

**AN ANALYSIS OF MULTILITERACY PEDAGOGY BY ENGLISH
TEACHER AT MTS NEGERI 6 BULUKUMBA**

(A Descriptive Qualitative Research)



A THESIS

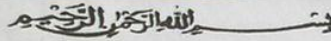
*Submitted to the Faculty of Teacher Training and Education Universitas Muhammadiyah
Makassar in Partial Fulfilment of the Requirement for the
Degree of Education in English Education Department*

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2023



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Day / Date	Chapter	Note	Sign
9/11/23		→ Buat Abstract → Buat Acknowledgement	uf
10/11/23		Findings di lebih di kaji secara mendalam berdasarkan fakta di lapangan atau hasil analisis data	uf
10/11/23		chapter 3 research method di ubah dalam bentuk pas	uf

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15/11/23	v	Conclusion and Suggestion etc - At the Socomet.	f
15/11/23	v	Research - w	f

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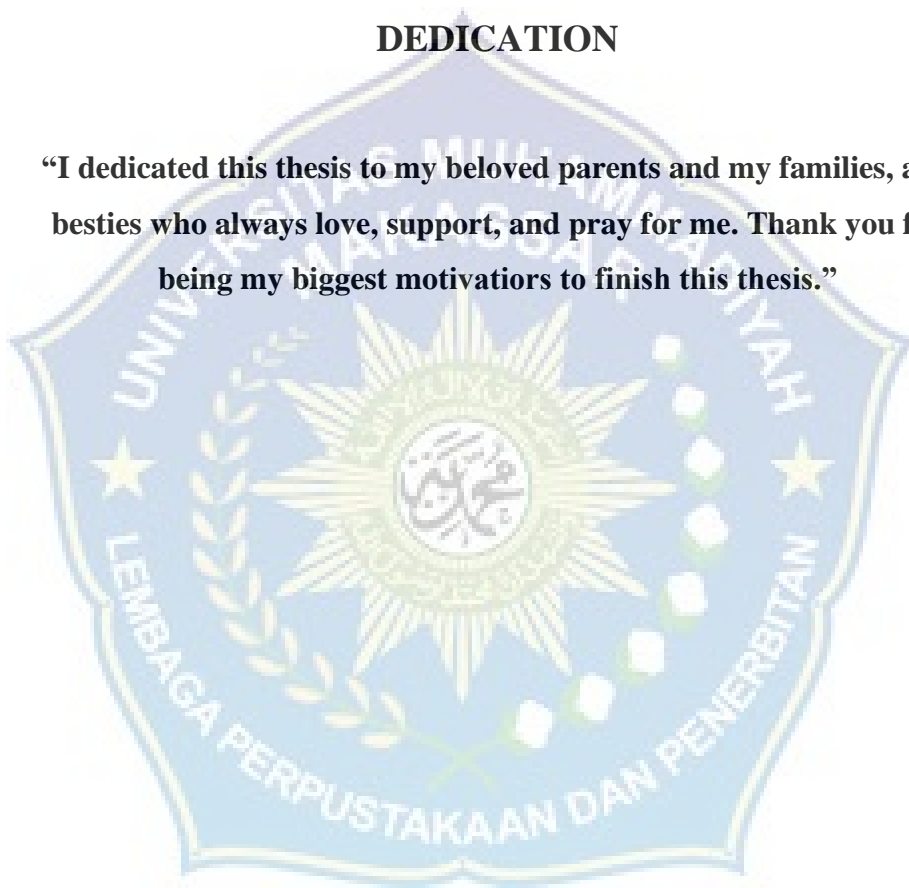
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MOTTO

“The future belongs to those who believe in their dreams and don't let your dreams be colonized by other people's opinions.”

DEDICATION

“I dedicated this thesis to my beloved parents and my families, and besties who always love, support, and pray for me. Thank you for being my biggest motivations to finish this thesis.”



ABSTRACT

RESKI YUNI FITRIANI.2023. *An Analysis OfMultiliteracy Pedagogy By English Teacher At MtsNegeri 6 Bulukumba.*A thesis of English Education Department the Faculty of Teacher Training and Education, Makassar Muhammadiyah University.Supervised by UmmiKhaeratiSyam and Firman.

The main issues discussed in this thesis research isHow is the teacher use multiliteracy pedagogy for teaching students MTs Negeri 6 Bulukumba? This research is a qualitative descriptive type conducted at MTs 6 Bulukumba. The data collection methods used wereobservationand documentation. The data analysis technique was qualitative descriptive analysis, including data reduction, presentation, and drawing conclusions.

The research results showed that Several methods used by teacher in implementing effective learning methods included: (a) assessing the classroom condition, (b) considering the students' situation, and (c) adjusting the method to the learning material.

This research has implications for educational institutions, urging them to optimize the learning of their students. Teachers are encouraged to master and apply effective teaching methods.

Keywords: *Multiliteracy Pedagogy, Teacher Method*

ABSTRAK

RESKI YUNI FITRIANI.2023. *Analisis Pedagogi Multiliterasi Oleh Guru Bahasa Inggris Di MtsNegeri 6 Bulukumba.* Di Bawah Tesis Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. Dibimbing oleh Ummi Khaerati Syam dan Firman.

Permasalahan utama yang dibahas dalam penelitian skripsi ini adalah Bagaimana guru menggunakan pedagogi multiliterasi dalam mengajar siswa MTs Negeri 6 Bulukumba? Penelitian ini merupakan jenis penelitian deskriptif kualitatif yang dilakukan di MTs 6 Bulukumba. Metode pengumpulan data yang digunakan adalah observasi dan dokumentasi. Teknik analisis data yang digunakan adalah analisis deskriptif kualitatif yang meliputi reduksi data, penyajian, dan penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa Beberapa metode yang digunakan guru dalam melaksanakan metode pembelajaran yang efektif antara lain: (a) menilai kondisi kelas, (b) mempertimbangkan situasi siswa, dan (c) menyesuaikan metode dengan materi pembelajaran.

Penelitian ini berimplikasi pada institusi pendidikan, mendesak mereka untuk mengoptimalkan pembelajaran siswanya. Guru didorong untuk menguasai dan menerapkan metode pengajaran yang efektif.

Kata Kunci: *Pedagogi Multiliterasi, Metode Guru*

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In the name of Allah, the beneficent and merciful

Ahamdulillahirobbilalamin, Praise be to Allah SWT for the blessings and mercy as well as the blessings of health, the blessings of faith and the blessings of knowledge given so that the author can complete his thesis with the title An Analysis Of Multiliteracy Pedagogy By English Teacher AtMtsNegeri 6 Bulukumba. Sholawat and salam are always poured out on the great prophet Muhammad SAW who has brought us from the realm of complete darkness to the realm of bright light as we feel today.

In completing this thesis, of course the author experienced many obstacles and obstacles. However, thanks to the help, guidance and instructions from various parties, the writing of this thesis was finally realized. For this reason, the author would like to express his sincere gratitude to all parties:

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The author realizes that this thesis is far from perfect. There are still many mistakes and deficiencies, therefore the writer expects criticism and suggestions for the improvement of this thesis. We hope that writing this thesis can be especially useful for writers and educators in general for future improvements.

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CHAPTER I

INTRODUCTION

A. Background

In teaching English to young learners, as stated by (McCloskey, 2014), there were eight principles that a teacher should have taken into account. They were: offering learners enjoyable, active roles in the learning experience; helping students develop and practice the language through collaboration; using multi-dimensional, thematically organized activities; providing comprehensible input with scaffolding; focusing on vocabulary learning; taking an active approach; integrating language with content; validating and integrating home language and culture; and providing clear goals and feedback on performance. The English language was taught in every school, and many teachers employed various strategies such as demonstration, choral drill, and others to easily achieve the teaching purpose.

The purpose of teaching itself was to improve students' process skills in obtaining and using information. In its role, the teacher's strategy was highly influential in supporting student success. Teaching context strategies were defined as general patterns of teacher actions and student learning activities. It was important to recognize that teaching strategies required more than one approach, as there were many different types of strategies available. To enhance teaching strategies, the teacher could select several learning strategies that aligned with the desired goals in teaching English.

An English teacher not only thought about what the students would study and how it would be studied but also considered who would receive the study, the meaning of the study for the students, and the students' abilities to participate in learning activities. This implied that specific learning methods in the learning process needed to be understood by both the teacher and the students. Learning techniques referred to how the instructor chose to facilitate learning. They could assist the teacher in effectively guiding students toward achieving the learning goals (Nilson, 2016). According to several opinions above, it could be concluded that for teaching to be successful, a teacher should have possessed the fundamental abilities required to facilitate the learning process.

English was a very common language in the world because it was a means of communication between humans. Even in informal education, English, which was a foreign language, had to start from the lowest level of education to the highest and be included in the national exam. Students were required to provide ideas, understand, and know things about English so that they could develop knowledge about culture, technology, and others.

Learning a language included several aspects. Linguistics was a key aspect. A vital component was a linguistic component, which included grammar, vocabulary, pronunciation, organization, and other factors. Students also needed to acquire linguistic abilities, including speaking, writing, reading, and listening, in addition to these factors. However, it was important to keep

in mind that these abilities could not be acquired in a vacuum. These abilities had to be mastered holistically by students studying English (Rahayu, 2014).

Multiliteracy studies in the classroom had been carried out in many places. For example, (Prihartini, 2022) conducted an analysis of the ability of high school teachers to implement multiliteracy learning as a form of Independent Learning. The results could be identified from the teacher's ability to explain the basic concepts of the learning model and the teacher's knowledge and experience in multiliterate learning. Teacher skills in the application of multiliterate learning as the implementation of Independent Learning were represented based on several aspects, namely (a) learning objectives and assumptions, (b) learning syntax, (c) social system, and (d) impact.

The study interest was listed under the heading "An Analysis of Multiliteracy Pedagogy by English Teacher at MtsNegeri 6 Bulukumba" for the aforementioned purpose.

B. Problem Statement

Based on the background above, this research focused on the problem of. "How is the teacher use multiliteracy pedagogy for teaching students MTs Negeri 6 Bulukumba?"

C. Research Objectives

Based on the problem statement above, the objective of this research was to find out how the teacher faced in teaching English using multiliteracy pedagogy to students MTs Negeri 6 Bulukumba.

D. The Significant of the Research

The significance of this research was expected to provide some advantages for the English teaching and learning process. The significances of this research were:

1. Since students were the research's subjects, it was expected that they would have benefited from the findings. By utilizing Multiliteracy Pedagogy, they could have learned how to enhance their English proficiency.
2. It was expected of the teachers at the school to have developed more engaging and effective methods for teaching and studying English so that the students would have liked their coursework.
3. The researcher could have informed those who were crucial to understanding the efficacy of teaching and reading through Multiliteracy Pedagogy.

E. The Scope of the Research

The scope of this research focused on the English teacher strategies in using multiliteracy pedagogy for teaching students at MtsNegeri 6 Bulukumba.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter defined concepts and summarized prior research on multiliteracy learning. In addition, this chapter discussed several earlier studies that were pertinent to the current investigation.

A. Previous Related Research

Multiliteracy has been discussed to be a research issue by numerous researchers. Several previous investigations similar to this current research have been conducted before. The first study, the research done by Umami Khaerati Syam (2020) in her journal, *"Promoting Multi Literacy Pedagogy in Teaching Reading in Indonesian Higher Education"*, give us a conclusion that Multi literacy pedagogy is a new pedagogical based practices used to improve the Reading lecturers' understandings and experiences in literacy teaching and learning. Multi literacy pedagogy can also help English reading lecturers to create innovative reading teaching.

The next study, the research done by Cope (2015) in his book, *"A Pedagogy of Multiliteracies: Learning by Design"*. He stated that while the mission of education can be defined in general terms, it can be said that its basic aim is to ensure that all students benefit from learning in a manner to enable full participation in society, society and the environment. economy. life. Pedagogy is a teaching-learning relationship that has the potential to facilitate learning leading to full and equal social participation. In particular,

philological pedagogy must play a very important role in carrying out this mission. Traditionally, this has meant the teaching and learning of reading and writing in the form of an official national language standard to which the site is bound. In other words, philological pedagogy has become a carefully defined project confined to formal, monolingual, monocultural, and normative forms of linguistics.

The next study, the research done by Hartiningsih & Nurbatra (2021) under the title *Transformation Practices of Multiliteracy in English Classroom*. The research aimed to investigate how multiliteracy was used to teach speaking at SMPN 2 Batu, which had resulted in seven practices showing the integration of multiliteracy in the teaching of speaking. The practices included the use of images and video to support the lesson, the creation of a video and poster as a student assignment, students' exploration of digital tools for image editing, the use of an online platform for submission of work, the use of the internet to support their learning, exposure to both traditional and digital text, and finally, reflection. In addition, the teaching of multiliteracy at SMPN 2 Batu faced four challenges: time constraints, poor internet connection or access, passive students, and a wide range of digital skills. Based on the research, multiliteracy offered a positive strategic approach to encourage students to speak using pictures and video as the media.

The next study conducted by Arjulayana, Rafli, & Dewanti (2021) *Speaking Class-Based Collaborative Virtual Learning as*

Multiliteracy Conceptual classroom action research (CAR) and took the 35-student sample from the University of MuhammadiyahTangerang's second semester. This research investigated potential concepts for teaching and learning speaking collaboratively in a virtual environment. The results of this study revealed that collaborative virtual learning, which was part of the multiliteracy idea, was helpful for teaching and learning speaking because it encouraged students to talk and think aloud while taking part in online discussions. Students were expected to have developed their learning model. This research also revealed that students' collaborative virtual learning became enjoyable and productive. It could be concluded that in the digital era, collaborative virtual learning was one of the most current learning methods, and it might have helped students learn more freely and passionately.

The next study titled *Using Critical Multiliteracy Learning in Developing Students' Civic Literacy in the Industrial Era 4.0 Education* conducted by Saputri, Triyanto, & Winarno (2019). This study used experimental as its research design. Using two junior high schools in GemolongSubdistrict, 32 participants were in the experimental class, while 32 were in the control class. The data was collected by running the test, and the results were then analysed using the t-test. The findings revealed that when it came to applying multiliteracy learning to students' civic literacy abilities, there were significant differences between the experimental and control groups. Multiliteracy learning constantly connects instructional materials to people's real-life and current situations, improving students' literacy civic

abilities. Therefore, multiliteracy learning helps in the connecting of learned material to individuals' real-life experiences and current situations. Students will be able to apply their knowledge to their daily activities and to better understand the subject they are learning as a result.

Next, online multiliteracy has previously been done by Dewi (2020) entitled *EFL Teachers' Perspective in Engaging Media and Multiliteracies During Distance Learning Policy*. Using narrative inquiry research in junior high school and senior high school, the research found that socio-economic background has influenced the success of the students in distance learning of multiliteracy.

Due to the limited studies on multiliteracy at the high school level, and the fact that previous studies were not focused on teachers' perspectives and applications of multiliteracy in the classrooms, this study aims to the teachers' perspectives on multiliteracy in the context of junior high school English teaching and learning

B. Some Pertinent Ideas

1. Multiliteracy Pedagogy

Literacy is defined as a collection of skills, particularly reading and writing, that are independent of the context in which they are learned and the background of the learner (Rafelina, 2019). Literacy, in other terms, is the ability to acquire information through reading and writing. Using print or digital media, literacy is more than just a set of policies to be learned; it also allows students to negotiate what words mean (Leland

&Kasten, 2002). Nowadays, these literacy discussions are frequently held in technology contexts, and it involve learners' values and identities (Jewitt, 2008). However, the insistence on globalization forces everyone to have a minimal level of literacy. Literacy in this context refers to the capacity to read and write standard literature found in modern society, such as newspapers, magazines, bulletins, and encyclopaedias. The modern period has had an impact on society's lifestyles. It demands people to become educated and aware of technology in the educational field. Thus, technology should be used in the classroom to assist and enrich language instruction. Teachers have recently tried to implement numerous technologies to assist language teachings, such as *Google Classroom*, *Zoom*, *Quipper*, and *Zenius*. One of the approaches to integrating multiliteracy in language instruction is to utilize internet media, particularly in EFL teaching.

Multiliteracy is a new buzzword in the field of education. This idea has recently emerged in the classroom, especially in the communication and media. It is influencing not only how we connect but also how we learn. Multiliteracy opens up the opportunity for learners to become successful critical thinkers and problemsolvers in the context of their community, society, and culture. The term 'multiliteracy' itself was created to describe the impact of new and developing communication technologies on forms of literacy, as well as the growing importance of cultural and linguistic heterogeneity around the world (The

NewLondonGroup, 1996). Multiliteracy consists of four main points which were previously described in chapter 1, namely linguistic, spatial competence, competency, and visual competence (Cope & Kalantzis (2015). Nowadays, multiliteracy is widely used to describe the most significant and closely related changes they have discovered in the world: the impact of new and developing communication technologies on new forms of literacy and the growing importance of cultural and linguistic diversity in the world.

2. Multiliteracy Pedagogy in Learning English

According to Anstey (2006), when discussing Multiliteracy for teaching and learning, three aspects of the context of learning in the classroom will be discussed. These are the intellectual aspect, the pedagogical dimension and the multicultural dimension. The knowledge dimension distinguishes between formal, systematic, and transformative knowledge. Informal or conventional knowledge is knowledge that individuals develop mostly by chance through personal experience. This type of knowledge is often imparted through random interaction or in times of need, and is also often acquired through observation. This may not be precise but it is knowledge commonly used by students academically.

The substance of the formal school curriculum reflects the specialized understanding of social institutions known as "systemic knowledge." It includes foundational ideas and hegemonic viewpoints in

well-known subjects like physics, math, geography, history, economics, and more. In addition to traditional experience, system knowledge also produces alternate reality structures. Understanding that what seems to be a natural view of phenomena is actually a view created by certain combinations of historical, social, and political influences, as well as that different combinations of these influences can have an impact, are all initial components of transformative knowledge.

However, knowledge goes beyond criticism to reproduce insights that emerge from negotiating conflicting and complementary perspectives. The result may be prolonged stress rather than resolution, but changeable knowledge that leads to new insights and potential for social action. All students' classwork should cover every facet of the knowledge dimension. The pedagogical features of classroom learning environments assist students in explicitly approaching accessibility at the crossroads of diversity, racism, and learning and, as a result, to various types of knowledge. This type of knowledge is generated and transmitted through multiliteracy techniques.

The educational aspect entails the thoughtful application of student-centered exploratory learning, teacher instruction, open teaching, and different forms of mediated guided inquiry. Designing learning experiences based on independent individual work, small group collaboration activities, and class-wide assignments is another aspect of managing classroom learning. Sometimes teachers will act as moderators

and mentors for oral research partners, and other times they will be direct instructors and authoritative (but not authoritative) leaders. For instance, the beginning study on a subject could involve exchanging information, observations, chances, and unofficial recommendations to increase understanding.

The pedagogical dimension can be very student-centered and exploratory, but as teachers start to close the knowledge gap and more methodically negotiate information, it switches to direct inquiry and direct instruction. The teacher then stresses more critical framing to encourage students to ask critical questions and advance to knowledge transformation awareness based on their increased familiarity with systematic knowledge of the subject. This kind of work may necessitate more individual study, collaborative teaming, and a return to more student-centered and student-initiated learning. Instruction is customized to maximize each student's engagement in what are basically the same learning tasks as the classroom activity moves through various stages. This calls for in-depth preparation and planning. This might entail offering some students organized study materials. While more advanced students work independently, groups of students with high support needs may be formed in order to help them understand upcoming assignments, and groups of diverse students may then be formed into highly competent and highly supported groups that can successfully complete a cooperative mission.

For the second half of the concept of polyliteracy to be implemented, the polyglot's instructional impact is crucial. Education cannot equip pupils with all the knowledge and skills they will need because of the ongoing changes they will encounter throughout their life. However, literacy activities can help people establish positive attitudes about literacy and make them aware of how literacy is a dynamic field. In order for pupils to learn and master the reading and writing techniques required in the future, literacy can also help students build the critical thinking skills and social-emotional intelligence they need. Because of this, multi-word pedagogy and teaching are crucial literacy foundations. according to Anstey (2018).

Multilingual pedagogy is intended to engage students by concentrating on their histories and interests and better preparing them for the complexities of the world, according to Cazden (1996). Four fundamental concepts—placement practice, redundant instruction, critical framing, and transformational practice—are at the core of multilingual pedagogy. These four elements of literacy pedagogy were developed as a result of the New London Group's examination of educators' conceptions of literacy in the classroom in the late 1990s. Multiliteracies entail four processes, according to Newman in (Syam, 2020), which should be included in education. These processes are situated practice, overt instruction, critical framing, and transformed action. The following forms the basis for each process:

a. Situated Practice

This phase guides students on how to learn about the issue in a meaningful way by applying their past knowledge to the information. A teacher can motivate students to participate actively in a class by asking them for their opinions on a relevant issue. The students' concepts should be based on their past knowledge of the subject;

b. Overt Instruction

This phase instructs students through the use of materials, media, and procedures in a systematic way. The teacher can provide the students with a visual representation of the material that was previously discussed. This type of phase can be performed using video and a projector;

c. Critical Framing

This phase teaches students how to speak about multiple perspectives on the topic and video presented. Critical framing encourages students to think, understand, observe, interpret, and apply their ideas in the classroom by motivating them to think, comprehend, observe, interpret, and apply their ideas. The teacher can invite students to share their thoughts on the topic and video previously presented; and

d. Transformed Practice

This phase encourages students to apply the social emotional lessons they've acquired to solve real-world situations. The learning environment should be relevant to multiliteracy in English language

learning, and multiliteracy awareness should be integrated into the learning process. Both teachers and students can benefit from being familiar with a variety of media that are relevant to their daily lives while developing critical thinking skills so it can be beneficial to both students and teachers.

3. Concept of the Teacher

A scholar has given a distinct definition of a teacher. Although all academics speak about the teaching profession, a teacher is defined by the TUKI dictionary as someone who aids in the learning process (HakiElimu, 2009). The teacher is also referred to as a specialist who has the information necessary to assist students develop, recognize, and gain the abilities they need to deal with life's obstacles. Teachers also give their students the knowledge, abilities, and values necessary to advance. An educated person can benefit from opportunities in both the public and private sectors. An educated person has the life skills necessary to interact successfully in society and can get a job with ease. (Sange, 2000: 26). According to the above description, it is typically not difficult to describe what professions are involved in children's education in schools and other educational institutions, as well as who has to be aware of instructional materials and program violations. Consequently, one who works to educate the public in all spheres of life—including the mental, emotional, intellectual, physical, and other—is referred to as a teacher.

a. Qualities of A Good Teacher

According to the government's book policy on education, a Class III teaching certificate is the bare minimum prerequisite for becoming a teacher, and the bare minimum educational requirement for becoming a secondary school teacher is the degree from the esteemed "teacher college." It is governed by the government's educational policy. In the process of teaching and learning, teachers must set a positive example. Respecting the ensuing guidelines is crucial. Examining one's own learning process, tolerance, equity, feelings, awareness of one's own and other people's learning differences, interpersonal interactions, subject matter and problem-solving skills, discipline, and motivation. However, in the junior secondary level and further educational levels, the national education policy regulates the caliber of teachers and their teaching abilities.

Qualified teachers must teach forms of 12 languages. The quality of a good teacher is universal. Every teacher must possess these qualities to be considered a true teacher. Around the world, a successful teacher is expected to possess the qualities identified in the following criteria:

- 1) Must have knowledge of what he teaches. A good teacher is someone who knows exactly what he is teaching. Competent teachers will be able to teach with confidence. Teachers who are

qualified and have good qualities in the teaching and learning process are compared to teachers who do not master the subject.

2) Must be familiar with educational psychology and teaching strategies. Teachers need to possess abilities that enable them to efficiently conduct the teaching and learning process in addition to having a firm grasp of the subject or lesson. Teachers are obliged to encourage and help pupils realize their many potentials at the same time. Teachers can expand students' learning chances with the use of teaching theory. To facilitate the teaching and learning process, a teacher must therefore have an educational psychological influence.

3) Have a positive attitude. A positive attitude is of the utmost importance in the teaching profession and in life in general. In the teaching profession, many challenges are expected from a teacher. Having a positive attitude will enable a teacher to overcome any problems that arise during the teaching process.

4) You must be adaptable and eager to learn. To adapt to these changes, a teacher needs to have a reading culture. To improve teaching techniques, a good teacher should be motivated to learn new things. It is crucial for the teacher to comprehend that everything is constantly changing, that knowledge is static, that change cannot be avoided, and that as a result, the teacher must

deal with change. Teachers must recognize that every day is a fresh start.

b. Duties and Responsibilities of A teacher

Teachers with the above qualities have a leading role at school or at home. The contents are as follows:

- 1) Sharing information and maximizing potential It is the duty of a teacher to deliver knowledge at the students' level. This leads us right up to the main duty of a teacher, who is considered to be a repository of knowledge. No matter the form of instruction employed, the way the material is presented in this circumstance is crucial and must be taken into account by all teachers.
- 2) Accelerate the teaching and learning process. This is the most important step a teacher should take before entering the classroom. Teachers must prepare, plan, and facilitate the teaching and learning process. If the teacher prepares well, the teaching will also be effective, the learning process is not necessarily effective.
- 3) Instructor. In the process of teaching and learning, the teacher acts as a facilitator. In the past, teachers were believed to be the only sources of knowledge; however, this is no longer the case. On the other side, the instructor is viewed as a facilitator of the learning process rather than the only source of knowledge.

- 4) Knowledge seeker. Teachers must actively seek out information because it is now simpler to do so because to the advancement of information technology. Students can now access the Internet to find the information they need.
- 5) creators and researchers. Every educator conducts research. They devote the most of their time on researching their pupils. Teachers can quickly comprehend their pupils' learning styles through research. According to one study, teachers assess their pupils' potential and social fit. Teachers frequently develop novel pedagogical techniques.



C. Conceptual Frameworks

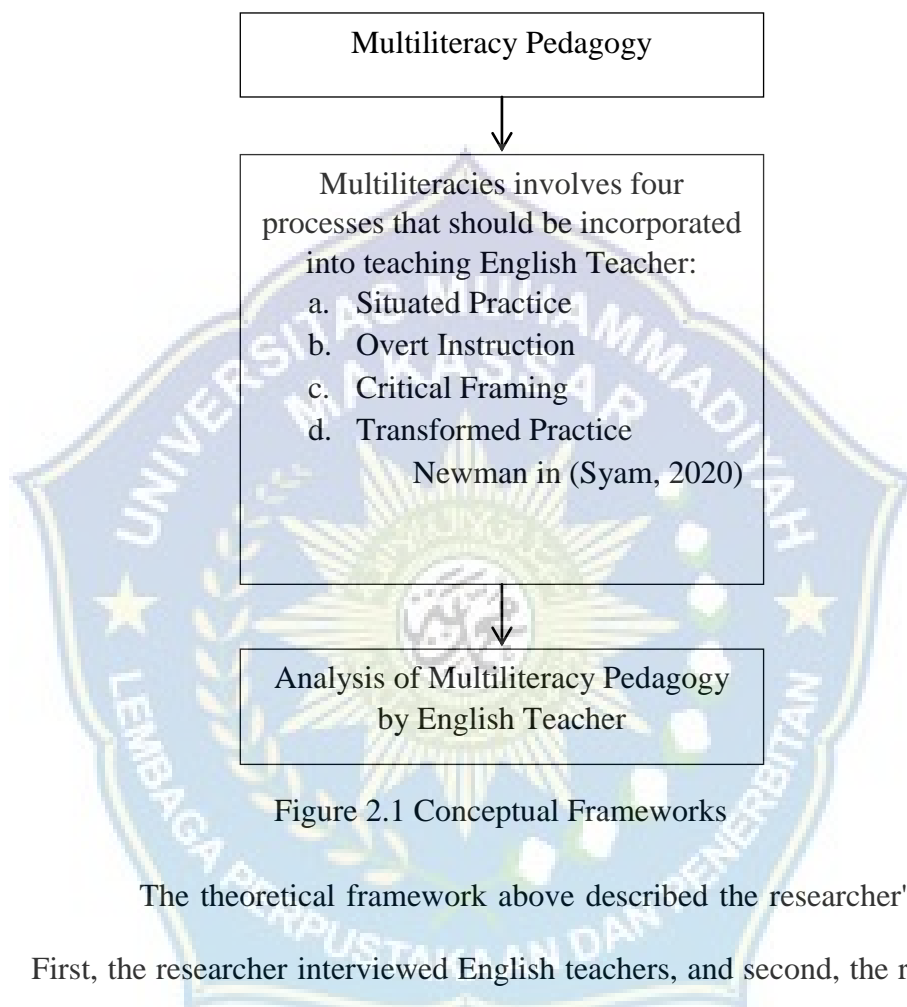


Figure 2.1 Conceptual Frameworks

The theoretical framework above described the researcher's actions. First, the researcher interviewed English teachers, and second, the researcher observed student interactions in the classroom using Newman Theory. After that, the researcher analyzed how the teacher applied multiliteracy pedagogy. Finally, the research identified the aspects that needed to be analyzed in the context of Multiliteracy Pedagogy by English Teacher at MtsNegeri 6 Bulukumba.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the procedures by which the researcher found the answers to the research problems. It covered the research design, population and sample, research instruments, data collection, and data analysis.

A. Research design

The aim of the research design was to guide the researcher while carrying out their research tasks. Additionally, qualitative research was considered, with the steps involved (Sugiyono, 2019). To finish this study and answer the research question, in this study, the researcher employed descriptive-qualitative research. Process-oriented methodologies were used to comprehend, clarify, characterize, and create theories about phenomena or situations, referred to as qualitative research. It was a methodical subjective approach used to describe and give meaning to life experiences. Instead of measurement, statistics, and numbers, descriptive qualitative research primarily focused on words, language, and experience. Comparatively, qualitative research was interested in the process of opinion formation. To comprehend hypothetical situations, gather and produce their ideas, and analyze sample experiences, researchers adopted a human-centered approach.

B. Research Participant

The participants in this research is English teacher of MTs Negeri 6 Bulukumba.

C. Research Procedure

The research procedures were categorized into four significant steps, as modified by Creswell (2009). The first step was preparation, where the researcher prepared the guide for the research instruments to collect the data and located the teacher who was willing to participate in the study. The second step was data collection, where the researcher asked the selected participant about their time availability. Afterward, the researcher conducted an interview, recorded the conversation, asked for their lesson plan, and attended their English classrooms during the teaching-learning process. The third step was data analysis, where the researcher transcribed and analyzed the data. The fourth step was the result of this study.

D. Research Instrument

The researcher had to determine the research instrument first that would be used to collect data. This research observed teachers to collect data about Multiliteracy pedagogy by English teachers by conducting previous observations. The researcher recorded data from the interview to identify the proper instrument for this study, which was documentation and observation.

1. Observation

Observation, according to Creswell (2009), was a process of acquiring unstructured, first-hand knowledge through observing people and places at a research location. It provided the researcher with a better understanding, information, and knowledge of certain phenomena. Creswell (2009) divided observation into two types, direct observation

(participant) and indirect observation (non-participant). In this research, the researcher acted as a non-participant to build natural classroom activities.

2. Documentation

Documents referred to materials such as photographs, videos, films, memos, letters, diaries, clinical case records, and memorabilia of all sorts that could be used as supplemental information as part of the study whose main data source was participant observation or interviewing (Bogdan&Biklen, 1998). Therefore, the documentation method was a technique of collecting data that was indirectly given to the research subject. The documents included syllabi, lesson plans, and pictures.

In this case, by using the instrument that was documents, which could be seen in the teachers' lesson plans and teaching materials, the researcher collected data about English teachers' strategies.

E. Data Collection

Data collection was needed to organize the technique of gathering and assessing information on variables of interest that allowed researchers to respond to study questions, test hypotheses, and assess outcomes. In this research, the data were gathered through the use of documentation and observation. To gather the data, the research observed the teacher's way of teaching students in the English classroom. After that, the researcher analyzed how the teacher used multiliteracies pedagogy. The researcher interviewed the teacher about using multiliteracy pedagogy in the classroom.

F. Data Analysis

Generally, this study was a descriptive qualitative study (Sugiyono, 2019). Data analysis was the process of systematically searching and preparing the data obtained from interviews, field notes, and documentation. It involved organizing the data into categories, defining units, synthesizing information, organizing it into a pattern, selecting relevant elements for study, and drawing conclusions that were easily understood by both the researchers themselves and others.

The researcher analyzed the data by using descriptive analysis. The data analysis was based on Miles-Huberman in (Sugiyono, 2019), consisting of data reduction, data display, and conclusion drawing verifications. The researcher utilized the following techniques:

1. The first step was the reduction process. It could be carried out immediately after the data were obtained. Questionnaire results were arranged in the form of a pattern and grouped according to the research question. In this reduction process, the researcher collected all information that had any correlation with the way teachers used multiliteracy pedagogy.
2. The second step was displaying the data. In this step, the data were grouped more specifically. Data were further categorized in the short term, and the researcher took data that concerned the influences of English teachers at MTs Negeri 6 Bulukumba. The last step was drawing/verifying conclusions from the data.

3. In the final process, data analysis was presented step by step based on the research question staging to obtain a good and clear narration of the explanation..



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter answered the problem statement in the previous chapter and consisted of findings and discussions. The findings showed a description of the results from the data that had been collected through an observation sheet, which was presented in table form. Then, the discussion provided an explanation of the findings, which also presented the results of the data.

A. Findings

The findings of the research were based on the results of data analysis. The data analysis consisted of class observation. Before discussing multiliteracy pedagogy in teaching, the researcher first elaborated the results of the observation of the teaching and learning process conducted at MTs Negeri 6 Bulukumba, as follows:

1. Planning

Planning involved setting out the steps to achieve specific goals, particularly in the teaching process and in line with the curriculum. In the context of multiliteracy pedagogy, planning could be understood as the process of curriculum material development, the use of teaching media, the application of teaching approaches and methods, assessment within a specific timeframe aimed at achieving predetermined objectives. Before conducting classroom teaching, the teacher had to make plans to facilitate the achievement of the established learning objectives, as observed from the English teacher at MTs Negeri 6 Bulukumba that:

“Before conducting lessons in the classroom, the teacher first prepared a Lesson Plan (RPP) that was aligned with the curriculum and the specified lesson theme, taking into account the textbook to be used in the teaching process. The teacher also prepared appropriate methods and teaching aids, all of which were tailored to the RPP that had been prepared.”

The Lesson Plan (RPP) is a very important component in the teaching process because it serves as a guiding tool that contains step-by-step instructions and other guidance for teachers in delivering the teaching materials.

Teachers, in preparation, adapted the syllabus or other learning materials to align with the established curriculum set by the education sector. This was done to ensure that the learning objectives could correspond with the curriculum. The implementation plan of the learning activities was adjusted to the learning goals intended to be achieved. This was carried out to ensure that the learning process could be successfully accomplished.

2. Implementing

a. Introduction

The learning process at MTs Negeri 6 Bulukumba began at 07:30 and lasted until 13:00, with all subjects following the schedule that had been prepared and determined by the teaching staff. The English language teaching process at MTs Negeri 6 Bulukumba was conducted

for 4 hours per week. In a week, students had English lessons twice a week. The curriculum used was the KTSP curriculum and the 2013 curriculum.

Before entering the learning process, the school principal and the teachers required their students to arrive at school 15 minutes before the start of the lessons. This 15-minute period was intended to ensure that no students were late for class, and it also provided an opportunity for the students on duty for the day to clean the classroom. The English language teaching process in the classroom began with the recitation of a prayer, as stated by Mrs. Reskiawati Anwar, the English teacher, who said:

“As a teacher, before starting the teaching process, it is important to get the students into the habit of reciting a prayer so that the knowledge they acquire is blessed by Allah, and to teach the students to always pray in every activity they undertake, not just during learning but for all other activities as well. In addition, post-learning prayer is important so that what they have learned can be beneficial, and we can understand it well.”

“Attendance was taken for the students, and then the teaching-learning process proceeded.”

Before delivering the teaching material, the teacher first provided words of motivation and advice to the students related to the material that would be discussed, in an engaging manner to build the students'

motivation to receive, understand, and participate in the learning process effectively. Additionally, the teacher selected students to take turns reading short verses. The teacher then encouraged the students to open their textbooks, distributed by their class representatives, and the learning process began according to the method used by the English teacher.

b. Core

The efforts made by the teacher to assist or facilitate the learning process involved using several multiliteracy pedagogical methods to ignite the students' enthusiasm for learning. The application of effective methods in the teaching process made it easier to manage the class, and with an effective method, a teacher could identify the extent of their students' understanding. Based on observations of Mrs. Reskiawati Anwar, it was found that:

“One of the most important efforts made by teachers in the teaching process is to apply effective methods. An effective method is one that is appropriate, suitable for the students' conditions, and aligned with the learning material to be presented.”

During the teaching process, the teacher explained the learning material using the method considered most effective, which was one that matched the subject matter to be presented. This ensured that the learning process progressed according to the objectives. In the teaching process, the teacher didn't rely on just one teaching method; instead,

they used several methods or varied their teaching methods to keep the students interested and prevent the learning process from becoming monotonous.

With a high mastery of the subject matter, the teacher was expected to be able to teach all lesson materials to students thoroughly and optimally, thus achieving the expected learning objectives. Similar to the results of the observation of Mrs. Reskiawati Anwar, it was found that:

“The learning material was a crucial component in classroom learning activities, so we, as teachers or educators, were obligated to prepare the materials optimally and maximally before presenting them.”

Based on the results of the observation, it can be explained that learning materials had to be consistently prepared by the teacher before initiating the learning process. This was because it aimed to achieve the expected learning objectives. The teacher, as an educator and a key figure in transferring knowledge to learners, played a crucial role. The success of the teacher in presenting lesson materials and the extent to which learners absorbed the taught material (learning outcomes) were inseparable from preparation, competence/mastery of the material, and the use of appropriate teaching methods.

Based on the researcher's observations, it was found that the English teacher used several teaching methods that were considered

very effective for implementation in the learning process. These methods were:

1) Lecture Method

The use of the lecture method had the highest frequency of use compared to other teaching methods, not only for the English subject but also for other subjects, where the lecture method was predominantly employed. Observations of Mrs. Reskiawati Anwar revealed that:

“The lecture method is often used because it not only makes classroom organization easier but also allows the completion of the teaching material within a relatively short time, as planned beforehand.”

One way to identify the potential and weaknesses of students was by using the lecture method. The potential of students was crucial to be developed, and as a teacher, it was their responsibility to nurture the talents and potential of the students.

2) Question and Answer Method

The question and answer method was used as an interlude, for example, when students were not focused or less attentive during the lesson, the teacher asked questions to redirect the students' attention back to the ongoing lesson. Observations of Mrs. Reskiawati Anwar showed that:

“The question and answer method was used effectively both at the beginning and end of the lesson and even during the lesson itself, especially when there were students who were not focused. The question and answer method was effective in redirecting students' attention to the ongoing material. It was employed in the teaching process to refocus students who were distracted by other things. In addition, the question and answer method also helped the teacher assess the students' knowledge of the taught material indirectly.”

The effective Question and Answer method has been utilized in the learning process to guide students who were not focused and whose attention was diverted to other things. Furthermore, the Question and Answer method has also assisted educators in gauging the extent of students' knowledge regarding the taught material. Inadvertently, educators have actually conducted evaluations through the Question and Answer method.

3) Assignment Method

The assignment method, in this case, homework assignments (PR), was considered effective when applied in teaching because the main purpose of giving assignments was to enable students to review the lessons taught at school in their

own homes. Based on the researcher's observations of Mrs. Reskiawati Anwar, it was found that:

“Usually, students can only fully understand the lesson when it is being taught. Therefore, one effective method used by teachers is to assign homework, allowing students to independently review the material that has been taught. With the assignment method, the material taught in school leaves a lasting impact on the students' minds and understanding because the assignments are done independently.”

4) Group Work Method

According to the English teacher at MTs Negeri 6 Bulukumba, the group work method was also effectively used in the teaching process. In addition to making it easier for and lightening the workload of students in completing tasks, group work also improved the emotional relationships among students. Based on the description above, the researcher's findings indicated that the most effective methods used in the English teaching process were the lecture method, the question and answer method, the assignment method, and the group work method. Besides these three methods mentioned above, there were also several methods that could be combined with these three to make the teaching process more effective and efficient. Among the methods that could be combined with the

three mentioned above were the discussion method, storytelling method, and practical/demonstration method, tailored to the subject matter.

Throughout the teaching process, the teacher did not remain in one fixed position but monitored all of their students. If a student had difficulty understanding the lesson, the teacher intervened directly to address the student's concerns.

Observations of Mrs. Reskiawati Anwar showed that:

“Monitoring students in the teaching process is essential for teachers because not all students have the same level of understanding and knowledge. Some students grasp the material quickly, while others are slower to absorb the lessons. Therefore, teachers need to control the class by not staying in one position but monitoring each student individually while delivering the lesson.”

Based on these observations, the researcher's findings indicated that the teacher's position while delivering the teaching material was crucial for students to receive the lesson effectively, especially for those who had difficulty grasping the material presented. A professional teacher is expected to be warm, fair, objective, and flexible in creating a pleasant emotional atmosphere in the teaching process. This means that the teacher fosters a close relationship with the students by

showing enthusiasm for their tasks and the creativity of all students without discriminating against anyone. In the English teaching process, the teacher consistently demonstrates a highly positive personality for their students. They are patient, especially in eliciting responses from the students, appear professional, particularly in terms of mastery of the subject matter and teaching methods, make an effort to engage students actively in learning, maintain a firm stance in dealing with students' behavior, have an attractive and not boring appearance, use good language, and consistently show that they are someone who takes initiative, is creative, and proactive.

c. Closing

After the teacher delivered the lesson and an interaction occurred between the teacher and the students, before concluding the lesson, the teacher conducted a brief evaluation of the material learned. Following this, the teacher provided a summary of the taught material. Before ending the lesson, the teacher offered positive reinforcement and motivation to the students related to various forms of intelligence, including intellectual, emotional, and spiritual intelligence. After giving the motivation, the teacher concluded the lesson, and the class leader guided their classmates to prepare and end the lesson by collectively reciting a prayer.

Based on the observations mentioned above, the researcher's findings indicate that the English teaching process at MTs Negeri 6 Bulukumba is effective because it is supported by the application of effective methods. In the teaching and learning process, a teacher is not only required to master the material they are going to teach, as this does not guarantee the achievement of teaching goals. The success of the teaching and learning process is also supported by the mastery and application of effective or appropriate methods during the teaching and learning process, so the application of effective methods is crucial for the learning process to proceed according to the intended goals.

Based on observations with Mrs. Reskiawati Anwar, it was stated that:

"The method used in the teaching and learning process must be effective, meaning it is appropriate and matches the subject matter to be presented. It would feel awkward and chaotic if the material presented in the learning process is about speaking, and then the method used by the teacher is the discussion method." This is also in line with what Mr. Muh. Ali, the school principal, stated during the interview, that: "The methods used in the teaching process must be effective, meaning they should be varied so that the teaching process can proceed effectively. The teaching methods used should not be monotonous so that students do not get bored. If the teacher masters the teaching methods well, then rest assured that the teaching process

will proceed very enjoyably, so that the learning can proceed according to the goals.

Based on the observations mentioned above, the researcher's findings indicate that an effective method is one that is suitable and aligned with the subject matter being taught. There should be no contradiction between the material presented and the method applied. Furthermore, an effective method is one that is varied and enjoyable, ensuring that the learning process does not become monotonous or boring.

An effective learning process doesn't just happen on its own; it requires specific approaches taken by a teacher, including the choice of instructional materials, strategies, and teaching methods to be applied during the teaching and learning process. Particularly in the implementation of effective methods, there are specific ways to do so. In an interview with Mr. Muh. Ali, he stated that:

“Some of the ways used in implementing effective methods include assessing the classroom situation, which can potentially apply an effective or suitable method, and then adjusting the method to the subject matter being presented.”

This is how multiliteracy pedagogy is implemented by teachers at MTs Negeri 6 Bulukumba. Although other methods are also used, this approach is considered quite effective.

B. Discussion

In the process of teaching, a teacher is required to have a strong grasp of the subject matter they are going to teach, so that during the teaching process, the students know the direction they are being led. In addition to mastering the subject matter, a teacher is also expected to deliver that material effectively, and this, of course, involves their own methods or approaches to ensure that the teaching process runs smoothly.

An effective method is a method that is appropriate and well-suited for use in the teaching process so that the learning objectives can be achieved to the fullest extent. In its application, an effective method has the ability to capture the attention of the students. This keeps the students focused on the material being taught throughout the learning process, as they feel happy and enthusiastic about learning, rather than feeling bored. This is supported by the teacher's proficiency in choosing and implementing effective methods that can contribute to the success of the teaching and learning process.

In the process of teaching using effective methods, it resulted in the students achieving satisfactory learning outcomes. Satisfactory student achievements provide an indication of the success of the teacher in carrying out their duties. As explained in the previous chapter, the application of effective methods could optimize the English learning achievements at MTs Negeri 6 Bulukumba. This was evident from the very satisfactory learning achievements attained by the students. On average, the students were able to attain grades above the passing standard set for the English subject. This

demonstrated that the methods employed by the English teacher in the teaching process were effective, leading to satisfactory student outcomes. There were several methods considered effective for use in English teaching, such as the lecture method, the question-and-answer method, and the assignment method, which were combined with other methods to ensure that the teaching process was not monotonous and didn't bore the students during their lessons.

In the teaching and learning process, there will always be factors that support and hinder the learning process. Therefore, teachers are required to make the best use of everything that supports the teaching process to minimize the factors that hinder it, especially when implementing a multiliteracy pedagogy method. The influence of educators is significant in the teaching process, particularly at MTs Negeri 6 Bulukumba, where there are highly competent educators, not only in terms of quantity but also in terms of their capabilities and qualifications.

The quality of teachers is derived from various sources, including specific training and the experience they gain from observing students during the learning process. Through this, teachers accumulate valuable insights that serve as references to support their teaching success. The facilities and infrastructure available within the school or educational institution play a crucial role in supporting the success of the teaching and learning process. These facilities and infrastructure, as generally found in other schools and educational institutions, encompass libraries, media resources, teaching aids,

and other instructional tools that are highly essential for teachers to effectively deliver the material they intend to present.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the descriptions provided in the previous chapter, the researcher concluded that the implementation of multiliteracy pedagogy in the learning process was able to optimize the students' learning achievements. Therefore, it can be understood that the teacher was able to apply the method effectively, and it was considered that the applied method had been effective. The way the teacher implemented effective learning methods included observing the classroom conditions, assessing the students' situations, and adjusting the method to the learning materials.

B. Suggestion

As the result of the study revealed that the used of social interaction model had been effective way to improved the students' reading proficiency, the researcher suggested the following things:

1. It is suggested to the English teachers use Multiliteracy Pedagogy as one of method in the teaching and learning process. Furthermore, the teachers should invite and raise the students' interest and motivation in learning process by using Multiliteracy Pedagogy.
2. The result of this research also can be used as an additional reference or further research with different discussion for the next researcher.

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APPENDIX A
OBSERVATION SHEET

OBSERVATION SHEET				
No	Observed Aspects	Observation		Description
		Yes	No	
A. Application of the Learning Process				
1	The teacher prepares a lesson plan based on multiliteracy for each instructional session	✓		KPP
2	The teacher applies a teaching model that is relevant to the subject matter and the characteristics of the students	✓		Buku pegawis
3	The teacher utilizes additional learning resources apart from the teacher's book and student's book	✓		Buku Pakar
4	The teacher prepares interactive instructional worksheets that require active participation from the students.	✓		
5	The teacher selects and develops instructional media that are suitable for the students' learning styles.	✓		Tanya Jawab
6	The teacher conducts evaluation after each instructional session (affective, cognitive, psychomotor).	✓		Mengukur Jebra
B. Implementation of Multiliteracy Pedagogy Learning				
7	There are several literacy activities in each learning process.	✓		Model 2 pembelajaran Kerai Pakar Hera
8	The implemented learning process integrates relevant literacy with the subject matter.	✓		Pembelajaran Gerakan dengan Gerakan Naratif

9	The instructional model used supports the multiliteracy learning process.	✓		
10	The classroom environment supports multiliteracy learning.	✓		Membuat suasana kelas menjadi hidup dan ceria
11	The learning conducted connects the taught material with what the students already know.	✓		Mengaffirmasi siswa terkait materi pembelajaran sebelumnya
12	The conducted learning involves students to actively engage in asking questions and drawing their own conclusions (student-centered).	✓		Ya
13	The learning conducted connects the taught material with real-life situations and contemporary issues.	✓		Mencantumkan pembelajaran pada situasi dengan membaca Cerita Alharbi
14	The learning conducted connects the taught material with real-life situations and contemporary issues.	✓		
15	The learning conducted involves multiple learning strategies.	✓		

APPENDIX B

TURNITIN



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SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Reski Yuni Fitriani
Nim : 105351115017
Program Studi : Pendidikan Bahasa Inggris

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Lampiran : 1 (Satu) Lembar
Perihal : Pengantar Penelitian

Kepada Yang Terhormat
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Di -
Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama	: Reski Yuni Fitriani
Stambuk	: 105351115017
Program Studi	: Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir	: Bulukumba / 27-02-1998
Alamat	: Jalan Goaria, Sudiang

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: *An Analysis of multiliteracy Pedagogy by English Teacher at Mts Negeri 6 Bulukumba*

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan*.

Wassalamu Alaikum Warahmatullahi Wabarakatuh.

Makassar, 6 Jumadal Ula 1444 H
27 Juni 2023 M

Dekan



Erwin Akib, M.Pd., Ph.D.
NBM. 860 934



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Lamp : 1 (satu) Rangkap Proposal

03 July 2023 M

Hal : Permohonan Izin Penelitian

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Bapak Gubernur Prov. Sul-Sel

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di -

Makassar

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Nama : RESKI YUNI FITRIANI

No. Stambuk : 10535 1115017

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"AN ANALYSIS OF MULTILITERACY PEDAGOGY BY ENGLISH TEACHER AT MTS NEGERI 6 BULUKUMBA"

Yang akan dilaksanakan dari tanggal 7 Juli 2023 s/d 7 September 2023.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

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KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Reski Yuni Fitriani
NIM : 105351115017
Judul Penelitian : *An Analysis of Multiliteracy Pedagogy by English Teacher at Mts Negeri 6 Bulukumba*
Tanggal Ujian Proposal : 8 Juni 2023
Tempat/Lokasi Penelitian : MTs Negeri 6 Bulukumba

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	03 Juli 2023	Isin Penelitian	Reskiawati Anwar, S.S., M.Hum	f
2	10 Juli 2023	Pengamatan Kelas	Reskiawati Anwar, S.S., M.Hum	f
3	17 Juli 2023	Pengamatan Kelas	Reskiawati Anwar, S.S., M.Hum	f



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6				
7				

Bulukumba, 01 Agustus 2023

Mengstahui,

Ketua Program Studi,
PSPD Unmuh Makassar

Dr. Izzati Kharrati Syam, S.Pd., M.Pd.
NPM. 977 807

Pimpinan/Kepala sekolah/Instansi

Faisal, S.Ag., M.Pd.
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SURAT KETERANGAN

NOMOR: B-753/MTs.21.04.06/PP.00.5/11/2023

Yang bertanda tangan dibawah ini Kepala MTsN 6 Bulukumba menerangkan bahwa :

Nama : RESKI YUNI FITRIANI
NIM : 10535115017
Prog. Studi : PENDIDIKAN BAHASA INGGRIS-(S1)
Institusi : UNISMUH MAKASSAR
Alamat : BORONG DESA BALIBO KEC.KINDANG

Telah melakukan penelitian di Madrasah Tsanawiyah Negeri 6 Bulukumba Pada tanggal 07 Juli s.d 07 September 2023. Dengan judul penelitian *"An Analysis of Multiliteracy Pedagogy by English Teacher at MTs. Negeri 6 Bulukumba"*

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Bulukumba, 25 November 2023





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LETTER OF ACCEPTANCE

0872/BG-FKIP/LOA/B/XII/1445/2023

Dear RESKI YUNI FITRIANI

It is our pleasure to inform you that, after reviewing your paper:

**AN ANALYSIS OF MULTILITERACY PEDAGOGY BY ENGLISH TEACHER
AT MTS NEGERI 6 BULUKUMBA**

The manuscript ID: 1167

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

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Makassar, 7 December 2023 M
23 Jumadil Ula 1445 H

Head of English Education Department
Faculty of Teacher Training and Education



Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807



APPENDIX C

DOCUMENTATION



1.1 The teacher prepares a lesson plan based on multliteracy for each instructional session



1.2 The teacher conducts evaluation after each instructional session



1.3 the teacher prepares interactive instructional worksheets that require active participation from the students.



1.4 The classroom environment supports multiliteracy leaning

CURRICULUM VITAE



Reski Yuni Fitriani, was born on 27 February, 1998 in Bulukumba. She is the last child from six siblings. Her father is Mr. Hj. Haris, and her mother is Mrs. Hj. Nuraeni. She has five brothers. She started her study at SD 234 Mattirowalie in 2004 to 2010. In 2010, she continued her Junior High School at SMPS Sanur Kapasa Jeneponto. She continued at SMAN 12 Bulukumba in 2013 and finished it in 2016. Finally she continued her study in 2017 as an ordinary student specializing in English Education Department in Faculty of Teacher Training and Education at Universitas Muhammadiyah Makassar. At the end of her study, she successfully completed her thesis entitled „An Analysis of Multiliteracy Pedagogy by English Teacher at Mts Negeri 6 Bulukumba”.

