

Multimodal Feedback on speaking: Effectiveness and Students' Perspective

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Abstract. Multimodal feedback needs to be studied and researched to enhance student's ability. Thus, this research aims to examine the feedback which using technology and conventional without using technology in speaking, wanted to explore how multimodal feedback could influence the students' speaking ability, know the student's perception on multimodal feedback and the reason multimodal feedback could improve students' speaking ability. The research used a sequential mixed method design with test and interview as instruments. The sample was 54 students for experimental and control group. The result showed that there is not significant different between multimodal feedback with using technology and without using technology. However, in terms of mean score, multimodal feedback with using technology is higher than multimodal feedback without using technology on improving students' speaking ability. Another result showed that the students had positive response towards the use of multimodal feedback on learning speaking because it can give them much knowledge and upgrade their ability in speaking class.

Keywords: *Multimodal feedback; using technology; speaking ability*

<https://ojs.unm.ac.id/eralingua>



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INTRODUCTION

Speaking is a productive skill where students can deliver ideas or thought to other people (syafryadin, 2020; Syafryadin, Salniwati, & Martina, 2020; Syafryadin, 2020). Moreover, it is one of the subjects in English Education Department in every university. This is obligatory course that must be taken by students. In speaking subject, the teacher or lecturer needs to give feedback on students' speaking performance because it will evaluate their performance. Feedback on speaking is one of the activities that teacher does to give correction and clarification on what students' do to their task. Alghazo, Abdelrahman, and Qbeitah (2009) stated that feedback is useful for students, if it is done by teacher in the right way, hence it could improve the students' ability. Moreover, feedback can be a positive and negative. However, it depends on how the teacher delivers the feedback itself on students. The learners could study something from teacher's feedback. The urgency of feedback on speaking could influence the students' speaking skill development. Feedback can be direct or indirect. It depends on the teacher in the classroom what types of feedback that the teacher or lecturer would use in speaking. It is better for the teacher could maximize in using multimodal feedback namely can be direct or indirect, written or spoken and other types of feedback. Multimodal feedback is multiple feedback which done by the teacher in giving feedback to students. The feedback can be used to give the students input to their performance in learning English (Campbell & Feldmann, 2017). The mode of feedback can be direct and indirect feedback or explicit and implicit feedback. The teacher usually use three types of feedback namely peer feedback, conference and comment. Peer feedback is one type of feedback that done by peer or student's friend itself, while conference means that one of the oral feedback that done by the teacher, then comment is one of the written feedback that undertaken by the teacher (Bartels, 2003).

According to Lyster & Ranta (2013), there are six types of feedback. Those are explicit correction, recasts, clarification, metalinguistic, elicitation and repetition. The first, explicit correction is one of the feedbacks that the teacher gives the students explicitly. The teacher directly comments on students' error in speaking (e.g. "I am going teach you instead of I am going to teach you"). The second, recast refers to the teachers' reformulation from what the students have said. The third, clarification means that the teacher clarify what students' talk because the students did mistake in speaking or the audience or the teacher does not understand what the student means. The fourth, metalinguistic means that information, comment, question related to the students' utterance without explicitly say to them (e.g. Could you find your mistake in your speaking?). The fifth, elicitation refers to a technique of feedback that elicit the correct from the students. The sixth, repetition means that the teacher repeats the students' error with the correct one, hence, the students could know their mistakes and correct it.

Many studies were about feedback on speaking. Mahdi & Saadany (2013) conducted the research on oral feedback in speaking. They found that feedback in speaking is useful for the students. This is line with Khunaivi & Hartono (2015) & Dewi, (2015) who found not only types of corrective feedback on speaking, such as explicit correction, repetition and reformulation, but also the students thought that

corrective feedback is beneficial for them. Thus, studies on perceptions on teachers' feedback showed that students had positive responses on corrective feedback (Muhsin, 2016; Asnawi, Zulfikar & Astila, 2017; Nemari, Alavi, Mohebbi, Masjedlou, 2017; Wang, Yu, & Teo, 2018; Muyashoha, & Sugianto, 2019). Besides, types of corrective feedback were often researched by researchers because corrective feedback is essential to be known by the teacher, lecturer and student (Fadilah, Anugerahwati and Prayogo, 2017; Putri, 2018; Phuong & Huan, 2018; Siska, Mukhaiyar & Ratmanida, 2018; Laeli & Setiawan, 2019; Ningkrum, 2019).

Furthermore, In 2014 until 2019, several studies also examined the effect of Explicit and implicit Corrective feedback on speaking and the result showed that explicit feedback had significantly improved the students' ability on speaking rather than implicit corrective feedback (Zohrabi & Ehsani, 2014; Faharani & Salajegheh, 2015; Morua, 2016; Zhai & Gao, 2018; Tesnim, 2019).

Next, several researchers applied technology in giving feedback on speaking. They found that technology can be used to give feedback on students, such as video and applications. Educators and students felt that technology were useful in delivering feedback. Even, video feedback is better than written feedback in speaking (Bing-Jie, 2016; Tseng & Yeh, 2019; Vries, Cucchiarini, Strik, Hout, 2019). In 2020, Chekol (2020) examined the effect of peer feedback on speaking and their perceptions. The results of the study showed that, there was a statistically significant improvement in the overall speaking achievement. Moreover, the students showed significant improvements mainly on the three aspects of speaking (grammar, fluency and vocabulary), but the students didn't show improvements on their pronunciation skills. Students had positive perceptions on peer feedback.

In short, the previous studies were only discussing about types of feedback, errors, reasons, perceptions, and the use of technology in speaking. However, the researchers thought that research on using technology in giving feedback on speaking were seldom, especially multimodal feedback on speaking that led to the comparison of technology used in giving feedback on speaking activities and non-use of technology. Therefore, the present study wanted to examine the feedback which using technology and conventional without using technology in speaking, wanted to explore how multimodal feedback could influence the students' speaking ability and knew the students perception on multimodal feedback. As for the research questions of this study are (1) Is there any difference between multimodal feedback using technology and not use technology in enhancing students' speaking ability? (2) What is the perception of students on multimodal feedback that implemented in speaking activities? And (3) why multimodal feedback could enhance students' speaking ability?

RESEARCH METHOD

A mixed method design was employed to answer the research questions. The type of mixed method used was sequential explanatory because the researchers did quantitative data analysis first and then qualitative. Creswell (2014) & Ary, et al. (2010) state that mixed method research is a combination of the qualitative and quantitative research that mixed those types of analyses. In this research, the first research question needed the quantitative analysis and the second and third were analysed

qualitatively. Moreover, the researcher used a quasi-experiment with pre-test and post-test for quantitative research, while for qualitative research was descriptive qualitative.

The research was conducted in one of the universities in Bengkulu, Indonesia. The research permitted to the head of study program by giving proposing the permission letter to undertake the research. The English Education study program agreed and gave an access to do a research. The population of is three classes of English Education Study program which covered 100 students. The sample of this research was only two classes that involve 54 students. From those three classes, 1 class is for experimental class, 1 class for control group and 1 class for field testing. The sampling technique of this research was random sampling technique because they have homogenous in terms of age, language background and language ability. In experimental class, the lecturer used multimodal feedback with technology, such as video recording, recast and other applications in online class, while in control group, the lecturer used directly feedback whether oral or written feedback to students.

Validation instruments used were speaking test and interview guideline. The speaking test covered two indicators namely fluency (Speech flow and pause) and accuracy (grammar, vocabulary, and pronunciation), while the interview guideline involved multimodal feedback aspects whether written or spoken. The research used co-raters to make the same perception for the result of speaking test. The procedures of data collection were (1) Collecting the result of pre-test and post-test on speaking; (2) Interviewing several students; (3) Doing transcription of the interview, (4) Separating the data for the first and the second research question. Moreover, the data were analysed quantitatively and qualitatively. The first, the quantitative data were statistically calculated to know the difference ability of students in control group and experimental group. The second, the qualitative data were coded by the researcher to know the importance points of the data that has a connection the research question (Panneerselvam, 2014).

RESULT AND DISCUSSION

Results

The difference between multimodal feedback using technology and without using technology in enhancing students' speaking ability?

Based on the speaking score result, researcher calculated the validity and realibility of the raters on speaking score. The reliability and validity can be seen [table 1](#) and [2](#).

Reliability

Table 1. Reliability test

Reliability Statistics		
Cronbach's Alpha (CA)	Cronbach's Alpha Based on Standardized Items	N of Items
.979	.986	4

Tabel 1 shows that CA is higher than 0,70. It means that the data has high reliability.

Validity

Table 2. Validity test

Correlations							
				Pretest EG	Posttest EG	PretestC G	Posttest CG
PretestE	Pearson Correlation			1	.979**	.941**	.963**
G	Sig. (2-tailed)				.000	.000	.000
	N			27	27	27	27
	Bootstrap ^b	Bias		0	.000	.004	.001
		Std. Error		0	.006	.015	.010
		95% Confidence Interval	Lower	1	.964	.913	.941
	Upper		1	.989	.969	.979	
	Posttest	Pearson Correlation			.979**	1	.918**
EG	Sig. (2-tailed)			.000		.000	.000
	N			27	27	27	27
	Bootstrap ^b	Bias		.000	0	.004	.000
		Std. Error		.006	0	.023	.013
		95% Confidence Interval	Lower	.964	1	.871	.938
	Upper		.989	1	.960	.989	
	PretestC	Pearson Correlation			.941**	.918**	1
G	Sig. (2-tailed)			.000	.000		.000
	N			27	27	27	27
	Bootstrap ^b	Bias		.004	.004	0	.002
		Std. Error		.015	.023	0	.026
		95% Confidence Interval	Lower	.913	.871	1	.858
	Upper		.969	.960	1	.963	
	Posttest	Pearson Correlation			.963**	.969**	.914**
CG	Sig. (2-tailed)			.000	.000	.000	
	N			27	27	27	27
	Bootstrap ^b	Bias		.001	.000	.002	0
		Std. Error		.010	.013	.026	0
		95% Confidence Interval	Lower	.941	.938	.858	1
	Upper		.979	.989	.963	1	

** . Correlation is significant at the 0.01 level (2-tailed).

b. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

Table 2 shows that the data is valid because r count is higher than 0.3809, where r count is 0,914 and r table for df is 0.3809.

Normality test

Table 3. Tests of normality

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PretestEG	.118	27	.200*	.974	27	.708
PosttestEG	.153	27	.107	.933	27	.084
PretestCG	.150	27	.124	.919	27	.038
PosttestCG	.149	27	.128	.930	27	.069

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 3 shows that the data is normal because the calculation result is higher than 0.05.

Table 4. Paired samples correlations

Paired Samples Correlations									
						Bootstrap for Correlation ^a			
								95% Confidence Interval	
				Correlati	Sig.	Bias	Std. Error	Lower	Upper
N				on					
Pair 1	PretestEG	&	27	.979	.000	.000	.006	.964	.989
	PosttestEG								
Pair 2	PretestCG	&	27	.914	.000	.001	.027	.857	.965
	PosttestCG								

a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

Table 4 shows that the significance score is 0,000 and it is lower than 0,05. If the significance count is lower than 0,05. It means that there is significant difference between multimodal feedback using technology and multimodal feedback without using technology in improving students' speaking ability.

Table 5. Results of mean scores multimodal feedback using technology and without using technology in enhancing students' speaking ability

Interventions	Pre-test	Post-test
Multimodal feedback using technology (MUT) (Experimental Group)	69.77	77.29
Multimodal feedback without using technology (MWUT) (Control Group)	68.11	73.40

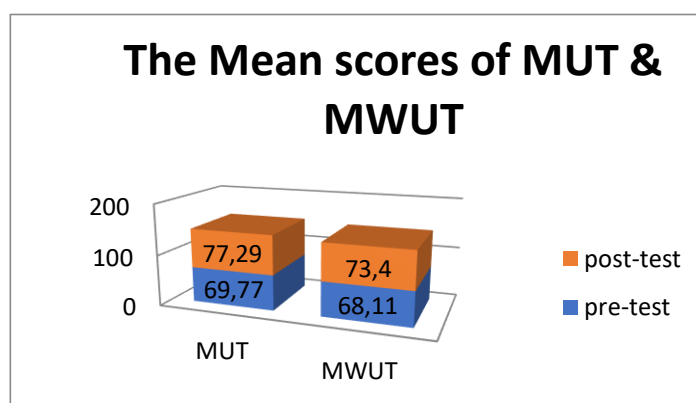


Figure 1. Mean Score of MUT and MWUT

Table 5 and figure 1 show that there is an improvement from the pre-test to the post-test for both interventions in terms of mean score, but in terms of t-test there is not significance different among two interventions. In detail, the mean scores of multimodal feedback using technology for pre-test and post-test are 69.77 and 77.29, while the mean scores of multimodal feedback without using technology for pre-test and post-test are 68.11 and 73.40. Even though there is improvement among those interventions, but there is a difference between multimodal feedback using technology and without using technology in enhancing students' speaking ability in which multimodal feedback using technology has higher mean score for the post test than multimodal feedback without using technology in enhancing students' speaking ability. It can be proved for the post-test namely 77.29 is higher than 73.40.

Students' Perception towards Multimodal Feedback using technology

Referring to the interview result, the students had a positive response towards the multimodal feedback using technology. It shows that the students feel delightful to the implementation of multimodal feedback in improving their ability in speaking.

Moreover, the interview result shows that the students positively responded on multimodal feedback because students thought that multimodal feedback inclined their ability in speaking, such as pronunciation, grammar and other aspects in speaking. Moreover, students also knew their mistakes, thus they can correct their errors. As it is *".....because multimodal feedback gave me many inputs in developing my skill in speaking English...., the feedback can improve my speaking"*. Another interview result proved that multimodal feedback could be one of the alternative ways to increase the students' speaking ability. Those students said "yes" for the second question. As in, *"Of course sir, even though progress is not as fast as other friends....., sure...."*.

The Reason Multimodal Feedback Could Enhance Students Ability in Speaking

The third research question could be answered by looking at the interview results. The interview result shows that students got improvement in speaking ability because multimodal feedback whether using technology or without using technology gave many inputs or knowledge for them. Moreover, students could

know their mistakes and could fix them. Therefore, their speaking could be better after they got treatment. It can be proved by looking at the students answers namely *“I think multimodal feedback could improve my ability in speaking because in multimodal feedback my lecturer gave correction my mistakes in speaking.”* Another student answered, *“because multimodal feedback motivates me to speak. In this case, if my lecturer gives me positive comment, I am happy and when my lecturer gives me negative comments, I will try to fix it.* Besides, another student also say, *“in my point of view, it improves my speaking ability because I got many inputs from my lecturer in speaking class. All aspects in speaking were told by my lecturer”*. In brief, students think that multimodal could improve their speaking ability because they got comment on their performance whether positive or negative. Then, they revised after they knew their mistakes or weakness in speaking.

Discussion

The discussion of this research covers the difference between multimodal feedback using technology and multimodal feedback without using technology, the students' perception and the reason multimodal feedback could enhance students' speaking achievement. Based on the result for the first research question, there is no difference between the intervention in experimental group and control. It means that those techniques are significant. This refers to the t-test result. However, the mean scores of those interventions are different. This result is in little bit different from the studies of [Bing-Jie \(2016\)](#) and [Tseng & Yeh \(2019\)](#) who found that feedback using technology is better than without using technology especially in written feedback in speaking. In their results, feedback using technology is significant different from without using technology. However, [Chekol \(2020\)](#) who found that feedback significantly improved the students' speaking achievement.

The second finding of this research showed that majority students had positive perception on multimodal feedback itself. This is because multimodal feedback could give knowledge to students in improving their speaking ability. Students' perception is important to support whether the multimodal feedback is good for students or not ([Walgito, 2004](#)). Moreover, multimodal feedback provides students the mistakes of their speaking whether in terms of fluency or accuracy. That is useful for them. Knowing mistakes of their speaking becomes their data to correct their errors in the next talk. This finding is same as finding of the study by [Wang, Yu, & Teo \(2018\)](#) and [Muyashoha, & Sugianto \(2019\)](#) who found that students have good attitude and perspective on multimodal feedback because multimodal feedback is beneficial for students. Students will get input whether positive or negative to incline their ability in speaking English. In contrast, this result is different from [Dewi \(2015\)](#) who found that majority of students had negative perspective on feedback because they were not happy and comfortable to get negative comments from their teacher about their performance in speaking.

The third research result concerns the reason multimodal feedback could enhance students' speaking achievement. In relation to this result, students thought multimodal feedback could improve their ability because multimodal feedback gives opportunity for the teacher in giving correction the students' performance during speaking in the classroom. Furthermore, students could add their knowledge about

speaking elements mistakes from feedback, such as grammar, vocabulary, pronunciation, flow of the speech, intonation, facial expression, and other elements in speaking. This result is line with the several studies from researchers who found that multimodal feedback is beneficial for several reasons namely constructive input for students in their performance and increase their ability (Phuong & Huan, 2018; Siska, Mukhaiyar & Ratmanida, 2018; Laeli & Setiawan, 2019; Ningkrum, 2019).

All in all, multimodal feedback with using technology and without using technology could enhance the students' speaking ability. These multimodal feedbacks can be as one of the ways of the teacher or lecturer in commenting the students' performance in speaking. However, the lecturers must firstly have competence in giving feedback on speaking.

CONCLUSION

In conclusion, there is no significant different between multimodal feedback with using technology and without using technology on students' speaking achievement in terms of t-test. However, in terms of mean score, multimodal feedback with technology is higher than multimodal feedback without using technology. Another conclusion is that students had positive response towards the use of multimodal itself because it could give constructive suggestion for their speaking development. In other words, the multimodal feedback could enhance students' speaking achievement. For suggestion, this research could be developed by researching the problems of teacher in doing multimodal feedback itself.

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