

Improving Speaking Ability of Fifth Grades by Using the Implementation of Multiliteracy Learning Model at Madrasah Ibtidaiyah Daarul Abroor

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Abstrak

Tujuan penelitian ini adalah untuk meningkatkan kemampuan berbicara bahasa Inggris siswa kelas lima di Madrasah Ibtidaiyah Daarul Abroor melalui penerapan Model Pembelajaran Multiliterasi. Penelitian ini dilakukan dengan menggunakan pendekatan penelitian tindakan kelas dan dilaksanakan dalam dua siklus. Pengumpulan data melibatkan observasi, penilaian berbicara, dan kuesioner untuk mengeksplorasi kesulitan yang dihadapi siswa selama proses pembelajaran bahasa Inggris. Pada siklus pertama, banyak siswa gagal memenuhi kinerja berbicara yang diharapkan. Namun, setelah penyesuaian dan perbaikan pada siklus kedua, sebagian besar siswa menunjukkan peningkatan yang signifikan dan berhasil mencapai tujuan pembelajaran. Hasil penelitian menunjukkan bahwa penerapan Model Pembelajaran Multiliterasi merupakan strategi yang efektif untuk meningkatkan kemampuan berbicara siswa dan mengatasi hambatan belajar dalam bahasa Inggris.

Kata kunci: Kemampuan Berbicara Bahasa Inggris, Pembelajaran Multiliterasi, Penelitian Tindakan, Tantangan Belajar Siswa.

Abstract

The purpose of this research is to enhance the English speaking skills of fifth-grade students at Madrasah Ibtidaiyah Daarul Abroor through the application of the Multiliteracy Learning Model. This study was conducted using a classroom action research approach and was carried out in two cycles. Data collection involved observations, speaking assessments, and questionnaires to explore the difficulties students encountered during the English learning process. In the first cycle, many students failed to meet the expected speaking performance. However, after adjustments and refinements in the second cycle, a majority of students showed marked improvement and succeeded in reaching the learning objectives. The results indicate that implementing the Multiliteracy Learning Model is an effective strategy to improve students' speaking abilities and address learning barriers in English.

Keywords: English Speaking Skill, Multiliteracy Learning, Action Research, Student Learning Challenges

1. INTRODUCTION

In Indonesia, English is the most commonly spoken foreign language. This has led to the teaching of four language skills, which are now mandatory coursework from elementary school to university. The four skills are speaking, writing, listening, and reading (Leon et al., 2024; Jin, 2023; Putri et al., 2018). While we consider speaking and writing as productive or efficient skills, we refer to listening and reading as receptive skills. To meet the teaching and learning objectives, students must become proficient in the four English macroskills listening, speaking, reading, and writing as well as in the language (Alleyza et al., 2021; Sirisrimangkorn, 2021; Sujiati et al., 2023).

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The ability to speak or communicate in the target language is one of the linguistic competencies that any foreign language learner must acquire. When learning a language, they should concentrate on improving their speaking abilities (Peng & Wang, 2022; Becerra-Posada et al., 2022; Alberth, 2023). Learning English could potentially enhance children's fluency in the language. We can also use speaking skills to assess a student's English learning progress. The language classroom should teach and practice speaking, as it aids students in communicating in English. According to Harmer (2017), mastery of linguistic attributes entails the ability to successfully communicate, as well as the capacity to acquire language and knowledge "on the fly."

Speaking is the act in real time, according to Harmer (2017), speaking is a real-time act. People speak when they are having a discussion, and the other person will answer right away. People are unable to alter or revise their words while speaking. Speaking is directly speech language, as it is described. As a result, a lot of individuals associate speaking fluency with English proficiency. According to Torky and Ahmed (2025), speaking is an interactive process of creating meaning that entails information production, reception, and processing. Speaking can also be defined as having the capacity to communicate verbally in a meaningful context, coherently, fluently, and appropriately for both transactional and interactive purposes (Mahesti et al., 2025; Jaya et al., 2024; Rosadi et al., 2020).

The researcher decided to implement the multiliteracy learning approach in the classroom for English language learning, particularly to enhance students' speaking abilities, based on their observations (Hermansyah et al., 2021; Pham, 2023; Kit et al., 2024). The researcher selected this learning model because she thinks that by including the multiliteracy learning model into English language instruction, students will improve their vocabulary pronunciation and speaking bravery. The multiliteracy model's goal in this context of learning is for the researcher or instructor to offer an explanation or discussion point based on the names of things, locations, vehicles, etc. Following the identification of the object by the teacher or researcher, the latter will tell the pupils to name additional objects that are connected to the first object. Students will identify the items in the house, for instance, if the researcher or teacher speaks the name "house."

So, this is the reason researcher adopted this multiliteracy learning paradigm. According to researcher, this multiliteracy learning methodology is particularly effective when implemented with fifth grade pupils at Madrasah Ibtidaiyah. Thus, experts anticipate that students' speaking abilities will significantly increase with the application of this multiliteracy learning approach. Thus, this is the rationale behind the researcher's title choice.

2. METHODOLOGY

This research was carried out on elementary school students whose speaking skills were still very minimal, so this research aims to improve students' speaking skills by implementing a multiliteracy learning model (Sujiati et al., 2023; Nafi'a et al., 2022). And in this research, researcher used the action research method in its implementation.

Research Procedure

1) Planning

Initially, the researcher undertook a preliminary investigation to identify classroom issues. Subsequently, the researcher devised a plan for conducting the research based on the identified problem.

2) Action

During this phase, the researcher endeavored to execute the predetermined action plans, with adjustments allowed as long as they align with established principles. Pertaining to the research project, the researcher implemented the planned research activities outlined in lesson plans. These plans served as a roadmap for the researcher to evaluate the efficacy of communicative games in teaching speaking skills.

3) Observing

Ideally, this action should involve a collaboration between the researcher and an observer, which is considered highly effective in minimizing the subjectivity of collected data. It's crucial that the observation is carried out by someone other than the researcher.

4) Reflecting

The researcher engaged in reflection to refine the thematic focus based on the findings. This involved collaborative analysis between the researcher and the observer to interpret the observed data

5) Location and Participand

The research was conducted at Madrasah Ibtidaiyah Daarul Abroor, located at Daya Bangun Harjo village, Jlr.16 Muara Sugihan, Banyuasin. The participants were 15 students of Class

Data Collection

- 1) Observation
- 2) Questionnaires
- 3) Speaking test

Validity of Data

The process of analyzing quantitative data in this study unfolds as follows:

- 1) Analyze the results of observations
- 2) Analyze the results of the questionnaires using the percentage formula
- 3) Analyze/calculate students' speaking test results

3. RESULT AND DISCUSSION

Result

Cycle 1

Based on the results of the students' speaking tests in Cycle 1, it can be concluded that most students still demonstrated a relatively low level of speaking ability. The findings showed that the average speaking score achieved by the students was 74.4, indicating that their speaking performance had not yet reached the expected level. Several students still experienced difficulties in expressing ideas fluently, using appropriate vocabulary, and maintaining confidence during speaking activities. In addition, classroom observations revealed that some students were still hesitant to participate actively in oral communication tasks. Therefore, further improvement was considered necessary, and a second cycle was conducted to enhance students' speaking skills through a more intensive implementation of the multiliteracy learning model.

Cycle 2

Based on the results of the speaking test in Cycle 2, as presented in the table above, 12 students, or 80%, successfully achieved the minimum passing target after the implementation of the multiliteracy learning model. Meanwhile, 3 students, or 20%, had not yet reached the expected standard. Nevertheless, the results in Cycle 2 showed a significant improvement compared to those in Cycle 1. The students demonstrated better fluency, clearer pronunciation, increased confidence, and greater participation during speaking activities. Moreover, they appeared more motivated and actively engaged in classroom discussions and collaborative learning tasks.

These findings indicate that the application of the multiliteracy learning model contributed positively to the improvement of students' speaking skills. The integration of various literacy activities, interactive learning strategies, and contextual communication practices enabled students to develop their speaking competence more effectively. Therefore, the researcher concludes that the multiliteracy learning model was effective in improving students' speaking ability and could serve as an alternative teaching approach to support speaking instruction in the classroom.

Discussion

In this section, the researcher discusses the findings of the classroom action research in relation to the research questions. The discussion focuses on two major aspects: (1) how the implementation of the multiliteracy approach improves students' speaking skills, and (2) the obstacles encountered by students in learning speaking. The findings are analyzed by connecting the classroom data with relevant theories and previous studies concerning speaking instruction and multiliteracy learning.

1. How Can the Multiliteracy Approach Improve Students' Speaking Skills?

This study aimed to investigate how the implementation of a multiliteracy approach could improve students' speaking skills. The research was conducted through two cycles, each consisting of planning, implementation, observation, and reflection stages. The use of classroom action research enabled the researcher to identify students' difficulties, evaluate the effectiveness of the instructional strategy, and make continuous improvements throughout the teaching and learning process.

In the first cycle, multiliteracy-based learning activities were introduced through the integration of various learning resources, such as texts, pictures, videos, group discussions, and interactive speaking tasks. The multiliteracy approach emphasizes the use of multiple modes of communication and encourages students to develop language competence through authentic and meaningful learning experiences. According to the Kalantzis and Cope (2023), multiliteracies pedagogy supports students in understanding and producing meaning through linguistic, visual, audio, spatial, and digital forms of communication. Therefore, this approach is considered highly relevant to twenty-first century learning, particularly in improving students' communicative competence.

The findings in Cycle 1 indicated that students began to show greater participation during speaking activities. However, many students still experienced difficulties in expressing their ideas fluently and confidently. The evaluation results demonstrated that only 35% of students achieved the minimum passing criteria. Several aspects of speaking performance, such as fluency, pronunciation, grammar accuracy, and confidence, still required considerable improvement. Classroom observations also revealed that some students remained passive

during discussions and hesitated to speak English due to fear of making mistakes. These findings are consistent with Brown (2019), who states that speaking is one of the most difficult language skills because it requires learners to process language spontaneously while simultaneously maintaining fluency, accuracy, and confidence.

Based on the reflection stage in Cycle 1, the researcher refined the instructional strategy in order to address the students' weaknesses. Additional speaking practices, collaborative activities, vocabulary reinforcement, and pronunciation exercises were incorporated into the lessons. Students were encouraged to speak more confidently through pair work, role-play, presentations, and theme-based discussions connected to real-life situations. This strategy aligns with Vygotsky's social constructivist theory, which emphasizes that learning occurs through social interaction and collaboration with others (Ginancar et al., 2024; Omid, 2023; John-Steiner & Mahn, 2020). Through interactive learning environments, students were able to practice speaking more naturally and meaningfully.

In Cycle 2, significant improvement was observed in students' speaking performance. Students demonstrated greater confidence in expressing their opinions, participated more actively in classroom discussions, and showed better fluency and pronunciation. The evaluation results revealed that 85% of students successfully met the graduation target. These findings indicate that the multiliteracy approach effectively enhanced students' speaking skills. The improvement occurred because students were exposed to diverse literacy practices and multimodal learning resources that increased their motivation and engagement during the learning process.

Furthermore, the multiliteracy approach encouraged students to become more independent and creative learners. By integrating visual, textual, and digital materials into speaking instruction, students were better able to understand the learning content and apply it in communicative contexts. This finding supports the study conducted by Kalantzis and Cope (2023), which states that multiliteracies pedagogy promotes active participation, critical thinking, collaboration, and communicative competence. Therefore, the researcher concludes that the multiliteracy approach is an effective strategy for improving students' speaking ability and fostering more interactive and meaningful English learning experiences.

2. To What Extent Do Students Face Obstacles in Learning Speaking?

This research also aimed to examine the obstacles faced by students in learning speaking and how the multiliteracy approach helped reduce these difficulties. Based on classroom observations, interviews, and evaluation results, several challenges were identified during the teaching and learning process.

The primary obstacle encountered by students was a lack of self-confidence. Many students felt anxious and afraid of making mistakes when speaking English in front of their classmates. This fear often caused hesitation, reduced participation, and negatively affected speaking fluency. According to Horwitz (2020), foreign language anxiety is one of the major factors influencing students' oral performance because learners frequently worry about negative evaluation and embarrassment during communication activities. This condition was clearly visible during Cycle 1, where many students preferred to remain silent rather than participate actively in speaking tasks.

Another significant challenge was limited vocabulary mastery. Several students struggled to express their ideas because they lacked sufficient vocabulary related to the discussion topics. As a result, they often paused frequently, mixed Indonesian with English, or produced incomplete sentences. Vocabulary mastery plays a crucial role in speaking because learners require adequate lexical knowledge to communicate ideas effectively. Nation and Newton (2020) emphasizes that vocabulary is the foundation of language learning and strongly influences learners' ability to speak fluently and accurately.

In addition, students experienced difficulties in constructing grammatically correct sentences and pronouncing English words properly. Some students translated sentences directly from Indonesian into English, leading to grammatical errors and unnatural expressions. Pronunciation problems also affected students' confidence and comprehensibility during speaking activities. These findings are supported by Thornbury (2023), who argues that speaking difficulties commonly involve grammar, pronunciation, fluency, and interaction management. However, the implementation of the multiliteracy approach gradually helped students overcome these obstacles. The use of visual media, collaborative learning, contextual discussions, and digital resources made students feel more engaged and comfortable during speaking activities. Students became more motivated because the learning process was interactive, meaningful, and connected to their daily experiences. Moreover, group discussions and peer collaboration reduced students' anxiety because they were able to practice speaking in supportive learning environments before performing individually.

The researcher also found that continuous speaking practice significantly improved students' confidence and participation. By the second cycle, students appeared more willing to express opinions, ask questions, and interact using English. The supportive classroom atmosphere created through multiliteracy learning helped students develop positive attitudes toward speaking activities. This finding is in line with Harmer (2017), who explains that students' speaking ability can improve when teachers create communicative, supportive, and motivating classroom environments. Overall, the findings of this study demonstrate that although students initially faced considerable challenges in learning speaking, the implementation of the multiliteracy approach successfully reduced these difficulties and improved students' speaking competence. The integration of multimodal resources, collaborative learning, and contextual speaking activities not only enhanced students' linguistic abilities but also increased their confidence, motivation, and classroom engagement.

4. CONCLUSION

Based on classroom action research on applying the multiliteracy learning model, it can be concluded that this approach has a substantial and positive influence on improving students' speaking proficiency. The study, carried out in several cycles comprising planning, action, observation, and reflection, demonstrates consistent improvements in students' cognitive, affective, and psychomotor abilities in English speaking. The implementation of the multiliteracy learning model in classroom action research (PTK) has been shown to significantly improve students' speaking abilities, including fluency, pronunciation clarity, grammatical accuracy, and vocabulary mastery. This progress is evident from the increasing speaking evaluation scores in each cycle. Students have demonstrated greater confidence in speaking English. The multiliteracy learning model, which incorporates various media such

as digital texts, videos, infographics, and group discussions, provides more opportunities for students to practice speaking in a supportive and engaging environment.

The multiliteracy approach enables students to access a wide range of learning materials that are more relevant to their daily lives, making the learning process more contextual and engaging. Multiliteracy-based learning fosters greater student involvement in the learning process. Through project-based and collaborative activities, students become more active, enthusiastic, and engaged in improving their speaking skills. The implementation of the multiliteracy model not only enhances students' speaking skills but also encourages teachers to be more creative in designing and delivering lessons, fostering a more dynamic and innovative learning atmosphere. Despite its many benefits, this model presents certain challenges, including limited access to technological resources, varying levels of students' digital literacy, and the need for teachers to be well-prepared to effectively integrate this approach into their teaching practices.

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