

**AN ANALYSIS OF MULTIMODALITY STRATEGY IN
TEACHING EFL STUDENTS IN JUNIOR HIGH
SCHOOL**

(A Case Study of SMPS Panglima Polem Rantauprapat)

A Thesis

Submitted in Partial Fulfillment of the Requirement for the Degree of “Sarjana
Pendidikan” (S1)

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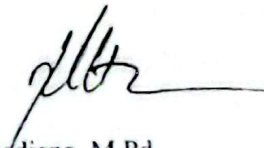
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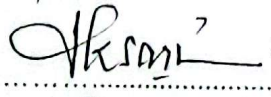
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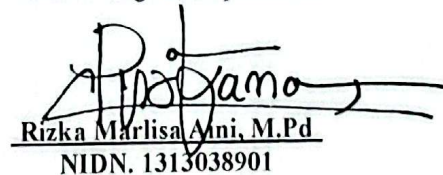
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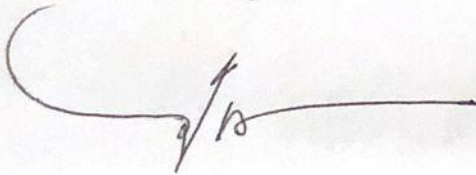
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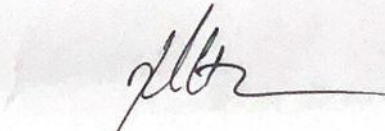
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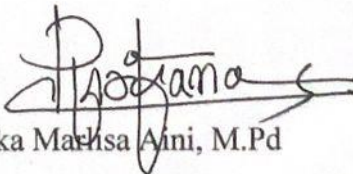
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ACKNOWLEDGEMENT

First and foremost, we express our gratitude to Allah SWT, the Most Gracious and Most Merciful, for His grace and blessings, enabling the completion of this thesis. This thesis is a requirement for every student who wants to complete their studies at the Faculty of Teacher Training, University of Bina Bangsa Getsempena. In this regard, this thesis is titled: “AN ANALYSIS OF MULTIMODALITY IN TEACHING EFL STUDENTS IN JUNIOR HIGH SCHOOL (a case study in SMP S Panglima Polem Rantauprapat)”. With the completion of this thesis, I would like to extend my heartfelt thanks to: My parents, who have nurtured, educated, and motivated me with their love, and to my siblings who have given me the encouragement to complete this thesis.

1. Miss Dr. Lili Kasmini, S.Si., M.Si, as the Rector of the University of Bina Bangsa Getsempena, who provided opportunities and guidance throughout my education, research, and writing process.
2. Dr. Syarfuni, M.Pd., as the Dean of the Faculty of Teacher Training and Education, who has provided opportunities and directions during my education, research, and the writing of this thesis.
3. Riska Marlisa Aini, M.Pd., as the Head of the English Education Study Program, Faculty of Teacher Training and Education, who has provided the opportunity and direction in writing this thesis.
4. Immense thanks and highest appreciation go to Mulyadi Syahputra, M.Pd., as Supervisor I, who patiently provided guidance and direction from the

beginning to the end of this thesis. Also, to Rosdiana, M.Pd., as Supervisor II, who amidst her busy schedule, gave me the opportunity to guide me in writing this thesis from start to finish.

5. All the lecturers at Bina Bangsa Getsempena University who have provided guidance and knowledge to the author throughout my studies. Myself, for enduring and enjoying the journey of this thesis. I hope this thesis becomes my best work and motivates me to learn more and create other works.
6. My friends especially Rizkha, Umairah dan Adila in the English Education program who have become a big family from the beginning until now during my studies at the University of Bina Bangsa Getsempena, and to all parties whose names cannot be mentioned one by one, without any intention of diminishing the importance of their assistance and roles. For that, I express my sincerest thanks for all the kindness given to me. May Allah SWT reward all of You.

Finally, nothing is perfect; imperfections are natural, and no one is without faults except Allah. I apologize for all mistakes made during this time, and I realize that this thesis is far from perfect. Therefore, constructive feedback is welcome for its improvement. In preparing this thesis, I have received valuable lessons, motivational support, and guidance from various parties from the beginning to the completion of this thesis. Thank you all, and I hope that Allah SWT rewards you, and may we always be under Allah's protection, Amee

ABSTRACT

The study titled "An Analysis of Multimodality in Teaching English as a Foreign Language" employs a qualitative research approach to investigate the use of multimodality in EFL instruction. The research aims to understand the teacher's perspective on using multimodality and its impact on student learning outcomes. The study uses a case study design, which involves in-depth examination of a specific case or phenomenon within its real-life context. The study was conducted at SMPS Panglima Polem Rantauprapat (PPR) in the X-A classroom of SMP S PPR in Rantauprapat, Labuhan Batu, North Sumatra. The subject of the study is an English subject teacher. The researcher used a semi-structured interview guideline, classroom observations, and document analysis. The findings can contribute to the development of effective teaching strategies and enhance the overall quality of education. The study highlights various teaching strategies for different learning styles: Visual, Using images, diagrams, and videos to enhance learning. Auditory, Encouraging students to participate in discussions, read aloud, and use audio aids. Kinesthetic, Incorporating practical experiences, demonstrations, and hands-on activities. These strategies can help teachers cater to diverse learning styles, making learning more engaging and effective for students

Keyword: Multimodality, Teaching English Foreign Language, Junior High School,

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