The Effectiveness of Multimodal Texts to Enhance Writing Narrative Text of EFL Students

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

Keywords: Multimodal texts, folktale, writing narrative text.

1. INTRODUCTION

The term "writing" was very important in education, especially in the era of digitalization and information. According to Muhammad Yunus in Dahlia's research, writing is conveying messages (communication) using written language as its tool or medium. The writing was interpreted as pouring out ideas/thoughts using written language as a means of conveyance (Tarigan in Etik's research) [18]. Django Tarigan suggested that writing meant expressing ideas, thoughts, opinions, or feelings in written form. Writing was a symbol or representation of language that users could see and agree upon. Sumarno [48] also expressed his opinion on writing: placing graphic symbols that represented language understood by others. The writing was familiar to us. Articles, essays, reports, reviews, literary works, books, comics, and stories were examples of written language forms and products that were familiar in our lives. These writings presented the author's ideas, thoughts, and feelings in a structured and engaging manner. Writing was the result of language proficiency possessed by an individual, typically mastered after the skills of listening, speaking, and reading (Iskandarwasid) [24]. In conclusion, writing served as a vital means of communication, allowing individuals to convey messages, ideas, thoughts, and feelings through the written word. Writing reflected the language proficiency of individuals and demonstrated their ability to structure and engage audiences with their ideas.

Usually, the writing process requires a longer time to contemplate and generate ideas. Oshima and Hogue reinforced this statement in their book 'Writing Academic English,' where

they asserted that writing was a process rather than a final product [36]. Students were expected to connect their ideas effectively in well-structured paragraphs when learning English. This notion was emphasized by Tarigan, who stated that writing demanded logically organized ideas, clear expression, and engaging organization, thus making writing a complex activity. According to Warschauer, there were three crucial reasons why English learners should have studied writing skills. Firstly, writing proficiently was crucial for academic or career success. Secondly, writing was effective in developing academic language skills as it was easier for learners to explore complex lexical or syntactic expressions in writing. Thirdly, writing in English was highly valuable in comprehending various subjects as written expression enabled students to enhance their skills. It could be concluded that writing skills provided a significant foundation in education, the workforce, and society.

Nurgiyantoro [34] asserted, "Writing is an active, productive, complex, and integrated language skill." The ability to write well was not acquired naturally; it was usually learned or culturally transmitted as a set of practices in formal education settings or other environments. Several aspects must be understood, including vocabulary, grammar, and language characteristics. According to Hadley [20], writing skills must be practised and learned through experience. Writing also involves composition, implying the ability to inform or recount pieces of information in narration or description or to transform information into new texts, such as in expository or argumentative writing. Although students had been accustomed to writing since elementary school, they still encountered difficulties when writing in foreign languages. Most students struggled to recall vocabulary and use correct tenses. According to Ikrima [23], students faced two main problems in learning writing: grammar and vocabulary. However, as we know, correct grammar and vocabulary are crucial in writing a text. This aligns with what Brown, as cited by Hidayah bin Abdullah [44], states in his writing. Brown revealed that grammar was a system that regulated the relationship between words to form meaningful sentences. In other words, grammar was a way to compose a sentence by combining various parts of speech, such as subject, verb, article, noun, adjective, adverb, modifier, phrase, clause, object, etc. Therefore, students should pay attention to grammar in their writing because grammar is crucial. With good grammar, the resulting writing becomes more meaningful and coherent, and the message in the writing can be conveyed well and understood by the reader. Another challenge students face in writing is the difficulty in developing ideas in written form (Wibowo[54]).

Several factors, including cognitive background and interest, influenced writing abilities. To enhance the student's interest and writing skills in English, it was crucial to use

teaching methods that aligned with the desired learning objectives. In this study, the researcher aimed to improve students' writing skills by guiding them in writing narrative paragraphs that depicted events chronologically. Narrative paragraphs were chosen because they resonate with student's life experiences. Narrative texts often appear in various forms, such as myths, legends, fables, short stories, and others (Barthes & Lionel, [8]). This approach was hoped to engage students' interest and enhance their writing ability, particularly in narrative texts. Based on experiences during the Teaching Practicum at SMP Terpadu Darul Dakwah, the researcher found that the eighth-grade students' writing skills in crafting narrative texts were still relatively low. Students still struggled to understand words, compose paragraphs, and structure sentences grammatically.

Based on the emerging issue, the multimodal digital text method was needed to enhance the students' narrative writing skills. The multimodal digital text approach in learning opened up new opportunities to share knowledge, such as information, skills, or expertise, across all social media platforms unavailable in the pre-digital era (Siemens, [35]). This approach aligns well with 21st-century learning, emphasizing digital skills, critical thinking, problem-solving, creativity, and collaborative work (Karim, [25]). The study "The Influence of Implementing Multimodal Text in an Extensive Reading Program for ESP Students" investigated the impact of incorporating non-print multimodal text (NPMT) into an extensive reading program on students' reading comprehension. Engineering students from Surabaya Polytechnic participated in the study. The effectiveness of NPMT and linear text (LT) in enhancing reading proficiency was compared. Over one semester, two groups of engineering students were exposed to NPMT, while others used LT. TOEIC pretests and posttests assessed the students' reading abilities. Analysis using SPSS Version 23 for Windows revealed significant differences in achievement, with the NPMT group outperforming the LT group. This result indicates that non-print multimodal text can significantly improve students' reading comprehension in extensive reading programs. However, the implemented method involved researchers utilizing video fairy tales or folk tales suitable for students' comprehension levels. This method aimed to increase students' interest in learning English, change their perception that English was boring, and enhance their technological literacy. Therefore, the researchers aimed to provide a solution to the challenges at SMP Terpadu Darul Dakwah. Based on the background provided, the researcher formulated the study's title, "The Effectiveness of Multimodal Texts to Enhance Writing Narrative Text of EFL Students."

2. REVIEW OF RELATED LITERATURE

Definition of Writing

Writing offered a unique avenue for expression, both a solace for many to alleviate stress or fatigue and a powerful tool for articulating thoughts and feelings. It transcended being merely a method for sharing insights; it embodied a complex process of expression and communication as articulated by several scholars. White, as cited by Bergs [37], characterizes writing as a means of expressing ideas, information, knowledge, or data, highlighting its role in facilitating shared learning through creating and interpreting graphic symbols that represent language. M. Atar Semi views it as a creative endeavour where ideas transform into written symbols, echoing Byrne's [16] sentiment that writing fundamentally involves forming symbols and making marks on a flat surface to encode messages or translate thoughts into a comprehensible language. Enre and Olson [16] delve deeper, interpreting writing as a systematic thinking process and a form of expression that others must clearly understand, respectively. This notion of writing as a communicative act is further emphasized by Harmer and Nation [16], who define it as a medium to convey thoughts or feelings and as a beneficial activity that enhances other skills such as listening, speaking, and reading. Brown [17]introduces writing as a thinking process involving contemplation, the development of ideas, meticulous planning, and the possibility of endless revisions. This idea was supported by Braine and Yorozu [18], who suggest that effective writing requires a well-structured presentation of thoughts in an organized manner, and Leki [3], who positions writing as a vital communication tool that enables writers to articulate their ideas, thoughts, and emotions.

Narrative Text

John Langan stated, "Narrative is when a writer tells a story about something that happened," clarifying that through narrative, we described something that had occurred to us in detail. Otong Setiawan further explained, "Narrative is a type of text that contains legendary stories and resolutions to entertain and captivate readers." Meanwhile, Pardiyono states, "Narrative is a story that narrates activities or events from the past, aimed at solving problems and providing lessons to the readers." The 2004 Curriculum described a narrative text as intended to entertain, captivate, and present real or imaginary experiences in various ways. Narratives often relate to events that cause problems, leading to a crisis or turning point, and ultimately finding their resolution.

From the definitions provided, we could conclude that a narrative text recounts events or occurrences from the past, narrating them from beginning to end. Such texts detailed past

events to entertain readers, often revolving around a problem and its eventual resolution (Eudia Grace, [20]). These narratives typically focused on specific characters and served various purposes, including reflection, entertainment, explanation, and influence (Dietsch, [21]). The social function of narrative texts was to share stories from the past and entertain readers. According to Mayers [21], narration stood as one of the most effective means of communication with others.

Multiliteracies Pedagogy

Multimodal text was an instructional tool utilizing various media and teaching instruments to educate and instruct students. By employing multimodal learning media, the educational experience was enriched with words or the teacher's voice and through a combination of elements such as videos, images, audio files, and hands-on exercises, providing an optimal learning experience for students. According to (The new-London group [22], Multiliteracy pedagogy must recognize and leverage students' cultural, technological, and experiential diversity in the learning process. Teachers and curricula should empower students to understand the differences in design across various cultural and technological contexts. Effective learning involves acknowledging differences, connecting these differences to objectives, and transforming practices within cultural and technological contexts. The design concept here is not a fixed rule but a flexible heuristic that allows for variation and creativity in meaning-making.

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

enriching learning experiences with the "multimedia effect" — the synergistic understanding achieved through combining words and images[13]).

Presented in a multimodal learning environment, instructional components catered to various sensory modes (written, auditory, and visual). Advancements in technology facilitated the integration of diverse communication modalities like images, sounds, written language, and animations, enriching language studies. Multimodal texts' adaptability stood as a significant benefit, meeting each student's unique learning styles and preferences. This inclusive approach particularly appealed to Generation Y learners, known for their selective learning habits and styles, fostering a more engaged and invested learning process. Research indicated that using multimodal texts could also promote proactive leadership behaviours, thereby enhancing leadership skills among learners (Kummin et al., [23]). Teachers were thus encouraged to select engaging materials that sparked creativity and introduced new concepts, ideally grounded in the student's existing knowledge and experiences.

3. RESEARCH METHODOLOGY

Design of the Research

This study focused on quantitative research. Aliaga and Gunderson [2] stated that quantitative research explained a phenomenon by collecting numerical data that were analyzed using mathematical methods (especially statistics). Furthermore, Muijs [34] revealed that quantitative research involved collecting numerical data used to explain a particular phenomenon.

The researcher chose a pre-experimental research design. This design was selected to determine the effectiveness of multimodal text methods in enhancing students' narrative writing skills. The study employed a pre-experimental design involving one group as the pretest (01), treatment (X), and post-test (02).

The design was illustrated as follows:

01 X 02	
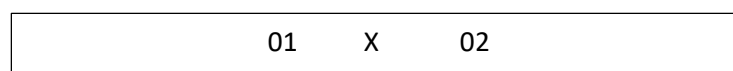
Where:

01: Pretest

X: Treatment

02: Post-test

(Emzir, 2015:97)

Time and Research Setting

This research was conducted at SMP Terpadu Darul Dakwah. The school was located in Kedungmaling Village, Sooko District, Mojokerto Regency. The reasons for choosing this school as the research location were:

1. Students needed more time for writing.

2. Students struggled to find writing ideas.

3. Students' writing motivation was still low.

4. Students still had difficulty in constructing sentences according to grammar rules

Estimated implementation of research carried out by researchers:

Table 1. Time research

Class	Meeting	Description	Time
Pre-experimental	1	Pretest	6 Juni 2024
Pre-experimental	2	Treatment 1	7 Juni 2024
Pre-experimental	3	Treatment 2	8 Juni 2024
Pre-experimental	4	Treatment 3	11 Juni 2024
		Post-test	12 Juni 2024

Data and Source of the Data

1) Population

Population refers to a group of individuals or objects that share similar characteristics [31]. Meanwhile, Kindy [28] stated that the population was the total number of units (individuals, organizations, events, objects, and items) from which a sample was selected for measurement. Another definition of the population is proposed by Sugiono [47], who described the population as geographical, and its generalization included objects/subjects possessing specific qualities and characteristics defined by the researcher for the study and subsequent conclusions. Based on several theories proposed by researchers, it could be concluded that a population was a group that included humans, animals, plants, and objects with similar characteristics. The characteristics possessed by a population need to be specific to obtain a complete and clear value for the conclusion. In this research, the population consisted of 8th-grade students of SMP Terpadu Darul Dakwah for the academic year 2023/2024, totalling 267 students. This can be seen in the following table below:

Table 2. Table of Population

Class	Students
VII A	40 Students
VII B	38 Students
VIII A	40 Students
VIII B	37 Students
VIII C	38 Students
XI A	37 Students
XI B	37 Students
TOTAL	267udents

2) Sample

According to Ary et al. [6], a sample is a small group that was observed. Etika [19] defines a sample as a portion of the total population. Furthermore, Creswell [12] stated that a sample is a subgroup of the target population that the researcher plans to investigate to generalize the target population.

In this research, the sample was selected using the convenience sampling technique. The sampling of respondents was based on the ease of obtaining permission to be used as a sample, with the main factor being students of VIII A SMP Terpadu Darul Dakwah, amounting to 40 respondents. The researcher knew about the characteristics of the students from the class that the researcher needed. During these activities, the researcher identified the characteristics of the students in that class. Additionally, the researcher observed the difficulty students face when learning to write. Therefore, the researcher used this class as the sample for the research. This class was treated using video media to assess the effectiveness of using multimodal text methods in improving students' writing skills. There were 40 students in this class, comprising 19 males and 21 females. The following table was presented:

Table 3. Sample

No.	Class	Sample	Male	Female
1.	VIII A	40	19	21

4. FINDINGS AND DISCUSSION

Description of the Data

This study used an experimental research design, and the data was in the form of pre-test and post-test results related to writing narrative texts using multimodal teaching materials in the form of digital flashcards. The data was collected through three stages. First, a pre-test was conducted to assess the participants' initial performance levels. Then, after four treatments, a post-test was conducted to measure the changes. Finally, a questionnaire was given to gather participants' opinions and feedback. This method allowed for a comprehensive and in-depth analysis of the research topic, providing valuable results and conclusions..

The instrument used was a writing test. The pre-test and post-test questions focused on five values: Organization, Content, Grammar, Mechanics, and Style, to measure students' abilities in writing narrative texts. The data obtained were then analyzed using the Statistical Product and Service Solution (SPSS) version 25. The analysis included validity tests, normality tests, and Paired Sample T-tests.

To assess the effectiveness of the learning activities, three main parts were implemented:1) Pre - teaching,2) Teaching activities,and 3) evaluation.

1) Pre - teaching

The learning process had to be well-planned to achieve the learning objectives. This lesson planning was generally known as the Learning Implementation Plan (RPP). At the planning stage, the researchers prepared the RPP and validated the instruments with Supervisor 1 and Supervisor 2. Instrument validation was carried out to determine whether the instrument to be used was feasible. The prepared RPP was then used during classroom learning.

2) Teaching activities

The study was conducted in class VIII with a sample of 40 students. The learning sessions took place over four meetings. During the first meeting, a pre-test was given, and in the following three meetings, the students received treatment. Finally, in the fourth meeting, a post-test was administered.

In the first treatment, the focus was on teaching general concepts related to narrative texts, such as their definition, purpose, structure, and different types. In the second treatment, students were introduced to various folktales in the form of flashcards with barcodes, such as "The Legend of Timun Mas" and "Sangkuriang." During this stage, the researchers stimulated students' understanding of narrative texts using multimodal methods to assess their comprehension of narrative texts.

In the third treatment, the researchers focused on applying all stages of multimodal methods in the learning process. They began by reviewing the stages of the previous meetings. The same flashcards were distributed to each row. The researchers distributed the generic structure, and each student filled in the generic structure based on the story in the flashcard received by their row. The students were tasked with classifying the story in the flashcards.

After that, each student explained and wrote the plot of the story in the flashcard they received according to its classification. This step was called transformational construction, and its goal was to help students understand narrative texts using multimodal texts.

3) Evaluation

At this stage, the researchers invited students to review the learning activities that had been carried out. Besides serving as an evaluation, this activity also aimed to reinforce the knowledge the students had gained. In this activity, the researchers also asked for students' opinions regarding learning narrative texts using the multimodal method with flashcards. Based on several opinions expressed by the students, it was concluded that the students felt happy and found it easier to learn narrative texts with the media and methods used.

Description of the Pre-Test and Post-Test Results

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

Table 4. Students' Scores on the Pre-Test Based on Writing Aspects

No	Student	Aspect					Total
		O	C	G	M	S	
1	A1	8	5	6	7	8	34
2	A2	8	9	5	5	6	33
3	A3	6	5	6	7	6	30
4	A4	11	5	5	5	4	35
5	A5	9	7	8	7	9	40
6	A6	3	3	10	3	4	23
7	A7	5	4	4	8	7	28
8	A8	8	6	8	7	5	34
9	A9	8	5	10	9	4	36
10	A10	3	2	5	5	3	18
11	A11	2	3	6	5	5	21
12	A12	5	7	8	9	8	28
13	A13	1	3	2	3	3	12
14	A14	12	6	7	7	11	43
15	A15	7	8	8	7	6	36
16	A16	12	10	8	8	9	37
17	A17	9	6	10	9	9	43
18	A18	9	8	8	7	8	40
19	A19	7	6	5	5	5	28
20	A20	7	6	8	15	8	44
21	A21	6	5	6	7	5	29
22	A22	12	10	10	9	9	51
23	A23	2	7	9	8	7	32
24	A24	8	8	5	12	12	45
25	A25	3	5	5	5	5	23
26	A26	12	9	11	9	11	52
27	A27	7	8	6	10	9	40
28	A28	8	9	9	7	9	42
29	A29	10	9	7	7	8	41
30	A30	7	9	8	9	9	42
31	A31	9	6	8	7	7	37
32	A32	10	8	5	15	11	49
33	A33	5	9	10	8	9	41
34	A34	1	6	7	6	8	28
35	A35	7	9	10	7	9	32
36	A36	7	8	8	7	6	36
37	A37	3	3	2	2	2	12
38	A38	10	9	9	10	10	48
39	A39	12	8	11	9	8	48
40	A40	3	5	5	5	5	23

Table 4 showed the students' pre-test results based on the writing rubric assessment. The table indicated that students scored between 25-40. According to Table 3.5 on the classification of student scores, these scores could be categorized as good.

Table 5. Students' Scores on the Post-Test Based on Writing Aspects

No	Student	Aspect					Total
		O	C	G	M	S	
1	A1	12	10	10	11	10	53
2	A2	11	11	10	8	9	49
3	A3	11	11	10	12	7	51
4	A4	12	8	11	9	10	50
5	A5	11	8	8	12	11	50
6	A6	6	11	8	5	7	37
7	A7	13	7	8	13	12	52
8	A8	7	11	13	10	6	48
9	A9	11	12	11	6	5	45
10	A10	13	7	11	12	10	53
11	A11	4	4	8	5	5	26
12	A12	12	9	10	9	10	36
13	A13	5	6	9	6	7	33
14	A14	12	8	9	11	11	51
15	A15	13	12	7	12	12	56
16	A16	8	11	12	9	9	49
17	A17	12	7	13	10	9	50
18	A18	7	11	11	9	10	48
19	A19	12	12	9	7	7	47
20	A20	13	14	12	16	12	67
21	A21	10	12	12	10	8	52
22	A22	10	12	13	12	12	59
23	A23	11	10	10	9	9	49
24	A24	13	12	13	13	14	65
25	A25	11	9	11	10	9	50
26	A26	9	9	12	12	13	55
27	A27	10	9	10	12	10	51
28	A28	9	11	11	9	10	50
29	A29	7	9	8	9	9	42
30	A30	10	13	14	10	12	59
31	A31	1	9	12	10	12	43
32	A32	13	13	11	15	13	65
33	A33	12	13	12	12	12	61
34	A34	10	9	12	10	9	50
35	A35	6	8	9	8	8	39
36	A36	9	8	7	8	7	38
37	A37	12	13	12	12	12	61
38	A38	11	12	11	10	10	54
39	A39	12	10	12	12	11	59
40	A40	12	10	11	12	11	56

Based on the post-test results in Table 5, it was evident that students achieved very high scores. The scores obtained ranged between 40-50. According to Table 3.5 regarding the classification of student scores, it could be stated that the students' post-test results fell into the category of excellent.

Table 6. Descriptive Analysis Results using SPSS

Paired Samples Statistics

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

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

Furthermore, the lower standard deviation in the post-test indicated that student scores were more consistently distributed compared to the pre-test, suggesting that the intervention led to more stable learning outcomes. The relatively small mean values for both tests indicated that the sampled averages from the population potentially had very accurate results..
Therefore, based on this analysis, it could be concluded that the instructional method utilizing folktales with a multimodal approach was effective in improving students' narrative writing abilities, as evidenced by the statistically significant differences between the pre-test and post-test data.

Analysis of Normality Test

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

Table 7. Pre-Test and Post-Test Normality Test

Tests of Normality

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

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

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

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

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

Table 8. Normality Test for Post-Test Data

Tests of Normality

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

a. Lilliefors Significance Correction

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

T-Test

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

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

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

Paired Samples Statistics

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

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

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

Paired Samples Test

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

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

Statistical Hypothesis

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

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

Here are the criteria for hypothesis testing:

- Hα is accepted if t-test > t-table or if Sig. (2-tailed) < 0.05
- Ho is rejected if t-test < t-table or if Sig. (2-tailed) > 0.05

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

Description of the Result of the Questionnaire

The data gathered from the distributed questionnaires is as follows:

Table 11. The result of the Questionnaire

Presence	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
1	4	4	4	4	4	4	4	4	4	4
2	4	4	4	4	4	4	4	3	4	4
3	4	4	4	4	4	4	4	4	4	4
4	3	3	4	3	3	2	3	4	3	4
5	3	3	3	4	3	4	3	4	3	4
6	3	3	3	3	3	3	3	3	3	3
7	4	4	4	4	4	4	4	4	4	4
8	3	3	3	3	3	3	3	3	3	3
9	3	3	3	3	3	3	3	3	3	3
10	3	4	3	3	3	4	3	4	4	4
11	4	4	4	4	4	4	4	4	4	4
12	4	4	4	4	3	4	3	4	4	4
13	4	4	4	4	4	4	3	3	4	4
14	4	4	4	4	4	4	3	3	4	4
15	4	4	4	4	4	4	3	3	4	4
16	4	4	4	4	3	4	3	4	4	4
17	3	3	4	4	3	3	3	3	4	4
18	3	3	4	4	4	3	4	4	4	4
19	3	4	3	4	3	4	3	4	3	4
20	4	3	4	4	4	3	4	4	4	3
21	4	3	4	4	4	3	4	4	4	3
22	4	4	3	4	3	4	4	4	3	4
23	4	4	4	4	3	4	3	4	3	4
24	4	3	3	4	4	4	3	4	4	3
25	4	3	3	4	4	3	4	3	3	3
26	4	4	4	3	3	3	3	3	3	3
27	4	3	4	4	4	4	4	3	4	3
28	4	4	4	3	4	4	4	4	4	4
29	4	3	4	4	3	4	3	3	3	4
30	4	4	4	4	3	3	4	4	3	4
31	4	4	3	4	4	4	4	4	4	4
32	4	3	4	4	4	3	4	4	3	3
33	4	4	4	3	4	3	4	3	3	3
34	3	3	4	4	3	4	3	3	3	3
35	3	4	3	4	3	4	3	4	3	4
36	3	3	3	3	3	3	3	3	3	3
37	4	4	4	3	3	3	3	4	4	4
38	3	4	4	4	4	4	4	4	4	4
39	3	4	4	4	4	4	4	4	4	3
40	4	3	3	3	3	3	3	3	3	3
Total	146	143	147	149	140	143	138	144	142	145

Table 11 displayed the results of a questionnaire involving 40 respondents with a total of 10 questions. The total results for each question selected by the respondents were as follows: the first question received 146 responses, the second question received 143 responses, the third

question received 147 responses, the fourth question received 149 responses, the fifth question received 140 responses, the sixth question received 143 responses, the seventh question received 138 responses, the eighth question received 144 responses, the ninth question received 142 responses, and the tenth question received 145 responses.

Validity and Reliability Test

1) Validity Test

The main objective of the validity test was to determine whether the data used in the study was reliable and accurate. In this test, data was considered valid if the calculated correlation coefficient (r-count) was greater than the critical value for correlation (r-table). Conversely, if the calculated correlation coefficient was less than the critical value, the data was deemed invalid.

In this section, the validity test was applied to the questionnaire data. To conduct the test, researchers utilized SPSS 25. Here were the results of the questionnaire validity test.

Table 12. Summary of Validity Test Result

Item	R Tabel	R Hitung	Kesimpulan
Soal 1		0.548	VALID
Soal 2		0.644	VALID
Soal 3		0.559	VALID
Soal 4		0.646	VALID
Soal 5	0.2638	0.650	VALID
Soal 6		0.618	VALID
Soal 7		0.583	VALID
Soal 8		0.514	VALID
Soal 9		0.724	VALID
Soal 10		0.556	VALID

To explain the process of evaluating the validity of a questionnaire using the correlation coefficient between each questionnaire item and the total score of the questionnaire (r count), compared to the critical value (r table) for that correlation, the following steps were taken. In this case, the r table value was determined based on the degrees of freedom (df = N - 1 = 40) and a significance level of 5%, which equaled 0.2683. Upon conducting the calculations, it was found that the r count values for all items in the study were greater than the established r table value of 0.2638. This indicated that each item in the questionnaire had a strong correlation with the total score of the questionnaire, exceeding the predefined threshold for a 5% significance level.

Therefore, the conclusion drawn was that all items in the questionnaire were considered valid and could be used to measure the constructs intended for this research with adequate confidence.

2) Reliability Test

The reliability test was a procedure performed to assess the dependability and consistency of the data. It aimed to determine whether the data could be trusted as reliable or if there were concerns about its consistency. The data tested was questionnaire data. For the reliability test, researchers used SPSS 25..

Table 13. Case Processing Summary

Reliability Statistics

Cronbach's Alpha	N of Items
.806	10

Table 13 The Cronbach's Alpha value of all questionnaire items was 0.806. There was also a column labeled N of items, indicating the number of questions in the questionnaire, which totaled 10 questions. This table was used to assess the reliability of the data. To determine this, the r-count value was compared with the r-table. Data was considered reliable if the r-count value was greater than the r-table. Conversely, if r-count was less than r-table, the data was deemed unreliable. Based on the table above, the Cronbach's Alpha value was 0.806. Furthermore, the number of respondents was 40 with a significance level of 5%, resulting in an r-table value of 0.6. Referring to the reliability test criteria, 0.806 was greater than 0.6; hence, it could be concluded that the questionnaire used was reliable and consistent. If the results from all questionnaire items were reliable and consistent, the next step was to compute the outcomes for each individual question (questions 1 through 10).

Table 14. Item-Total Statistics' of Reliability

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
S1	32.28	7.640	.420	.311	.796
S2	32.35	7.310	.529	.625	.784
S3	32.25	7.628	.435	.417	.794
S4	32.20	7.446	.544	.584	.783
S5	32.43	7.276	.535	.745	.783
S6	32.35	7.259	.484	.643	.790
S7	32.47	7.487	.455	.641	.793
S8	32.32	7.712	.376	.402	.801
S9	32.38	7.061	.627	.607	.773
S10	32.30	7.600	.427	.561	.796

Based on Table 14, It could be seen that all Cronbach's Alpha values if the item was deleted were greater than the r-table value of 0.2638. This meant that the 10 questionnaire questions given to respondents had r-calculated values greater than the r-table value. Therefore, it could be concluded that the instrument used was reliable and consistent. It could be said that the calculation of all the questions in the questionnaire, along with the calculation of each question individually, had reliable and significant results. After analyzing Tables 3.8, 4.10, and 4.11, it became clear that the r-calculated values in the reliability test were classified as "High."

Discussion

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

The next step was data analysis based on assessment using 5 components and SPSS. The five components assessed were organization, content, grammar, mechanics, and style and quality of expression. The organization component included the alignment of the story with the general structure of a narrative text. The content component included the alignment of the story in the paragraph content with the theme of the narrative text. The grammar component included the use of grammar, clauses, prepositions, and conjunctions. The mechanics component included writing, spelling, punctuation, capitalization, and layout. Finally, the style and quality of expression components included vocabulary and idioms used in the text.

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

SPSS 25 was utilized to compute the scores for both the pre-test and post-test. The hypothesis significance value of the pre-test and post-test data was Sig. (2-tailed) 0.00.

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

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

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

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

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

Overall, this study reinforced the evidence that teaching methods combining multiple forms of media (multimodal) and technology can effectively enhance students' writing skills

and narrative understanding. This approach not only made learning more engaging but also more relevant to the needs and learning styles of contemporary students.

5. CONCLUSION AND SUGGESTION

Conclusion

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

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

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

Suggestions

The researcher provided recommendations related to the findings of the research as follows:

1) Teachers

The researcher hoped that the study's findings would encourage English teachers to utilize flashcards as educational tools and the multimodal text method for English language teaching in the classroom. By using multimodal text, teachers could address all aspects of reading, understanding, and listening.

2) Students

Based on the research findings, the researcher suggested that students focus on enhancing their writing skills. One effective way to do this was by practicing narrative text writing. There were various types of narrative texts to explore, but the researcher specifically recommended using folktales. This was because the language in folktales was easy to learn.

3) Researcher

This research was not without flaws, and the researcher welcomed all criticisms and suggestions aimed at improving its quality. Additionally, the researcher hoped that this study would serve as a valuable resource, offering new insights and references for readers to expand their knowledge..

4) Future Researchers

The research findings were intended to serve as supplementary information and references for researchers exploring narrative texts, especially folktales with the multimodal text learning approach. Future studies should have focused on optimizing multimodal text learning to cover aspects such as reading, understanding, and listening. The researcher noted that many students became bored with monotonous learning that relied solely on textbooks or worksheets, which made them reluctant to learn.

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