaking Skill level by (Hughes, 1993)

No.	Scale	Level
1.	90 – 100	Excellent
2.	81 – 89	Very Good
3.	71 – 80	Good
4.	60 – 70	Fair
5.	<59	Poor

For the topics which were used during the research are provided in the following table:

Table 3.3

Learning Material

Cycle	Meeting	Material	Explanation
1	1	Putri Mandalika	Teaching
	2	Dayang Kumunah	Teaching
	3	Manik Angkeran	Teaching
	4	Chosen randomly by the students	Test Cycle 1

		based on the material that has been taught to the students.	
2	1	Princess Serindang Bulan	Teaching
	2	Sidomukti	Teaching
	3	Prince Lokan	Teaching
	4	Chosen randomly by the students based on the material that has been taught to the students.	Test Cycle 2

3.4.2. Observation

The researcher's role also became a teacher and actively involve to the learning process. So, the researcher was not only observing the students but also taught them through multiliteracies pedagogy in order to improve their speaking skill. In doing this activity, the researcher worked together with a collaborator who has a duty to crosscheck the observation checklist and evaluate the researcher in applying multiliteracies pedagogy during learning process. So, classroom action research was not only evaluating the students but also the researcher would

be evaluated by a collaborator based on the observation checklists. The observation of teaching speaking English through multiliteracies pedagogy can be seen in the following:

Table 3.4

Teachers' Observation Checklist

Observation Point	Yes	No
Experiencing. 1. Asking students' background knowledge/experiences which relate to the topic given. 2. Asking students about new things that they will get through topic.		
Conceptualising. 1. Providing learning media by integrating technology (*digital text, audio* or *video)* in teaching relate to the topic and explaining the topic through technology integration. 2. Asking students to generate the topic by using concept.		
Analysing. 1. Asking students to analyze the topic from *digital text, audio* or *video* based on their comprehension. 2. Asking students to come forward the class to perform their ideas about the topic.		

34

Applying.		
1. Giving students a positive feedback through discussion.		
2. Telling the students the importance of implementing the moral value from the *digital text, audio* or *video* in their real life.		

Table 3.5

Students' Observation Checklist

Observation Point	Yes	No
Experiencing. 1. Participating in providing/sharing their experiences towards the provided topic. 2. Sharing their ideas towards new things they will get through topic given by teacher.		
Conceptualising. 1. Paying attention when teacher explains the topic through technology integration (*digital text, audio* or *video*). 2. Generalising the provided topic by using a concept.		
Analysing. 1. Asking students to come forward the class to perform		

their ideas about the topic. 2. Participating in sharing their knowledge after getting the ideas through *digital text, audio* or *video*.		
Applying. 1. Getting a positive feedback from the teacher through discussion. 2. Implementing the moral value from the *digital text, audio* or *video* in their real life.		

3.4.2. Field Note

Field note described about everything happen in the classroom during teaching and learning process. Field notes were written in purpose to give a clear imagination of how exactly the situation in a classroom during teaching and learning process. It described both of teacher and students activity. Form of field note can be shown as the following:

Field note
Date :
Cycle :
Meeting :
Description :

36

3.4.3. Interview

Interview was given to the students to know about students' feeling in learning process through multiliteracies pedagogy. The successful or failure of the students in improving their speaking ability would be explained in detail through interview. The researcher took some students to be interviewed, in which, they represented their friends who have good and weak performance in speaking. The interview took place in every meeting with different students.

Table 3.6

Table of Question Lists for Interview

No	Indicators	Interview
1.	Students condition when they are learning	1. How did you feel about the lesson?
2.	Learning activities	2. What is the most interesting activity during learning English? 3. Which part of the learning activities that you enjoy during teaching and learning process?
3.	Media	4. Do you like the picture/video/audio presented by the teacher? 5. Is the power point helps you in learning?
4.	Teacher's role	6. Do you think that the teacher help you during the lesson?

3.5 Procedure of the Research

In classroom action research, the researcher conducted the research by implementing some cycles. The cycles of the research kept conducting until the students show an improvement of their speaking skill and their speaking skill was categorized as good level. In every cycle, there are four procedures named Planning, action, observation and reflection. The detail explanation in the following:

3.5.1 Planning

In planning, the researcher prepared some required documents or tools to support teaching and learning process. The activity in this phase consists of designing lesson plan through multiliteracies pedagogy, preparing media, learning materials, and research instruments (assessment rubrics, observation checklists, field notes).

This study was planned to work with one cycle, but if the students' performances in speaking have not revealed an improvement, this study continued to the next cycle.

3.5.2 Action

In this phase, the students' speaking skill would be improved through multiliteracies pedagogy by implementing several stages. Those stages are based on the theory of Kalantzis and Cope (2005) which commonly known as knowledge process (Learning by Design) in the following:

38

1. Experiencing.

a. Experiencing the Known deals on students' experience and prior knowledge from students' activity in daily life.

b. Experiencing the New instills the students in new informations and experiences.

Firstly, the researcher presents some titles of narrative stories. In experiencing the known step, the students were asked some questions related to the presented topics or narrative stories. In this part, the students were invited to share their prior knowledge toward the topics. In experiencing the new step, the students were presented another narrative story. Next, the researcher gave brief explanation about the story, so that, the students could get new information toward the story that will be learnt on that day.

2. Conceptualising.

a. Conceptualising by Naming is identifying new concepts process. In this process, the learners perform categorizing and defining terms.

b. Conceptualising by Theorising is a process in which students make generalisations by using concepts.

Secondly, the students were provided a media to show the students about a clear appearance of the topic that has been revealed. As conceptualising phase, the researcher provided a text and a video that relate to the topic. The researcher

integrated technology in showing the text and the video to the students such as laptop and projector. In other words, the students were directly involved with the technology during teaching and learning process. The researcher used laptop and projector as a media to show the students the text and the video related to the topic. The students were requested to pay attention to the video which was intended to give them a better comprehension towards the story. The researcher and the students also discussed about the video together.

3. Analysing.

a. Analysing Functionally is a process of learners doing an analysis of logical connections (analyse the function or what things are for), cause and effect.

b. Analysing Critically questions human purposes, interests, motivations, intentions and points of view.

As analysing functionally phase, the students were assigned to create a draft about the story. Afterwards, they were asked to study about the text and the video that have been showed to them and prepare themselves to perform their speaking in front of the class. In other words, the students were asked to retelling about the story. The students' speaking performances will be recorded in order to be assessed by the raters.

4. Applying

a. Applying Appropriately is a process in which the students implement the lesson that has been taught to them correctly in real life.

40

b. Applying Creatively is a process in which students applying the lesson innovatively in real life (Kalantzis & Cope, 2005).

Applying process in Learning by Design model represents transformed framing of Components of Multiliteracies pedagogy. Teacher leads the students to carry out the lesson that they have learned in social aspect in order to solve real-life problems. The researcher concluded about the lessons that have been taught to the students on that day. The researcher also gave the students a positive feedback in purpose to keep encouraging them to practice speaking English more.

3.5.3 Observation

The observation in this research conducted during teaching and learning process. Activities of the observation applied as follows:

a. The collaborator observed students' activities and involvements during teaching and learning process.

b. The collaborator observed both of the researcher and the student by crosschecking the observation checklists.

c. The researcher made a note during the teaching and learning process in purpose to see the process of method which was implemented in the class.

3.5.4 Reflection

In this phase, the researcher analyzed the process and the improvement of students' speaking performance. Reflection activity also identified what had been reached in doing the research through multiliteracies pedagogy. Result of the

reflection would be used when the researcher was going to choose whether this research need to be continued to the next cycle or not.

3.6 Technique of Collecting Data

3.6.1 Test

In this research, test is one of the instruments that used to collect the data. The test was fulfilled students' speaking test. The researcher gave a topic to the students and teach them through a method, so that, they can elaborate the topic into speaking. The researcher and the collaborator assessed the students' speaking performance based on the speaking scoring rubric. Every student should perform their speaking in front of the class in purpose to collect all of the data from class X Mipa 3 at SMAN 8 Pekanbaru.

3.6.2 Observation

This instrument was used to collect the data about teaching and learning process of speaking English through multiliteracies pedagogy. The collaborator put checklist to speaking teaching and multiliteracies pedagogy when the researcher applied multiliteracies pedagogy in teaching speaking to the students.

3.6.3 Field Note

Field note was fulfilled about all of the activities during teaching speaking English through multiliteracies pedagogy. This instrument was used by the collaborator while the researcher was applying multiliteracis pedagogy in teaching speaking to the students.

3.6.4 Interview

This instrument was conducted in purpose to gain the data about students' activity and impression after implementing multiliteracies pedagogy in teaching speaking. Interview was used to know about students' and teachers' problems during teaching and learning process. This instrument was taken by using a recorder tools to record students' opinion toward multiliteracies pedagogy in teaching and learning process.

3.7 Technique of Analyzing Data

In classroom action research, there were two kinds of data taken from the study; quantitative and qualitative data. After all of data were collected, the data were analyzed by using quantitative and qualitative technique. The data was analyzed by researcher and the collaborator.

3.7.1 Quantitative Analysis

Analyzing quantitative data was used to find out students' achievement in improving their speaking skill towards multilteracies pedagogy. To know about students' achievement, the collaborator gave a score to the students' speaking performance through the speaking assessment rubric which formulated as follows

$$P = \frac{X}{25} \times 100$$

Where:

P = Individual Score

X= Sum of student's score based on speaking assessment rubric

43

3.7.2 Qualitative Analysis

Qualitative data were obtained from observation checklists, field notes, and interviews. Qualitative data contains of the procedures and processes which were used to analyze the data by providing explanations, understandings or interpretations. In analyzing qualitative data, there are five steps named: Reading the data, categorizing the data, describing the data, identifying the patterns, and interpreting the data.

1. Reading the data.

In this step, the researcher re-read all of the data collected in order to get familiar to the data by reading observation checklists, field notes and interviews.

2. Categorizing the data.

The researcher started by identifying themes or patterns that may consist of ideas, concepts, behaviors, and interactions. In this step the researcher will create a framework in order to start the process of analyzing and interpreting the data easier.

3. Describing the data.

Description of the data based on the observation checklists and field notes collected by qualitative technique. It was intended to answer the question of what exactly happen in this setting and the participants are. The purpose of description was to give a real representative of the setting and event will take

place on it. Therefore, the researcher and the reader could get an appropriate understanding about the results of the research.

4. Identifying patterns.

In this step, the researcher identified themes, patterns, connections and relationships of the data.

5. Interpreting the data.

After themes, patterns, connections and relationships were identified, the researcher must attach meaning and significance to the data. It can be helpful in this process to develop lists of key ideas, create diagrams, or use models to explain the findings.
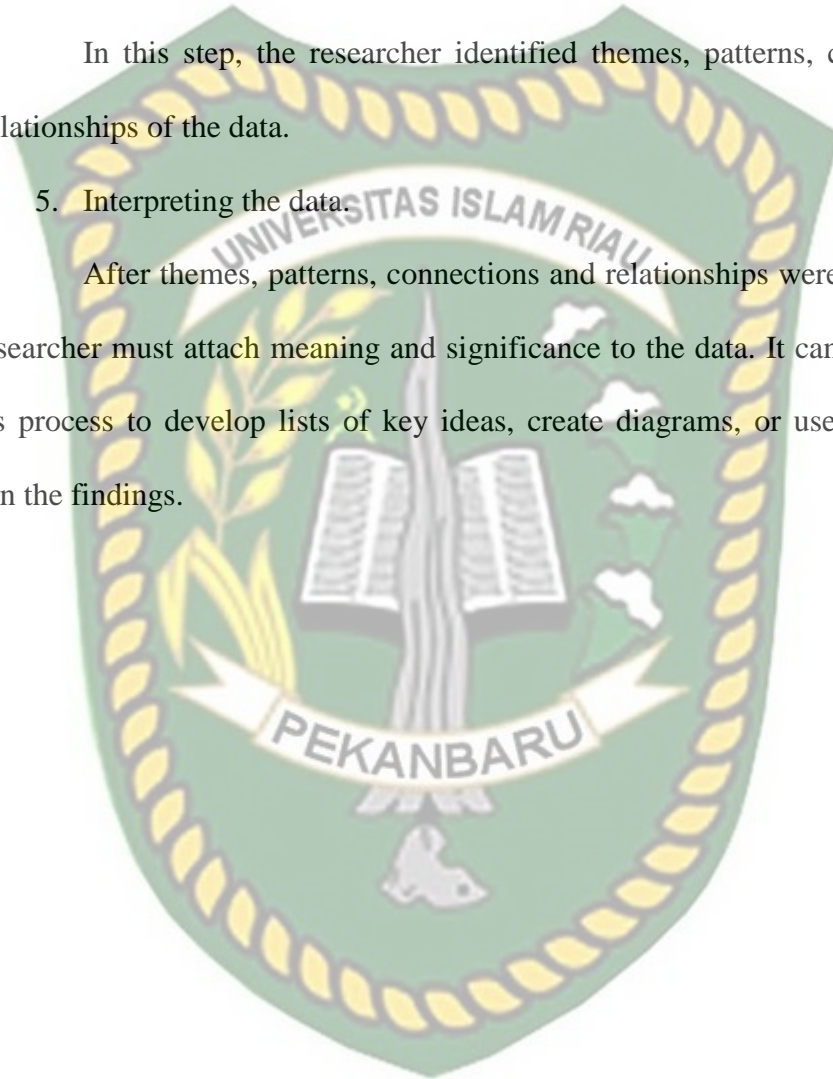
CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the result of the classroom action research done in SMAN 8 Pekanbaru which has two questions that should be answered. The first research question is: To what extent can Multiliteracies pedagogy improve students' speaking skill at the tenth grade students of SMAN 8 Pekanbaru?. The second research question is: What factors can improve students' speaking skill at the tenth grade students of SMAN 8 Pekanbaru when multiliteracies pedagogy is applied?.

All of the data that have been collected by the researcher were used to answer the research questions. The following provides more detail explanation how the research was done and what findings are:

4.1 Findings

This research was conducted at the first grade students of SMAN 8 Pekanbaru with total number of the participants were 36 students of X (Mathematics and Science class (MIPA) 3. They consisted of 13 male and 23 female students. The researcher conducted the research in two cycles which consisted of four meetings in every cycle with 2x45 minutes for each meeting.

In this classroom action research, the researcher applied multiliteracies pedagogy as a method to help the students in improving their speaking skill. The theory of multiliteracies pedagogy is according to Kalantzis and Cope (2005)

46

namely Learning by Design. In Learning by Design theory, there are eight knowledge processes. Learning by Design by Kalantzis and Cope related with Multiliteracies Pedagogy that integrates technology in teaching and learning process. It was the reason why the researcher is interested in conducting the research about multiliteracies pedagogy. The steps of conducting this research presents in the following:

1. Experiencing.

a. Experiencing the known deals with students' experience and prior knowledge from students' activity in daily life.

b. Experiencing the new instills the students in new informations and experiences.

Firstly, the researcher presents some titles of narrative stories. In experiencing the known step, the students were asked some questions related to the presented topics or narrative stories. In this part, the students were invited to share their prior knowledge toward the topics. In experiencing the new step, the students were presented another narrative story. Next, the researcher gave brief explanation about the story, so that, the students could get new information toward the story that will be learnt on that day.

2. Conceptualising.

a. Conceptualising by naming is identifying new concepts process. In this process, the learners perform categorizing and defining terms.

b. Conceptualising by theorising is a process in which students make generalisations by using concepts.

Secondly, the students were provided a media to show a clear appearance of the topic that has been revealed. As conceptualising phase, the researcher provided a text and video that relate to the topic. The researcher integrated technology in showing the text and the video to the students such as laptop and projector. In other words, the students were directly involved with the technology during teaching and learning process. The researcher used laptop and projector as a media to show the students the text and the video related to the topic. The students were requested to pay attention to the video which was intended to give them a better comprehension towards the story. The researcher and the students also discussed about the video together.

3. Analysing.

a. Analysing functionally is a process of learners doing an analysis of logical connections (analyse the function or what things are for), cause and effect.

b. Analysing critically explains human purposes, interests, motivations, intentions and points of view.

As analysing functionally phase, the students were assigned to create a draft about the story. Afterwards, they were asked to study about the text and the video that have been showed to them and prepare themselves to perform their speaking in front of the class. In other words, the students were asked to retell

48

about the story. The students' speaking performances will be recorded in order to be assessed by the raters.

4. Applying

a. Applying appropriately is a process in which the students implement the lesson that has been taught to them correctly in real life.

b. Applying creatively is a process in which students applying the lesson innovatively in real life (Kalantzis & Cope, 2005).

Applying process in Learning by Design model represents transformed framing of Components of Multiliteracies pedagogy. Teacher leads the students to carry out the lesson that they have learned in social aspect in order to solve real-life problems. The researcher concluded about the lessons that have been taught to the students on that day. The researcher also gave the students a positive feedback in purpose to keep encouraging them to practice speaking English more.

4.2 Result of Base Test

Before applying multiliteracies pedagogy as a method to improve students' speaking skill, the students' speaking skills were assessed in order to know how their speaking skills were. The result of the data was based on the score given by the raters. The first rater was the English teacher of grade ten in SMAN 8 Pekanbaru; Mrs. Risna Murida,. S.Pd. The second rater was the researcher's advisor; Ms. Sitti Hadijah,. S.Pd,. M.Pd. The researcher discussed with the raters while giving the students' speaking performance score which was namely as the students' base score.

In base score, the researcher found that the students' performance score was still in low score. Averagely, the percentage of students' speaking skill only reached 65% from the great speaking English standard, 100%. Furthermore, most of the students' skill in speaking English was still in fair and poor level.

The students also preferred to pause their words in a quite long time. During speaking, the students mostly said "aa..hmm" and forget the plot in the story they had spoken. In other words, the students' fluency was not good enough based on the result of base test. The students were quite good in handling pronunciation and grammar. As the research previously backgrounds of the problem, the students were actually good in speaking English but they had no idea to talk about. That was the reason why the pronunciation of the students already good enough. But still, their pronunciation needed to be improved more. In addition, students' prior knowledge about grammar was really helpful for themselves. It was proven by seeing most of the students used grammar correctly, but need to study further about grammar.

From the base test result, the researcher found that the speaking performance of the students were not good enough. Toward to this result, the researcher discussed with the collaborator to help the students in improving their speaking skill. In this occasion, the researcher applied multiliteracies pedagogy to carry out the research which was conducted in two cycles. The result of cycle 1 can be seen in the following:

4.3 Cycle 1

This research was conducted in two cycles with four meetings in each cycle. The first cycle showed that the students' speaking skill could improve better, compared to the previous test. The detail explanation about the process of cycle 1 can be seen in the following:

A. Planning

In this phase, the researcher planned and designed all of the required documents or tools in purpose to support the researcher in improving the students' speaking skill through multilteracies pedagogy, they were: lesson plan, learning media, learning materials, and research instruments. The activities in planning phase can be seen as follows:

1. The researcher prepared the topic relate to the schools' syllabus. In this occasion, the topic related to narrative text.

2. The researcher designed lesson plan for teaching.

3. Researcher provided all of the research instruments such as: speaking topic, observation checklists, field notes and assessment rubric.

4. The researcher gave speaking test to the students in order to know how far their ability in speaking.

5. The researcher discussed with the collaborator about what would be going to do in the classroom.

B. Action

1. **The First Meeting** (Wednesday, March 6th 2019/07.15-8.45 WIB)

The researcher was accompanied by a collaborator came to the classroom. The collaborator observed the teaching and learning processes conducted by the researcher. The researcher gave observation checklist and field note forms to the collaborator in purpose to be filled if there is significant note during teaching and learning process in improving the students' speaking skill through multilitericies pedagogy.

In pre-activity, the researcher greeted the students, checked attendance list and asked the chairman to lead his friends to pray before starting the class. Next activities, the researcher told the students about objectives that they would learn in the next few days during study with the researcher. The researcher also told the students that the way of the researcher in teaching them would be different because the focus was on helping them in improving their speaking skill through multiliteracies pedagogy. Nonetheless, the researcher convinced the students not to feel burdened and asked them to act as usual as they study with their teacher before.

In whilst activity, the researcher started to teach the students based on the lesson plan which have been prepared by the researcher. The lesson plan was designed based on the procedure of teaching through multiliteracies pedagogy theory. The theory is called as learning by design according to Kalantzis and Cope

52

(2015). The implementation of this theory in teaching and learning process can be seen in the following:

As experiencing the known step, the students were provided some narrative story titles such as Cinderella, Malin Kundang and Pinocchio. The students were invited to share their ideas about those stories based on their prior knowledge. Some of the students were chosen to tell about one of the provided stories. In this phase, the students' speaking skill was observed by the collaborator in purpose to know how their prior knowledge influenced their speaking. Basically, most of the students could tell the stories briefly, but, they could not speak much since they have limited ideas. Hence, they could not tell the stories completely, instead, they only shared about common ideas of the stories. That was why the students could only afford to speak less than one minute. In experiencing the new phase, the students were given another narrative story entitled Putri Mandalika. In this step, the researcher told the students brief explanation of the story. This step was intended to give them more information about the story that will be learnt by them on that day.

In conceptualising phase, the students were requested to learn about the story by providing the text and animation video related to the story through laptop and projector. In conceptualising by naming step, the students were showed a text of Putri Mandalika story through power point slides. The students were asked to read the text carefully. Once they found unfamiliar words in the middle of their reading, they asked the researcher to pronounce or translate the words in order to overcome their obstacles in speaking later. In this step, the students were taught

about the generic structures, vocabularies, and tenses in narrative text in purposing to build their ideas about the story. So, requesting the students to learn about the story through the digital text as the new concept in teaching and learning process. Similar with the conceptualising by naming step, the next step was also intended to help the students in raising their ideas by showing them an animation video related to the story, namely conceptualising by theorising. In this step, the students were led to make generalisation or conclusion about the story.

In analysing phase, the students were asked to study about the text and the video of the story, so they could create draft to help them in comprehending more about the story. After that, the students were called to perform their speaking by retelling the story of Putri Mandalika in front of the class in two minutes. While the students were performing their speaking, the collaborator gave them score according to the assessment rubric provided by the researcher.

In applying step, the students were given a motivation to improve their speaking by praising their efforts and telling about the moral value of the story, so that, they could learn and implement it in their daily life. The students were also given positive feedback from the researcher for expecting better improvement of students' speaking skill. To close the class, the students greeted the researcher and the collaborator before went home.

2. **The Second Meeting** (Friday, March 8th 2019/10.30-14.45 WIB)

In this phase, the researcher still involved the collaborator during the teaching and learning process. The class was started as the same procedures in the previous meeting.

In the next activities, the researcher revealed a narrative story entitled Dayang Kumunah. Before explaining further about the topic, in the experiencing the known phase of multiliteracies pedagogy, the students were encouraged to observe slide shows about some pictures of narrative stories that were used to lead the students in understanding the topic. The pictures in the slide shows were: the Legend of Toba Lake and the Legend of Surabaya. After the students observed those pictures, they were encouraged to share their ideas about the stories in the pictures. The students were very excited in that part which could be seen from their high interest in giving their opinions about what they have seen. In the experiencing the new phase, the students were showed a picture of shark catfish (ikan patin) which was the symbol of Dayang Kumunah story. The students were notified that Dayang Kumunah will be the tittle of narrative text that should be learnt by them on that day. Then, the researcher described about the story of Dayang Kumunah to the students orally, so the students could get new information about the story.

In conceptualising by naming phase, some students were assigned to read text about the folklore, Dayang Kumunah, while the others pay attention on the text and their friend's reading by focusing on pronunciation in order to help them improving their pronunciation when speaking. While their friend was reading the

55

text, the students were encouraged to fix some words which mispronounced by their friends. This activity was led by the researcher, so that, all of the students could learn about the text of the story appropriately. In addition, the students were provided an animation video of Dayang Kumunah story to help them for building their ideas up. This step called as conceptualising by theorising.

In analysing steps, the students were requested to observe the text and the video. After that, they were asked to make their own draft before performing their speaking in front of the class. In performing their speaking, the students were given time two minutes to tell about the story of Dayang Kumunah. While their speaking, the collaborator gave them score based on the speaking assessment rubric provided by the researcher.

Lastly, the students got positive feedbacks from the researcher toward their efforts in improving their speaking, this step namely as applying phase, which was purposed to encourage the students to keep improving for a better improvement of speaking. The researcher also concluded all the material that has been learnt on that day to the students, hence, the students were expected to implement the positive value from the story in the daily life. At the end of teaching and learning process, the researcher closed the class by greeting the students before they went back home.

3. **The Third Meeting** (Wednesday, March 26th 2019/07.15-08.45 WIB)

In the third meeting of the research, the collaborator was still invited during teaching and learning process. The class was begun by conducting the same procedures as the previous meetings.

The procedures of whilst activities were conducted as same as the previous meetings; by applying multiliteracies pedagogy theory to improve students' speaking skill. In experiencing the known step, the students were presented some pictures of famous places in Bali. The students were asked some questions relate to Bali based on their prior knowledge. Some of them shared their ideas about Bali enthusiastically, it could be seen from how excited they are while explaining about the beautiful views in Bali. The students were given a folklore from Bali entitled Manik Angkeran as the experiencing the new step. During this step, the researcher delivered Manik Angkeran's story while the students were listening to the researcher carefully. In short, they could get information about the story properly in purpose to give them an illustration of the story.

In the next steps, the students watched a video provided by the researcher through projector related to the story namely conceptualising by naming phase. This phase is purposed to help the students in increasing their ideas toward the story, so that, they could understand the story very well and get a better speaking performances later. When the video was played, the students were asked to find out the generic structures of the stories. By conducting this action, the students could learn about the generic structures, vocabularies and tenses used in narrative

57

text. In conceptualising by theorising phase, the students were presented a text of the story in order to give further understanding for them. Some of the students were chosen to read the text, meanwhile the rest of them listened to their friend's reading. The students were taught about the elements in narrative text once more; hence, they could enrich their knowledge and help them to perform their speaking appropriately later.

In analysing functionally phase, the students were assigned to prepare themselves before performing their speaking in front of the class. The students were allowed to write anything relate to the story to assist them expanding their ideas, so, they could give a better speaking performances than the previous meetings. Analysing critically phase referred to the time when the students were performing their speaking. This phase is intended to invite the students to deliver their interpretation and perspective about the story through speaking. During students' speaking performances, the collaborator gave them score. As the previous meetings, in the third meeting each of the student was given time two minutes to speaking and tell about the story of Manik Angkeran.

In applying step, the researcher concluded the material that has been discussed together. The students were asked what kind of the moral value they could get from the story. Some of them explained it in various answers. The researcher told the students to take and apply the positive value from the story into their daily activities. The students were encouraged to keep improving their speaking at school and home. The class was ended as same as the procedures done in the previous meetings.

4. **The fourth Meeting** (Friday, March 6th 2019/10.30-14.45 WIB)

In the fourth meeting, the researcher took a speaking test of the students. In this step, the researcher involved the collaborator to give score toward students' speaking performances. The score was given according to the assessment rubric provided by the researcher. The topic of speaking test based on the topic that has been taught to the students, they were: Putri Mandalika, Dayang Kumunah and Manik Angkeran. The students could choose one of those stories as their speaking sources. The students were called to come in front of the classroom to perform their speaking for two minutes or more. While the students were performing their speaking, the collaborator gave the score to each student by speaking using assessment rubric.

After the speaking test was finished, the researcher ended the class by appreciated the students because they did a great job in performing their speaking. Lastly the students greeted the researcher and the collaborator before they went home.

C. Observation

Observation phase carried out during the teaching and learning process. The observation phase was helped by the collaborator who also an English teacher of the first grade of SMAN 8 Pekanbaru, Mrs. Risna Murida., S.Pd

The collaborator observed the teaching and learning process that referred to the activity in action phase of classroom action research. It was implemented in every meeting of the research. The observation was done by fulfilling observation checklist and field note forms. Observation checklists consisted of some points

relate to the implementation of multilitearcies pedagogy in teaching and learning process. The collaborator gave checklist on both of students and researcher observation checklists. Field note forms were written by the collaborator and the researcher to write everything that happen during teaching and learning process. Interviews were also used to collect the data which was done in every meeting of the cycles. Some of the students were chosen to be interviewed who represent their friends' opinion toward applying multiliteracies pedagogy to improve their speaking skill.

From the observation in the first cycle, the researcher found that the students were motivated to study English especially in speaking by applying multiliteracies pedagogy in the classroom. It could be seen from the activity in the classroom. When the researcher implemented the technology such as laptop and projector as the media to study narrative text, the students joined the class excitedly. They also answered the questions excitedly. Unfortunately, at the first meeting, some of the students were not focus during the teaching and learning and learning process. They preferred to talk with their friend when they were showed a video by the researcher. It was because they could not hear the video properly, so that, they asked their friend about the video. In addition, the researcher only played the video once, so the students were still getting confused about the video. But the students got more understanding when they were presented the text of the story. As the second and the third meetings were conducted, the students were familiar with the multiliteracies pedagogy implementation, so that, they could put more attention during teaching and learning processes.

D. Reflection

In this phase, the researcher discussed with the collaborator whether this research would be continued into the next cycle or not. Based on the students' speaking performance result in first cycle, the researcher and the collaborator concluded that the speaking skill of the students was good enough, but it still needs to be improved. Result of the students' speaking performance was given by the raters. Table of students' speaking performance can be seen in the appendix 1. Regarding to the students' speaking performance results, there were only a half of the students who pass the minimum score of students' achievement. Even though the percentage of students' speaking skill was improved, but the result is not too satisfied the researcher and the collaborator because the improvement was not significantly increased. The improvement of students' speaking skill could be seen in the following table:

Table 4.1

Students' speaking skill percentage for each indicator at Cycle 1

No.	Indicators	Percentage	Level
1.	Pronunciation	71.3	Good
2.	Grammar	72.2	Good
3.	Vocabulary	67.7	Fair
4.	Fluency	65	Fair
5.	Comprehension	75.8	Good
Mean of students' speaking score		70.5	Fair

After all of the meetings in the first cycle were conducted, the result of students' speaking score was collected by the researcher. Compare to the result of

base test given to the students before conducting the implementation of multiliteracies pedagogy in teaching and learning process at the first cycle, the students' speaking performance score increased. Based on the table 4.1, speaking indicator of pronunciation, grammar and comprehension of the students reached more than 70%. The most significant improvement of the students could be seen especially for comprehension indicator of speaking. As mentioned before, this research was integrated with technology such as; laptop, projector and video which were purposed to help the students to comprehend the story very well. During the teaching and learning process, the students joined the class excitedly, so they could understand about the story properly.

Meanwhile, the students used appropriate and various vocabularies during their speaking in the first cycle, compared to what they have done in the base test. The improvement of students' vocabulary was added into 5% from the result of the base test because the students did not take the test seriously in the base test; instead, they tended to finish their speaking quickly. In the first cycle, the students were given a text and a video for them to study. In short, they could enrich their vocabulary through those processes. Even though, based on the result of students' speaking skill in the first cycle presented in table 4.1, the level of students' speaking indicators were not fully in good level. Vocabulary and fluency of the students were needed to be improved in the next cycle. Vocabulary and the fluency of the students were categorized in fair level.

During the speaking test in the first cycle, a half of the students showed good speaking performances. The readiness of the students before taking speaking

test was one of the influences toward students' speaking. The students claimed that they have prepared themselves very well. Instead of preparing themselves in the classroom, they started to practice speaking at home. So, they could show such a good speaking performances. Even so, the rest of them still could not give better improvement of their speaking yet. The students often broke their speaking by saying aa..hmm.. during their speaking as same as they did in the previous meetings. Even so, the researcher found that some of them did better than what they have done in the base test.

Even though, the percentage of each speaking indicator had already improved, but the improvement was not too satisfying for the researcher, the collaborator and the advisor. The researcher and the collaborator also found some weaknesses in during the cycle 1. The reflection for cycle 1 as follows:

1. Some of the students were not motivated to speak in front of the class. The researcher should try to encourage the students to speak more.

2. Some of the students were not focus when the researcher played the video through projector. That was the reason why the students could not speak much about the story.

3. The students faced some difficulties in speaking caused by their dialect. That was why the students could not pronounce the words correctly.

4. The researcher only played the video once; meanwhile, the students were still trying to catch the idea of the video.

5. When the researcher ask question to the students, only the students who were good in English chosen by the researcher. So, the other students, especially for those who are not really good in English got more confused. It was better for the researcher to ask the students who are not good in English too in order to invite them to speak more.

Toward to those cases, the researcher and the collaborator intended to revise some plans to be applied in the next cycle for better improvement of students' speaking skill. The revised plans as follows:

If in the first cycle the researcher played the video once, in the next cycle the researcher would change the technique while playing the video. The researcher applied play-and-pause technique to help students to catch the ideas about the story easily. In addition, passive students in the first cycle would be the main target to be invited to speak more. They would be given a big chance to share their ideas when the researcher asked some questions. Even so, it did not mean that the researcher put aside the students who were good enough in speaking, but the researcher planned to give more attention to the lowest-scored students to encourage them in improving their speaking. Furthermore, those plans were proposed to expect significant improvement of students' speaking skill.

4.4 Cycle 2

The implementation of doing in the second cycle was not really different as what the researcher had done in the first cycle. In cycle the second cycle, the collaborator was involved to observe the teaching and learning process. The detail explanation of the result of students' speaking performance could be seen in the following:

A. Planning

In this phase, the researcher prepared all of the required documents or tools in purpose to support the researcher in improving students' speaking skill through multilteracies pedagogy. They were: lesson plan, learning media, learning materials, and research instruments. The activities in planning phase of cycle 2 can be seen as follows:

1. The researcher prepared the topic relate to the schools' syllabus. In this occasion, the topic related to narrative text.

2. The researcher designed lesson plan for teaching.

3. The researcher planned to play the video twice by using projector.

4. Researcher provided all of the research instruments such as: observation checklists, field notes and assessment rubric.

5. The researcher focused to help the students who have a poor score in speaking.

6. The researcher discussed with the collaborator about what would be going to do in the classroom.

B. Action

1. **First Meeting** (Wednesday, April 10th 2019/07.15-08.45 WIB)

The researcher prepared and gave the observation checklist and field note form to the collaborator. In the pre activity, as usual, the researcher greeted and checked the attendance list of the students. The researcher also asked the chairman to lead praying. After prayed together, the researcher greeted the students by asking about their condition that day. The students were so excited because they met with their teachers and friends after long holiday because the third students of SMAN 8 Pekanbaru had Examinations. The researcher told the students that they will study about narrative especially in speaking.

In experiencing the known phase, the students were invited to share their ideas through some pictures provide by the researcher. The pictures were covers of princesses' stories such as Sleeping Beauty and Snow White stories. The students were allowed to say everything they know toward those stories. In this step, the low-scored students were given chances to speak which was purposed as a way to encourage them to speak freely. Since those stories are famous and well-known by the students, many of them showed high interest in giving their opinions. In experiencing the new phase, the students were provided another narrative story entitled Putri Serindang Bulan. The students were notified that the story would be studied on that day.

In conceptualising by naming phase, the students were showed a video relate to Putri Serindang Bulan story. As mentioned before, the technique while playing the video was different than the previous meetings. It was intended to help the students to catch the ideas easily. The technique used in the first meeting of cycle two was play-and pause technique. Firstly, the students were showed Putri Serindang Bulan story video from the beginning. When the video was played for the first two minutes or it showed about the orientation of the story, the researcher paused the video and asked the students what the video told about as far they have seen. Then, the video was played and paused again until the end of the video. The students who were not be able to give better improvement in the previous meetings were mostly invited to deliver their ideas during the video was played. It was purposed to encourage those students to speak confidently and help them to improve their fluency. Next, the students were provided text of Putri Serindang Bulan through slide shows. They were given time for five minutes to read the text by their own. This step was called as conceptualising by theorising which was aimed to help the students to build their ideas about the story.

In analysing phase, the students were invited to write everything that could assist them in performing their speaking in front of the class later. After that, the students were called to perform their speaking about Putri Serindang Bulan story in front of the class in two minutes. While the students were performing their speaking, the collaborator gave them score.

Applying phase was conducted as same as the procedures in the previous meetings. The students were always given the positive feedbacks to keep

improving their speaking skill. The students were expected to take and implement the moral value that they have learnt from the story. The class was ended by greeting from the students to the researcher and the collaborator.

2. **The Second Meeting** (Friday, April 12th 2019/10.30-14.45 WIB)

In the second meeting of the second cycle, the class was started as the same procedures done in the previous meetings. The researcher invited the collaborator in helping to observe the teaching and learning process.

In the core activities, the students were encouraged to tell narrative stories form Java. The students were excited in that part because they mostly know about folklores from Java. They told some narratives stories such as: Tangkuban Perahu, Legend of Surabaya, Jaka Tarub, Prambanan temple and many others. This step was intended to invite the students to share their ideas based on their prior knowledge, namely experiencing the known step. In experiencing the new phase, the students were given folklore from Java entitled Sidomukti. The researcher described common ideas about plots of the story to give an illustration of the story to the students.

In conceptualising by naming phase, the students were provided an audio of Sidomukti story telling which was recorded by the researcher's own speaking. The students were assigned to listen to the audio carefully. The students were confused when they listened to the audio at the first time. The researcher asked some students who could tell about what they have listened to speak. Meanwhile

the rest of them listened to their friend's speaking. The audio was played once more to ensure that the students understand about the story very well.

In conceptualising by theorising phase, the students were presented a text of the story. In the presentation, the researcher put the generic structure of narrative text randomly next to the text, while, the students were led to put the generic structure in the right place of the text. By conducting this step, the students were expected to be able to retell the story properly later.

In analysing step, the students were requested to study about the story with their chair mate. They could write or share their idea with their chair mate in order to help them comprehend the story. After they finished the preparation, the students were asked to come forward to perform their speaking. Meanwhile, the collaborator gave score toward their speaking performances.

In the post activity, the researcher told the students that they did a great job and their speaking skill developed significantly. If they practiced their speaking continuously, the researcher believed that the speaking skill of the students could be improved so well. This phase was called as applying phase which expect the students to implement the moral values they have gotten from the story in daily life. The researcher concluded the material for that day and greeted the students before they went back to their home.

3. **The Third Meeting** (Wednesday, April 17th 2019/10.30-14.45 WIB)

In the third meeting of cycle two, the class begun by praying together and the researcher checked the attendance list of the students. The researcher greeted the students and asked about their condition on that day. In this occasion, the

collaborator was still invited into the classroom in order to observe the teaching and learning processes.

In experiencing the known phase, the students were provided some pictures of prince in narrative stories. The students were asked about their opinion of the prince appearance. Some of the students answered that the prince was very handsome, rich and kind. In experiencing the new phase, the students were presented a story entitled Prince Lokan. The students were excited toward the story because mostly the only knew about the princesses' stories. The students kept asking the researcher what the story about and the researcher gave a brief explanation of the story.

In conceptualising by naming phase, the students were presented an audio of prince Lokan. Same with the previous meeting, the audio was recorded by using the researcher's own speaking. The students listened to the audio while it was playing by the researcher. The audio was played twice in order to ease the students in comprehending the story. In conceptualising by theorising, the students were provided a text of the story. Some of the students were chosen to read the text while the others were listening to their friends. During their reading, the researcher guided them if they found unfamiliar words, so both of students could discuss together to pronounce and translate those words. This step was expected to assist the students to overcome their obstacles during performing their speaking later.

In analysing phase, the students were requested to study about the story and create draft relate to the story. Hence, the students could prepare themselves

properly and perform a better improvement during their speaking later. After they were ready to perform, the researcher called the students to come forward to perform their speaking about Prince Lokan. The collaborator observed and gave score toward students speaking performances.

In the post activity, as usual, the researcher gave positive feedback to the students by saying that they are really great students. They have a strong motivation to study English and improve their speaking. The researcher told the students to keep practice their speaking, so that, they can use their speaking skill in an appropriate way which was called as applying step At the last time of the class, the researcher greeted the students before they went back home.

4. **The Fourth Meeting** (Wednesday, April 24th 2019/07.15-08.45 WIB)

In the fourth meeting of cycle 2, the researcher took a speaking test of the students. The topic of speaking test was based on the topic that has been taught to the students, they were: Princess Serindang Bulan, Sidomukti and Prince Lokan. The students could choose one of those stories to be spoken out in front of the class. The researcher asked the students to come in front of the classroom to perform their speaking one by one. The researcher gave time about two minutes or more for the students to speak. While the students were performing their speaking skill, the collaborator gave the score to each student by using assessment rubric.

During speaking test, the students have prepared themselves at home and chosen the story that they want to speak. Most of the students spoke for two minutes, even more. The students' speaking skill was improved compare to the

last meetings; it could be seen from the way of the students' speaking confidently. The speaking test was taken start from the beginning until the end of the class. The students' speaking was recorded in order to be assessed by the raters.

After all of the students performed their speaking in front of the class, the researcher ended the class by saying thank you to the students because they did a great job today and prayed together. Lastly the researcher and the collaborator greeted the students before they went back to home.

C. Observation

The observation conducted during the teaching and learning process who observed by the collaborator. The observation phase conducted by fulfilling the observation checklist and field note forms. The observation phase was done in every meeting of the research. The interview of the students was still used as one of the instruments of the research in observation phase.

The result of observation during the second cycle, the researcher and the collaborator found that the students' speaking skill improved so well. When the researcher asked some questions to the students, the students answered those questions appropriately. The students also improved their confidence during speaking English. Compare to the first, the students were more comfortable to speak, especially for the students who got the low score. In the second cycle, the researcher put more attention the students who are not good in speaking, so that, they spoke more comfortable in cycle 2 because they were given more chances to speak up their ideas. Even so, it was not mean that the researcher put aside the students who got a high score in speaking, the researcher concerned about the

improvement of the students who already good in speaking and keep encouraging them to practice more to make it perfect. The improvement of students' speaking could be proven by seeing how the students wanted to be the first to perform their speaking in front of the class. At the first cycle, the researcher preferred to wait the students to be a volunteer to perform their speaking. The students mostly needed a quite long time to make a decision before performing their speaking. But in the second cycle, the students tried to compete each other to be the first to perform their speaking in front of the class. During their speaking performances, the students looked more confident toward their speaking skill which means it was a good thing for them.

Based on the observation done by the collaborator, the students were more focus to listen to the researcher during the learning process. The situation in the classroom was under control of the researcher. Furthermore, the researcher integrated the technology in the classroom suitably. The students were taught systematically by integrating the technology, so that, the students could follow the lesson easily. When the students could understand about the lesson easily, they would join the class peacefully. It was mean that the students did not make any noises during teaching and learning process. Instead of making noises, the students put their focuses on the explanation of the researcher. In the other words, the students enjoy the class meaningfully. In addition, the students also have more comprehension toward the story after the researcher showed the media such as video, digital text and audio to the students. The researcher also gave the positive feedback to the students. So, the students keep improving their speaking excitedly.

D. Reflection

In this phase, the researcher discussed with the collaborator toward the result of students' speaking skill in the second cycle. Based on the result of students' speaking score in cycle 2, the researcher and the collaborator decided to stop the research until cycle 2 because the improvement for each of speaking indicator was categorized in good level. In cycle 2, each student improved their indicator speaking with a satisfactory score enough. Most of the students reached good level in speaking. The result of students' score in each indicator of speaking in cycle 2 presents in the following table:

Table 4.2

Students' speaking skill percentage for each indicator at Cycle 2

No.	Indicators	Percentage	Level
1.	Pronunciation	75.8	Good
2.	Grammar	74.7	Good
3.	Vocabulary	70.8	Good
4.	Fluency	70	Good
5.	Comprehension	78.6	Good
Mean of the students' speaking score		72.7	Good

According to the table 4.2, the achievement of students' speaking skill in every indicator of speaking reached good level. It means that, the speaking skill of the students developed significantly. The result of the second cycle already satisfied the researcher and the collaborator. The mean of students' speaking score in cycle 2 also reached 72.2% which means that averagely the level of students

74

speaking in the second cycle was categorized as good level. Hence, the researcher and the collaborator decided to stop this classroom action research in cycle 2 and would not continue into the next cycle.

4.5 Discussion

4.5.1 The Extent of Multiliteracies Pedagogy can improve Students' Speaking Skill at the Tenth Grade Students of SMAN 8 Pekanbaru

This research intended to answer one of the research question in classroom action research; to what extent can multiliteracies pedagogy improve students' speaking skill at the tenth grade students at SMAN 8 Pekanbaru?. To answer this research question, the researcher provided a comparison table of the students' speaking performance result in base test, cycle 1 and cycle 2 as follows:

Table 4.3

Comparison table of Students' speaking score

No.	Indicators of Speaking	Students' comparison result percentage		
		Base Test	Cycle 1	Cycle 2
1.	Pronunciation	65	71.3	75.8
2.	Grammar	70.2	72.2	74.7
3.	Vocabulary	62.7	67.7	70.8
4.	Fluency	60.5	65	70
5.	Comprehension	70	75.8	78.6
	Mean Score	65.8	70.5	72.7

As can be seen from the table 4.3, students' fluency improved the most among the other indicators of speaking which increased five points in every cycle. Moreover, the students' comprehension improved significantly which added eight points from the base test to the results in cycle two. For the rest indicators; pronunciation, grammar and vocabulary of the students' speaking skill showed an improvement as well. Based on the result of the first and the second cycle, commonly, the improvement of them reached two up to four points. From the base test until the second cycle, the mean score of the students' speaking improved for seven points. Hence, the students' speaking skill has shown an improvement started from the base test until the second cycle. The explanation towards the students' speaking improvement in every speaking indicator can be seen as follows:

1. Pronunciation

Base test	Cycle 1	Cycle 2
65%	71.3%	75.8%

The progression of the students' pronunciation improved so well start from the base test, cycle 1 and cycle 2. At the base test, most of the students could not produce the words in appropriate pronunciation. For example when they pronounced the word of mouse by *mos*, separated by *separted"*, since by "*sains*, passed by *"pased"* and many other words pronounced by the students incorrectly. It was because at the base test, the students were asked to tell a story based on their prior knowledge. From the result of the base test, the pronunciation of the

students only reached 65%. Towards to the result of students' pronunciation in the base test, the researcher interested to do an action research in purpose to help them in improving their speaking skill especially in pronunciation. The researcher decided to do cycle 1 after the base test is taken.

During the first, the students started to show their improvement gradually. When they tried to speak and realized that they mispronounced the word, they directly corrected it. "Princess *jumped..ehh..* jumped off the cliff..", "he *laif..eh no..* live alone for years". Most of the students did like that when they made a mistake in pronunciation. But not all the students showed a better improvement of their pronunciation. There was about a half of the member in X Mipa (Mathematics and Science) 3 who still mispronounced the words during their speaking. Because of this case, the researcher and the collaborator decided to continue the research into cycle 2 in order to help the students to improve their pronounciation.

The result of students' pronunciation in cycle 2 showed better improvement. The percentage of students' pronunciation in cycle 2 reached 75.8%. it was higher about 4% compare to the result of the first cycle. Almost all of the students pronounced the words during their speaking correctly, especially for the words that usually used in narrative text. The low-scored students in the first also showed a significant improvement because the researcher put more attention to them in order to help them in improving their pronunciation. It presented that multiliteracies pedagogy could improve students' speaking skill

2. Grammar

Base test	Cycle 1	Cycle 2
70.2%	72.2%	74.7%

The improvement of students' grammar during their speaking also showed a better improvement from the base test, cycle 1 and cycle 2. As the beginning, the researcher found that the grammar of the students were quite terrible at the base test. Because in base test, the students did not only shock by the sudden request of the research to tell a story, but they also just shared what they have in their mind. The researcher understood about this and tried to help the students to fix their grammar. During their speaking at the base test, the students often used simple present tense. Meanwhile, narrative text used past tense in the plot of the story. As the example the students said "the father *want* to see who is the smartest son". "Until he *become* a rich man". Not only about the tenses, the students also made a mistake in using "to be" during their speaking. For example "there lived a man namely *is* Malin Kundang", "the first and the second son *was* very arrogant." There were about a half of the students who did the grammar incorrectly. This case became one of the reasons why the researcher wanted to do this research in order to help the students in improving their grammar in speaking.

In cycle the first cycle, the improvement of students' grammar was not too satisfied the researcher and the collaborator. Most of the students were still did the same mistake as they did in the base test. But, not all of the students who did not show a great improvement in grammar, some of the students had shown a better improvement in grammar. Even so, the researcher and the collaborator

decided to continue the research into cycle 2 to reach a significant improvement of students' grammar in speaking.

The result of students' grammar in the second cycle reached 74.7%. The students' improvement in grammar added up 2% in every cycle. It was prove that the students' improvement in grammar was gradually increased. In the second cycle, the students' way of speaking was much better than before. They spoke with the correct tenses that supposed to be used in narrative text. The students also put "to be" in the correct place. Those grammar improvements of the students happened because before they perform their speaking in front of the class, the students were asked to read the text and watched the video provided by the researcher. So, the students could understand more about the story systematically and grammatically. From the result of students' grammar improvement, it showed that multiliteracies pedagogy could improve students speaking skill especially in grammar as well.

3. Vocabulary

Base test	Cycle 1	Cycle 2
62.7%	67.7%	70.8%

The vocabulary of the students also improved from the base test, cycle 1 and cycle 2. At the base test, the students preferred to combine their sentences between English and bahasa. Combining the sentences commonly done by the students who were not good enough in English, they said that they did not know how to produce the words or the sentences in English at that time. As the example most of them did a mistake in vocabulary by saying "when Malin Kundang

comeback to his village, he did not.. *menerima* his mother because he was shy",
"Cinderella's sisters laughed at her because when she sleep in the.. hm.. *tungku*
perapian" her face *dipenuhi oleh abu.."*. The students also preferred to say the
same vocabulary during their speaking, for example they used the word of clever.
The tended to say clever from the beginning until the end of their story, indeed,
they could use other vocabulary that has the same meaning with clever such as
smart, brilliant, and brainy. It showed that the students have limited vocabulary.

In cycle first cycle, the result of students' vocabulary increased
gradually. The range score between the base test and the result in cycle 1 was for
about 5%. This improvement is influenced by the habit of reading before
performing speaking in every meeting during the research. The researcher
believed that the students enrich their vocabulary when they were asked to read
the text of a story. The researcher always invited the students if they did not know
about the meaning of the words or phrase. The researcher told the students about
the meaning of the words and sometimes told them the synonym of the words as
well. Even though the vocabulary of the students increased, the researcher and the
collaborator wanted to reach better improvement toward students' vocabulary.
Because of this case, the researcher and the collaborator continued this research to
the next cycle.

In cycle 2, students' vocabulary improved so well. The students were
able to speak by using appropriate vocabulary. The students sometimes paused
their speaking, but commonly, they were not combining their speaking between
English and bahasa anymore. The students also tried to use various vocabularies.

For example the word beautiful, they sometimes changed it became pretty, lovely or adorable. The mean score of students' vocabulary in cycle 2 reached 70.8%. This achievement was so much more satisfying compare to the result of students' vocabulary in the base test.

4. Fluency

Base test	Cycle 1	Cycle 2
60.5%	65%	70%

The fluency was the lowest achievement of students' speaking score in each of speaking indicators. Even though it was the lowest achievement of the students, still, the students improved their fluency as well from the base test, cycle 1 and cycle 2. At the base test, the students often stop their speaking for a quite long time. The researcher assumed that the students were blank when they spoke. The way of speaking was slow for the most of the students. The students preferred to say "aa..hmm.."*tunggu dulu miss", "itu apa namanya"*.. It caused the speed of students' speech. It commonly happened to the students who were not good in speaking English. Even, sometimes the students who were good in speaking paused their speaking. In the other words, the fluency of the students in the base test was terrible.

In cycle 1, the improvement of students' fluency added about 5% from the result of the base test. It was a good improvement, yet, the researcher and the collaborator wanted to help the students to reach better improvement toward their fluency. However, the students' fluency only categorized as fair level even its percentage was improved. In cycle 1, the low-scored students were always

81

practice their fluency unexcitedly. It also happened because the researcher was only let the students who raise their hand but did not ask the other students to speak. So, the result of student's fluency was not too satisfied for the researcher and the collaborator. In the next cycle, the researcher and the collaborator revised the plan to put more attention to the students with low score. But it did not mean that the researcher put aside the students with good score in fluency. Both of the students' group were concerned by the researcher as well but in different way of teaching.

In cycle 2, the improvement of students' fluency improved so well. The students' way of speaking was more comfortable than before. The speed of students' speaking was quite fast and they fewer use "aa..hmm" during their speaking. Even they still paused their speaking sometimes, but their speaking kept on going until the end of the story. In cycle 2, the low-scored students were pushed by the researcher to speak. The researcher often chose the students even they did not raise their hand in purpose to give more chances to the students with low score in fluency to speak more. Based on the result of students' fluency in cycle 2, the students who were not really good in speaking had improved a lot compare to the result of based test. This very satisfied result ensured the researcher and the collaborator to stop this research in cycle 2.

5. Comprehension

Base test	Cycle 1	Cycle 2
70%	75.8%	78.6%

Comprehension was the highest achievement of the students during the research. The mean in cycle 2 of students' comprehension reached 78.6%. Even so, it did not mean that the comprehension of the students at the base test already perfect. At the base test, the researcher tested students' comprehension by asking the students about what they have heard from their friend's speaking. For example, when the researcher asked Augie to speak, the researcher also asked Nindy to tell about what she get from Augie's speaking. When Nindy perfomed her speaking, the researcher asked the same question to Augie. The researcher did this to every student in purpose to know whether the students understood about the others' speaking or not. The result of students' comprehension in the base test was quite good. But it was not too good because some of the students told the story of their friend's speaking incorrectly. it was because they were not focus to their friends, so that, they did not know what to speak.

Different to the base test, in cycle 1 the researcher did not asked the students about what they have heard from their friends anymore. But the students should comprehend about the story provided by the researcher. The researcher provided the story by showing them the text of the story and the video for them to watch. The comprehension of the students was tested when they could retell about the story that have been taught by the researcher. The result of students' comprehension in cycle 1 improved rapidly. It was because, basically, the students already had a good comprehension. As the mentioned before, the problem of this research is; the students know how to speak but they do not know what to speak. In the other interpretation, the students did not have the ideas to be spoken about.

When the researcher gave them the idea about the story in narrative text, they directly could understand it and retell about the story. The good comprehension led them to the good of speaking. Hence, that is the reason why the result of students' comprehension improved rapidly. In retelling their speaking, the students told about the story provided by the researcher suitably. It also proved that the students' comprehension was good enough. But still, not all of the students could increase their comprehension rapidly. To help those who were not too good in comprehension, the researcher and the collaborator planned to continue this research into the next cycle.

In the cycle 2, the comprehension of the students kept improving. The students who got low score in comprehension before also improved gradually. Because of this result, the researcher and the collaborator decided to stop the research in the cycle 2.

4.5.2 Factors that can Improve Students' Speaking Skill.

1. The students' interest in learning English

This research question is answered by the interview data collected by the researcher in every meeting from the sample of the students. Based on the interview, the students said that they feel so happy when the researcher teach them English subject. The student also said that English is one of his/her favourite subject because it can be studied easily. Some of them also said that English will be useful for them not only in the school but also for their future. The interview between the students and the researcher is scripted in the following:

Researcher : *Bagaimana perasaan kamu tentang pelajaran hari ini?*(How did you feel about today's lesson?)

Student : *Suka miss, saya suka belajar bahasa inggris karena menurut saya bahasa inggris mudah dipahami..* (I like it, miss. I like to study English because it was easier for me to understood)

Researcher : *Apa kamu suka belajar dengan miss?* (Do you like to study with me?)

Student : *Ya sukalah miss! Pasti ada yang berbedalah. Kalau miss belajarnya ada pakai persentasi kalau ma'am tidak. Itu salah satu contohnya.* (I like it miss!, certaintly, there is also the difference between miss and ma'am. Miss always uses presentation during the class but ma'am never did it. That is one of the examples.)

Based on the interviewed above, the student show his/her interest in learning English, especially when their teacher uses media during teaching and learning process. One of the big challenges of every teacher is encouraging the students to study about English. The interviewed above was done to the students who were good in speaking English. The researcher also did the interview with the students who got low score in speaking. The interview is scripted as follows:

Researcher : *Bagaimana perasaan kamu tentang pelajaran hari ini?*(How did you feel about today's lesson?)

Student   : *Suka aja miss. Gak tau, enak aja miss, santai bawaannya* (I just like it. I don't know why, I just enjoy it. I feel relax when studying English)

Researcher : *Dalam kegiatan belajar bahasa inggris, kamu paling suka belajar apa?* (In studying English, which part of activity that enjoyed you so much?)

Student   : *Listening miss. Saya kurang bisa speaking, jadi saya lebih suka belajar bahasa inggris yang mengasah pendengaran aja miss* (I like listening miss. I am not very good in speaking, so I just like to test my audibility.)

Based on the interview above, the student also showed her/his interest in studying English. Even her/his speaking is not good enough, but she/he likes to study listening. From both of the interviews done by the researcher, the students had the interest in learning English so much.

2. Motivational factors in learning speaking.

1. Internal

Besides showing their interest in studying English, the students also had a great motivation in learning speaking. Some of the students told that, they want to be able to speak fluently. When they are studying English, speaking is the most waited material by the students. The researcher also did an interview to the student who got high score in speaking. She/he does more like speaking than translating. The interview is scripted in the following:

Researcher : *Kegiatan apa yang paling kamu sukai ketika belajar bahasa inggris?*(which kind of activity do you like the most during study about English?)

Student : *hm.. saya paling suka belajar bahasa inggris kalau speaking miss. karena saya tidak perlu capek-capek menulis kayak mentranslate tu juga. Hahaha. Pusing saya miss. kalau speaking ni waktu diskusi tu bisa saling share dengan teman. Selain itu kalau speaking kan bisa melatih kelancaran kita dalam berbicara juga. Masa iya waktu saya keluar negeri besok gak lancar bahasa inggrisnya? Gimana ya, lebih penting speaking rasa saya miss.* (hm.. I like speaking the most when studying English miss, because I don't have to write anything hahaha. In speaking or discussion we can share our ideas to our friend. Besides, speaking can practice our fluency as well. I don't want to expect that my English is not fluent enough when I go abroad later. How could I say? Speaking is the most important.)

3. External

The researcher found that, the students are more enjoy when they learn speaking than the other skill of language. According to the student, in speaking they do not have to write anything that can make them tired. They only need to speak up when they have something to say. Next, the researcher did the interview

87

to the students who got low score in speaking as well. The interview is scripted as

follows:

Researcher : *Kegiatan apa yang paling kamu sukai ketika belajar*

bahasa inggris?(which kind of activity do you like the

most?)

Student : *Saya lebih suka mendengarkan miss ketika*

menjelaskan pelajaran miss..(I do more like listening to

your explaining about the lesson miss.)

Researcher : *kalau speaking kamu suka?* (How about speaking?)

Students : *aa.. kurang suka. Dari dulu tu kayaknya bahasa*

inggrismya emang masih kurang rasanya miss (aa.. I don't

really like it. I always feel like my speaking is very weak

ever since.)

Researcher : *tapi kamu masih mau kan belajar speaking?*(but you still

want to learn speaking, don't you?)

Student : *ya pastilah miss!! saya juga mau kaya teman saya yang*

bisa berbahasa inggris hehehe. (of course miss! I want to

be like my friends too who are good in Speaking, hehehe)

According to the interview, the researcher found that every student in X

Mipa 3 has a great motivation to learn speaking. It did not refer to the students

who are good or bad in English. Every student has their own purposes in learning

speaking. So, that is why the researcher claimed that the students had motivation

in learning speaking. It is also one of the factors of the improvement toward students' speaking skill. Once the students instil their big motivation to learn speaking in their mind, the researcher believed that their speaking skill will improved gradually.

3. The implementation of multiliteacies pedagogy had given more advantages in learning speaking.

As mentioned before, multiliteracies pedagogy is a method used in this research to help the students in improving their speaking skill which integrated technology into teaching and learning process. Here, the researcher did the interview to the students about what they feel when the researcher integrated technology into the classroom. The first interview was done by the researcher to the student with the high score. The interview is scripted as follows:

Researcher : *Apakah kamu suka ketika guru menampilkan presentasi, video atau audio dalam mengajar?*(If teacher show a presentation, video or audio in teaching and learning process, do you like it or not?)

Student : *Suka lah miss. lebih menarik aja gitu, menurut saya pelajaran itu memang harus dibuat menarik, kalau tidak ya pelajarannya gak bisa dimenegrti..*(I like it miss. I found that it was more interesting. For me, every subject should be presented in an interesting way. If it is not, we cannot understand about the lesson very well.)

Researcher : *Apakah media yang ditampilkan oleh guru membantu kamu dalam memahami pelajaran?* (do all the medias provided by the teacher help you in understanding the lesson?)

Students : *membantu sekali lah miss. kalau di presentasi tu kan udah di ringkas oleh gurunya. Jadi lebih fokus aja gitu inti mau belajar apa. Terus animasinya juga membantu dalam memahami pelajaran nya* (It so helpful miss. If the teacher use presentation, usually the teacher has concluded the material so the focus of the subject become clearer. And the use of the animation helps us in comprehending the material as well)

The second interview was done by the researcher with the student who got low score in speaking. The interview is scripted in the following:

Researcher : *Apakah kamu suka ketika guru menampilkan presentasi, video atau audio dalam mengajar?*(If teacher show a presentation, video or audio in teaching and learning process, do you like it or not?)

Student : *lumayan miss. karena sebagian guru kadang menampilkan video yang low quality gitu. Jadi ndak menarik. Tapi pas belajar sama miss saya tertarik sekali sih..*(Not extremely like miss. From what I see, some of the teacher showed us a video in a low quality, so that, it is

90

not interesting anymore. But I felt so much fun when studying with you.)

Researcher : *Apakah media yang ditampilkan oleh guru membantu kamu dalam memahami pelajaran?* (do all the medias provided by the teacher help you in understanding the lesson?)

Students : *Membantu sekali lah miss. kalau tidak ada pakai infocus atau video animasi saya mungkin ndak bakal paham miss cerita cerita tu. Mungkin selama ni karena ndak ada pakai animasi atau infocus gurunya jadi saya susah ngertinya miss hahaha. Penggunaan video dan presentasinya membantu sekali sih miss..* (It was so helpful miss. if there is no projector or animation video, maybe I couldn't understand about those stories. I guess, I could not understand about English because of the teacher did not use video and presentation miss. hahaha)

Based on the interviews showed that, the implementation of technology had given so many advantages to the students. The students preferred to study in an interesting way, so that; they can enjoy the class and easily understand about the lesson. By integrating technology into classroom, the students could comprehend about the lesson very well. In teacher point of view, by using technology in the classroom is so much easier compare to the conventional way of teaching. Teacher could show to the students the real representative relate to the

lesson. Hence, the implementation of multiliteracies pedagogy can be one of the

factors to improve students speaking skill at SMAN 8 Pekanbaru

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This classroom action research was conducted at the first grade students of SMAN 8 Pekanbaru. This research carried out from March to May 2019. The aim of this research was to improve students' speaking skill through multiliteracies pedagogy. Based on the findings and discussions in the previous chapter, it can be conclude that the implementation of multiliteracies pedagogy in teaching and learning process was effective to improve students' speaking skill.

The implementation of multilitearcies pedagogy in teaching and learning process had shown the significant improvement of the first grade students' speaking skill at SMAN 8 Pekanbaru. The improvement can be shown as the increasing of students' speaking performances result in every cycle of the research. The percentage of the mean scores of the students' speaking performances in every cycle can be shown as follows: base test (65.8%), cycle 1 (70.5%), and cycle 2 (72.7%). The reasons of multiliteracies pedagogy implementation influenced the students' speaking skill improvements were explained in the following:

First, the integration of technology in the teaching and learning process offered the students to study in interesting way. Since multiliteracies pedagogy is used as the method in improving students' speaking skill by integrating technology such as laptop, projector, video, audio, and digital text into classroom,

it would facilitate the students to study speaking meaningfully. It engaged students' interest during teaching and learning process of speaking. The use of video and digital text encouraged the students to study about the provided topics because they could imagine about the topics in their minds through video and digital text. Compare to the use of conventional way, by using books for example, it could not motivate the students to read and learn about the topic. It was because the students could not find their interest by reading books; even they feel bored during their reading. Encouraging students' interest to study English will always as one of the challenges faced by every English teacher. Hence, by applying multiliteracies pedagogy is believed as one of the ways to build students' motivation.

Second, in this globalization era, it is acceptable that the students are getting smarter. The students are really familiar with technology nowadays. In relation to this case, the English teacher should be creative to create new strategy to teach the students by implementing the media and tools which are well-known by the students into classroom. It was intended to make the students join the class joyfully. The using of video, projector, audio and the others decrease students' boredom during teaching and learning process. The integration of technology gave enjoyable situation to the students while studying English especially speaking. Because of this case, the students could understand about the topic easily by applying multiliteracies pedagogy into classroom. The implementation of multiliteracies pedagogy was significantly effective to assist the students in in improving their speaking skill.

5.2 Suggestion

1. For the English Teacher

It is undeniable that every English teacher has to improve the teaching and learning process in every language skills, one of them is speaking. It can be conducted by applying interested media or tools into classroom, so, the students will be encouraged during the teaching and learning processes. When the students join the class joyfully, they will understand about the lesson easily. Multiliteracies pedagogy is considered as one of the methods that can be applied which is integrated technology in the teaching and learning process. The implementation of multiliteracies pedagogy offered the students to study in interesting way. Besides, it could help the teacher as well, because the integration of technology will assist the teacher to teach and assess the students during teaching and learning process easier. In addition, the roles of the teacher who also as the facilitator, as mentioned in Curriculum 2013, will stand out as the students are assigned to overcome their own matters by themselves. In the other words, by implementing technology into classroom, the students will be the centre during teaching and learning process. It is because of they are presented the material to be learnt independently through technology integrating by the teacher. However, the teacher as the facilitator will also guide them in order to lead them into proper understanding. So, multiliteracies pedagogy is expected to help the teacher in the teaching and learning process especially speaking.

2. For the students

It is important for every student to improve their language skills, especially speaking. Speaking can be useful for them not only in daily life, but also for their future. The students have to truly understand that English is used as one of the human languages to communicate globally nowadays. Therefore, the implementation of multiliteracies pedagogy into classroom is expected to help the students in improving their speaking. By integrating the technology in the teaching and learning process will be much easier for the students to learn speaking which give them the new situation in learning speaking. The implementation of multiliteracies pedagogy is expected can assist the students to solve their obstacles in speaking, so their speaking will be improved gradually.

3. For the readers

The objective of this research is to help the students improving their speaking skill through multiliteracies pedagogy. Relate to the focus of this research, the result of the research hopefully can be as one of the references that is used by the other researcher who carry out the similar studies in purpose to the development of students' speaking skill. The readers are expected to gain some information from this research, so that, the readers can get better knowledge enrichments toward students' speaking improvement through multiliteracies pedagogy. Hence, the readers could give solution toward some problems which are not solved yet in this research.

REFERENCES

Angay-Cowder, T., Jayoung, C., & Youngjoo. (2013).Putting Multiliteracies into Practice: Digital Storytelling for Multilingual Adolescents in a Summer Program.Journal of Canada TESL,30,37-38.

Arifah. (2014)." Study on the Use of Technology in ELT classroom: Teachers' Perspective".Thesis.Department of English and Humanities, BRAC University, Dhaka, Bangladesh.

bin Tahir, S. Z. (2015). Improving Students' Speaking Skill through Voice Chat at University of Iqra Buru. *Journal of Modern Education Review*, 5(3), 296–306. https://doi.org/10.15341/jmer(2155-7993)/03.05.2015/009

Boche, & Benjamin. (2014). Multiliteracies in the classroom: Emerging conceptions of first-year teachers. *Journal of Language and Literacy Education*, *10*(1), 114–135.

Barry, B., Dawn, H., Greg. M., & Joan, P.(2015).Developing Multiliteracies: A Strategy Approach Using the i.plan. Pedagogical Framework.Journal of Literacy Learning: The Middle Years,23(2),2-8.

By, E., Cope, B., & Kalantzis, M. (2014). Multiliteracies: Lit Learning. In *Multiliteracies: Lit Learning*. https://doi.org/10.4324/9780203979402

Ganapathy, M. (2015). the Effect of Incorporating Multiliteracies Pedagogy in Esl Writing. *International Journal of Arts & Sciences*, *8*(6), 253–267. Retrieved from http://search.proquest.com/docview/1764689024?accountid=40690%5Cnhttp://link.periodicos.capes.gov.br/sfxlcl41?url_ver=Z39.88-2004&rft_val_fmt=info:ofi/fmt:kev:mtx:journal&genre=unknown&sid=ProQ:Pr

oQ:pqrl&atitle=THE+EFFECT+OF+INCORPORATING+MULTILITERACIE
S+

Giampapa, F.(2010).Multiliteracies, Pedagogy, and Identities: Teacher and Students Voices from a Toronto Elementary School.*Canadian Journal of education,33(2).*410-412.

Haren, R.V.(2007).A Multiliteracies Approach to Pedagogy.Journal of Literacy Learning: The Middle Years,15(2),46-47.

Healy, A.(2009).Multiliteracies and Diversity in Education: New Pedagogies for Expanding Landscapes. *Journal of Literacy Learning: The Middle Years,17(3),*53-55.

Hicks, T., & Reed, D. M. (2012). Keepin' it Real: Multiliteracies in the English Classroom. In *Language Arts Journal of Michigan* (Vol. 23). https://doi.org/10.9707/2168-149x.1133

Isno. (2015). *Pengaruh Pembelajaran multiliteracy terhadap Kemampuan academic writing dan Teaching skill pada Semester VIII Program Studi Pendidikan Agama Islam Sekolah Tinggi Ilmu Tarbiyah Raden Wijaya Mojokerto Isno*.

Raiskinmäki, J.(2017). The Use of Technological Devices in English Teaching as Experienced by Teachers.Thesis.Department of Language and Communication Studies English, University of Jyväskylä.

Pillay, A. (2010). Embracing multiliteracy for teaching and learning in higher education. *Sajhe*, *24*(5), 771–781. Retrieved from Pillaya3@ukzn.ac.za

Rajendram, S. (2015). Potentials of the Multiliteracies Pedagogy for Teaching English Language Learners (ELLs) : A Review of the Literature. *Journal Winter*, *3*, 1–18.

Susilo, B.K.(2014). Improving Students' English Speaking Skill Through Role Play At Grade Xi of Travel Tourism Program of Smk N 6 Yogyakarta in The Academic Year Of 2013/2014.A Thesis.Faculty of Languages and Arts,UNY.

Wahyuni, A. D. (2016). *The Effectiveness Of Short Movie in Teaching Speaking*. FKIP,UMP.