ABSTRACT

Mumtaz, Hasna Nabilah (2022)**, THE USE OF MULTIMODAL TEXT "CARTOON FILMS" TO FOSTER EFL STUDENTS' UNDERSTANDING ON SPOKEN TEXTS OF DAILY CONVERSATION:** A QUASI-EXPERIMENTAL STUDY AT JUNIOR HIGH SCHOOL IN WEST JAVA.

The research aims (1) to find out the students' understanding of spoken text before being exposed to cartoon films as multimodal text; (2) to find out students' understanding of spoken text after being exposed to cartoon films as multimodal text; (3) to identify the significant improvement in students' understanding of spoken text after being exposed to cartoon films as multimodal text.

This research used a quasi-experimental research design. The population was eight grade students of SMP Plus Al-Aqsha Jatinangor in the Academic Year 2022/2023. The research chooses VIII B as the participant consisting of 27 students. The instrument of this study was a listening test used in pre-test and post-test. Students' scores were processed in statistical analysis.

The findings show that the average score of students' understanding of spoken text before being exposed to cartoon films as multimodal text is 67.11 and the average score of students' understanding of spoken text after being exposed to cartoon films as multimodal text is 80. The data shows the normality test was gotten a significant value of the pre-test and post-test is 0.200. The significant values are higher than 0.05 (0.200 > 0.05), it can be concluded that H_a is accepted. It means were normally distributed. The independent sample test showed that hypothesis (Ha) is accepted and (Ho) is rejected. Thus, there is a significant difference between the post-test and pre-test means. Additionally, this was proven by the result of the N-Gain calculation which the means of students was 0,38 with medium (average) interpretation.

The implication of this research is that cartoon films can be used as a multimodal text in improving students' understanding of the spoken text.

Keywords: spoken text, multimodal text, cartoon films, listening skill