# Teachers' Implementation of Pedagogy of Multiliteracies in Indonesian Context (A Case Study)

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**Abstract:** This research was conducted in one EFL Classroom of Primary school Indonesia. It aimed to find out "How the teachers of primary school put pedagogy of multiliteracies into the classroom teaching practice?". This was designed qualitatively in which the data were collected by using in depth interview and observation and the participant was a teacher of Primary school in Palopo Indonesia. The Data was then analyzed using thematic Analysis.

This research indicated that the Implementation performed some model of teaching which consist of SIB-Class, FBL-Class, CBL-Class, and ML-Class. The ML-Class is then classified in to three categories, i.e. Digital-picture Based Pedagogy of Multiliteracies (DP-BM), Picture Based Pedagogy of Multiliteracies (PB-PM), Video-picture Based Pedagogy of Multiliteracies (VB-PM).

**Keywords:** Pedagogy, Multimodalty, Indonesian Context, Primary School, Multiliteracies

## I. INTRODUCTION

Developments in Technology are getting improved increasingly, causing the easier relationship among all people around the world. The fast development of technology then helps people to communicate with each other to share information and knowledge. The rapid development of this technology also marks the change of modes in communication. People communicate not only in one mode, but with various modes, including verbal, audio, visual, gestural, and audio visual.

The change of modes in communication also indicates a change of communication in the world of education (Cloonan: 2007). Long time the education was only conducted orally and written. With the change of communication, now education is marked with many modes of communication, and it can be picture, motion, spatial, audio and audio visual. Multimodal research indicates that one mode is not enough to be implemented in the classroom, and the same seems to hold true for the English classroom (Kress *et al*, 2001).

The study of multimodality in the classrooms have been conducted in many places. For examples: Pauramid (2019) with his conversation analysis of the video recorded interactions of the learners indicates how they use a variety of multimodal resources to maintain intersubjectivity with their peers from a different cultural background when they evaluate their English proficiency as inadequate. The results also suggest that multimodal and translingual practices frequently occur in classes where learners do not share an L1 and therefore have to be systematically attended (Pouromid: 2019).

Sari (2013) explored the students' perceptions toward English language learning and the implementation of Instagram in their English for Business class. With instagram students learnt through visual, audio and audio visual (multimodal). This research indicated that most students showed high positive perceptions in using Instagram in their learning since social network Instagram influenced their motivation, engangement, and attitudes. In addition, internet connection and its speed, misunderstanding, and miscommunication toward the materials and task instructions were considered as the problems that hamper their learning. Instagram might help the students to learn English Language. Thus, it is suggested to improve the teaching of technology skills by preparing suitable digital literacy in academic content (Sari, 2013).

Multimodal teaching can be applied in all skills, such as listening, speaking, reading and writing (Jewitt& Kress, 2002). With multimodal resources teachers can implement various strategies for all skills of English in their language classroom. In listening class, teacher can use radio, videos, laptop, cassettes and others

to practice listening. Teachers can also combine their listening class with audio visual of videos, power point, and drama. Further in writing class, teachers can use power point, video, graph and picture.

In the classroom, multimodality also challenges the assumptions about learning and the traditions embedded in educational assessment. The multimodal character of teaching and learning means that each student is involved in making personal sense of the combination of modes as they are organized in the classroom.

There are four characteristics to new literacies research: 1) new technologies offer a way to envision new literacy practices; 2) new literacies are essential to economic, civic and personal participation in a world community; 3) new literacies change, remix, converge as defining technologies change; 4) new literacies are multimodal and multifaceted. (Rowsell and Walsh, 2011, p.56). As technology has changed very rapidly, research in classroom becomes more multimodal and more varieties of teaching practices implemented by teachers. And now it is unavoidable that learners now need both print and digital literacy practices for their life in the future.

The world was changing, the communications environment was changing, and it seemed to us to follow that literacy teaching and learning would to have to change, as well. This study also focuses on how teacher implement technology in her language classroom. With multimodalities teacher practices many strategies and uses new technology. This study tries to explore how teacher implement multimodalities and how teacher perceives this language practices in her classroom.

By referring to the results of pre research conducted in SDIT Insan Madani Palopo, the writer assumes that the phenomenon of multimodality and multiliteracies is found in communication in the classrooms. A number of teachers use different modes in their classroom interactions. The teachers used many modes other than text, such as visual, audio and audio visual of pictures and videos. In the class of writing, for examples, the teacher used pictures for presentation, as the medium for sharing information, discussing task and answering students' questions. This multimodality encourages the writer to further examine how the model of multimodality and multiliteracy pedagogy implemented in Indonesian context especially in SDIT Insan Madani Palopo.

This study is designed to describe the complex nature of pedagogy of multiliteracies. This study explores how this model implemented in the EFL classroom in Primary school in Indonesia. This is considered significant since the limited studies conducted related with multiliteracies pedagogy in the context of Indonesia.

This study is significant because of its focus on Indonesian EFL Classroom. A lot of numbers of studies in EFL classroom all over the word, but it is still few for the Indonesian context particularly in the subject of multimodal and multiliteracies. To mention some of the researches in the field of literacy and multiliteracies and the of multimodality resources in language teaching of Indonesian context are for examples; Jafar (2010), Tamtomo (2012), Sari (2013), Mulatsih (2016), Khotimah, K. (2018), and Pauramid (2019). Researches in multiliteracies for the Indonesian context will contribute in developing the EFL learning and teaching. The clear description of teachers and students multimodal literacies will be the basis for the improvement of EFL learning and teaching. It should be very significant for teachers and students to be multimodal literate in teaching and learning.

## II. LITERATURE REVIEW

Multimodal was a term pionered by the New London Group in 2000 in order to talk about how "communication is not limited to one mode" or "realized through one medium." Multimodal texts are defined as texts which communicate their message using more than one semiotic mode, or channel of communication (Cloonan: 2007). Gunther Kress's defines mode in two ways. In the first, a mode "is a socially and culturally shaped resource for making meaning. Image, writing, layout, speech, moving images are examples of different modes (Kress, 2010). In the second, "semiotic modes, similarly, are shaped by both the intrinsic characteristics and potentialities of the medium and by the requirements, histories and values of societies and their cultures (Kress, 1996. p.35).

When the communication is done with not only one mode, but many modes, such as through speaking, gesture, gaze, and visual forms, the it is termed as multimodality (Kress, at.al, 2001). Multimodality is a theory which looks at how people communicate and interact with each other, not just through writing (which is one mode) but also (which are many modes) (Kress, at.al, 2001). And A mode is mostly defined as a communication channel that a culture recognizes. The modes includes writing, gesture, posture, gaze, font choice and color, images, video, and even the interactions between them.

Multimodality is represents more than one mode. It has been developed over the past decade to systematically address much-debated questions about changes in society; for instance, in relation to new media and technologies. Multimodal approaches have proposed concepts, methods and a framework for the collection and analysis of visual, aural, embodied, and spatial aspects of interaction and environments, and the relationships between these.

Thus, every mode has a different modal resource, which is historically and culturally situated and which breaks it down into its parts, because "each has distinct potentials for meaning (Kress, 2010). In Kress's theory, "mode is meaningful: it is made by and brings the 'deep' ontological and historical/social orientations of a society and its cultures with it into every sign. Modes model and are modeled by the systems in which they participate.

Multiliteracies theory addresses two aspects of language use affected by the changing communications environment: the variability of meaning making in different cultural, social or professional contexts and the nature and impact of new communications technologies. Multiliteracies theory argues that contemporary literacy pedagogy needs to engage diverse, multilayered learners' identities so as to experience belonging and transformation in their capacities and subjectivities (New London Group, 1996; 2000).

**Multimodal Teaching and Learning**

Multimodal teaching is instruction that uses the combination of various communicative modes (sound, images such as graphs or pictures, video, written text, transcribed speech) within a text. We talk of multimodal text because understanding that text implies understanding the interaction among all its components in the different formats (Cloonan: 2007, Creswell: 2007)

### III. METHODOLOGY

As the aim of this research is to reach a deep understanding to an early-years teacher's experience with the enactment of multiliteracies pedagogy in the classroom in Palopo, Indonesia, I apply a qualitative case study to examine place, or a case, within a specific situation (Stake:2005) According to Creswell (2007), a case study is a qualitative strategy in which researchers examine in depth a program, event, activity, or one or more cases.

Creswell (2007) also points out that the case is bounded by time and activity, and researchers need to collect detailed information over a period of time. Case study methodology enables both the researcher and the participants to investigate how and why questions (Yin, 1994).. Using a variety of data sources, case study describes a picture of what is being studied in details (Stake, 2005).

The case study methodology enables in-depth exploration of multimodal pedagogy practices in Indonesian EFL classroom. In order to understand primary students and teacher lived experiences with multiliteracies . I will use thematic analysis method to explore how teacher practiced pedagogy of multiliteracies and how she perceived this practices. In my research, I will focus on one teacher who implements a pedagogy of multiliteracies to create opportunities for young learners to develop their multiliteracy.

Applying a case study method can give a comprehensive description of the problem by using a variety of data collection procedures over a sustained period of time (Creswell, 2007) including interview, observation, field notes, video taping, documentation and reflective journal. A case study is chosen because it is believed that understanding the case will lead to better understanding, perhaps better theorizing about the case (Stake, 2005). The strength of the case study is that it can provide a rich description of the cases being studied.

Before going further on data analysis, the researcher collected data using two instruments, i.e. interview and observation. The data were recorded using tape recorder, transcribe the data by using transcription convention. Then the data coded and selected referring to the purpose of this research. In terms of the approach, the research used Thematic Anaysis (Dawson, 2002; Ayres, 2008) in which the data were analyzed by coding the themes or topics of the research; interpreted and related to the previous findings; and eleborated descrptively.

Since the purpose of this study is to get a deep and better understanding of how teacher in Primary school implement pedagogy of multiliteracies, and how the teacher perceive the practice of pedagogy of multiliteracies in Palopo, it is the main consideration for selecting research participants. As Stake (1995) explains, the first criterion for choosing a case "should be to maximize what we can learn" (p. 4). Additionally, the participants are purposefully chosen based on the criteria that a pedagogy of multiliteracies is used to teach literacy regularly in the early years in Palopo, Indonesia.

The participant of this study is one teacher of English in Primary school in Palopo Indonesia. In this study, she was named as Maya (pseudonym), and She is one experienced teacher in the field of English teaching in Primary School. The teacher works in one favorite school in Palopo in Indonesia. During her classroom practices, the teacher uses multimodalities in her language classroom. The teacher varies her strategies with audio, visual, text and audio visual resources in her classroom.

The educational context of this case study is SDIT Insan Madani, A school in Palopo which seriously implement an active and fun learning in which it developes the multiliteracies of the students. According to Cohen et al. (2007), gathering the qualitative information involves a wide variety of data collection methods so as to provide readers a rich picture of the phenomena being studied. Therefore, the data collection sources in my research will include many sources: (1) in-depth interviews with the participant, (2) transcriptions of audio recordings; (3) observation (4) field notes and (5) documentation

# IV. FINDING AND DISCUSSION

Referring back to the recordings, the transcriptions, and classroom observation, some relevant data and their patterns have been identified and analyzed. The result of analysis has been organized in terms of the questions that this study tries to answer. Hence, each data are presented in accordance with the research questions.

In implementing pedagogy of multiliteracies, Maya as the subject of the research practiced many models and based her teaching on multimodal resources. Maya has proved the importance of various media by which she could build students' encouragement and she could keep EFL learning as a fun activities for all her students. The following details are elaborating some new terms implemented by Maya, since she could make her own model in her language teaching.

## 1. Students' interest based Classroom (SIB-Class)

In teaching English, Maya as the English teacher in SDIT tried to facilitate student with students' interest based learning. With this model Maya tried to build a better EFL classroom performance by facilitating learners with teaching based on their own interest. Usually before the class Maya collected information of her students by asking information from the former teacher, classroom teacher (wali kelas), and parents. The following I quoted her ideas:

**Extract 1.1**

**Indonesia:**

R: *Yang pertama, sebelum mengajar, apakah ibu Maya biasanya lebih dulu memahami kondisi siswa?*

P: *iya*

R: *terus..kira2 bagaimana memahami kondisi siswa yang berfariasi itu, misalnya, latar belakangnya, kemudian minatnya dan sebagainya?*

P: *baik, bisanya pada saat pembejaran. Pertama itu pendekatan ke siswanya, mungkin karena setiap hari saya bertemu, dan kemudian juga info dari wali kelasnya sebelumnya, dan biasa kami tanya tentang siswa-siswa itu. bagaimana latar belakangnya dan lain-lain. Dan kalau menyangkut karakter saya bisa ketahui lewat pertemuan sehari-hari dengan mereka*

**Translation:**

R: The first, before teaching, do you usually get to know well the students' diverse condition?

P: yes, off course

R: next, how do you get information of your diverse students' condition? Their skill background and their interest, etc.

P: well, it is usually when they are in the classroom. The first we try to build a good relation with students, and also we get info about the students from the previous teacher, about their skill and knowledge background and so on. And I can also know about the students' character during the day contact.

(Interviewed on Wednesday, May 22, 2018)

In the classroom Maya are so closed with her students, she built her good relation with student. She could remember all her students' names, and she always made jokes with students and sat together on the floor with students in her formal and informal classroom. Maya as the teacher of English in non-English country, Indonesia, realized the diverse background of students. Some students are from rich family that are equipped with a better literacy facilities at home, while many others are not. Concequently Maya tried to explore the students' background, know theirs family social-economical condition, and find information of students' interest and so on, as Maya recited:

**Extract 1.2.**

R: *terus, keadaaan siswa ini kan berfariasi, bagaimana ibu Maya mengetahui kemampuannya masing-masing?*

P: *pada saat proses pembelajaran, ya kan bisa kita lihat perbedaan mereka pada saat proses pembelajaran, misalnya siswa semua aktif, ternyata dia pendiam, harus selalu didekati, yang ini sukanya begini dan seterusnya*

**Translation**

R: *next, about the students diverse, How do you know the students individually?*

P: *during the classroom activities, we can know well when we are in process of teaching and learning. For example, when all or many of students are so active, while maybe there is any silent student, then we make personal approach. And we know what to do next.*

(Interviewed on Wednesday, May 22, 2018)

Realizing that students have different interest and background, Maya then tried to facilitate students with many resources and teaching strategies. Maya used multimodalities in transferring the skill, used various techniques in teaching, and facilitated them with games and funny stories. Sometimes Maya prepared videos (Classroom, May 15 and July 14), used pictoarial books or pictorial cards, used powerpoint slides with pictures and games, asked students worked in group, work in pairs (peer learning of speaking practice) and many others.

Implementing thoses various activities with various resources could avoid students to feel bored, and helped them to comprehend languages easily and enjoyably. As it line in line the theory that by providing interventions and scaffolding learning, teachers assist students to conceptualise, theorise, develop explicit generalisation and learn appropriate technical points of language and metalanguage.

## 2. Fun Base Language Classroom (FBL-Class)

For keeping students motivation in learning, Maya tried to create classroom with fun activities. During the class session, Maya created various activities to make students enjoy the class, for example, in one session Maya provided material in power points slide, Putting material with pictures and videos on slides and equipped them with many pictures and emoticons. Then she grouped the students for a collaboration, discussion and share. The next Maya asked students to repeat the some sentences, and ended the class activities with fun English games.

Maya came into the classroom with her textbook, laptop and LCD (video, 01). That day she prepared power point display with text and pictures. She started the class by greeting students and calling list. One by one of students names were called, checked and greeted by Maya. She then connected the laptop to LCD, switched it on and started teaching using the media.

Maya displayed the power point of letters with some examples of animals. She asked students to repeat the letters and mention words. The students looked very enthusiastic and feel happy learning English. The students one by one repeated the words, spelled letters and composed sentences. With multimodality, pictures, sound, color, and gesture of teacher, the students made meaning, practiced language, drilled words and sentences.

At the end of the class Maya provided students with game. And the game always related with the given topic of the day. Maya always ended class with game to build a fun ending of her English Class, since she believed that with games students will keep in mind that English is not boring but enjoyable. As Maya said:

**Extract 2.1.**
*Maya:    Game membuat siswa jadi bergembira, dan dengan demikian mereka bisa merasa bahwa bahsa*
*Inggris menyenangkan*
Maya:    English Game can make students feel fun, so that they feel happy learning English.
(Interviewed on July 14, 2018)

Referring to Extract 2.1. above, it clearly indicated that Maya emphasized the importance of playing games and building fun learning in her EFL Class. Maya believed that games could make students feel happy and fun, that consequently could build a better motivation, more spirit and make students feel happier in learning English. Maya believed that learning should be with many modalities to develop students multiliteracies, with videos, pictures and emoticons. In this technology and digital era the teacher should facilitate learning with various resources.

## 3. Conceptual-Based Language Classroom (CBL-Class)

Referring to the Maya's classroom observation, interview and teaching artifacts, this result indicates students' conceptual development. In Maya's Class session, she provides students with examples of sentences that contain subject and predicate. Maya then asked students to make their own sentences by using different verbs and adjective referring to text book picture or digital one. Sometimes Maya used video as a part of her multimodal literacy development.

In this session of teaching Maya develop students concept of sentence and noun, in which the teacher provides students with sentence and some nouns for substitution, the sentence is *He is Mr Risal, the new school guard. Then the sudents substitute guard with headmaster, headmistress, teacher, school counceslor, janitor, librarian, students, boyscout, girl guide. All the nouns were represented in picrure (Dewi; 2006: p.10) as follows* about conceptualizing Maya said:

**Extract 3.1.**
**Indonesian:**
R:    Bagaimana ibu membangun kemampuan siswa dalam memahami konsep bahasa yang dipelajarinya?

P:  Terutama sekali dengan latihan membuat contoh kalimat, dan jika dipelukan, guru terus membantu dengan membuat kalimat-kalimat yang lain
R:  Sekiranya siswa telah belajar menyusun kalimat, apakah siswa juga terus diberikan latihan-latihan?
P:  ya tentu harus diberikan latihan-latihan

**Translation:**
> *R:  How do you develop your students' concept of language?*
> *P:  I think it is mainly with practicing to make sentences, and also we scaffold them with various sentences.*
> *R:  sekiranya siswa telah belajar menyusun kalimat, apakah siswa juga terus diberikan latihan-latihan?*
> *P:  ya tentu harus diberikan latihan-latihan*

(Interviewed on May 22, 2018)

Based on the above extract 10.8. Maya described that she build her students concept of language by more language practice and substitution. Maya asked students to practice language in speaking, listening, writing and reading. In Practising language substitution, Maya prepared some sentences with some words for substituting the noun or the verbs on those sentences.

### 4.  Multimodal Language Classroom (ML-Class)

In implementing Pedagogy of Multiliteracies, Maya as teacher utilized multimodality as a specific feature of pedagogy of multiliteracies. Multimodality refers to the combination of various communicative modes (sound, images such as graphs or pictures, video, written text, transcribed speech, etc.). In many of Maya's class activities, Maya provided her teaching with many media and resources, sometimes she provides videos displayed with projector and watched by students and practiced their listening comprehension. Another day Maya prepared pictorial cards or digital visual pictures. The following are some categorization of her multimodal language classrooms.

### a.  Digital-Picture Based Pedagogy of Multiliteracy (DP-PM)

One of medium used by the teacher of SDIT insan Madani (Maya) in applying Pedagogy of Multiliteracies is by using power point micro soft, in which the material presented by using a laptop then displayed by LCD. Many times the material presented by using micro soft power point that helped the teacher displayed the point of material. Usually the teacher made her material in some key points represented the whole material in one session of teaching. This teacher's preference is prompted considering to build a more clearance and shorter material by which the students expected to be easier in understanding the material, as the teacher said:

**Extract 3.2**
**Indonesian**
R  Kemudian apakah menurut ibu Maya, *pedagogy of multiliteracy* ini memberikan konstribusi terhadap peningkatan prestasi siswa?
P  Sangat, sangat, iya dengan menguakan media seperti video, atau gambar dan suara, itu bisa memberikan kemudahan bagi siswa, dan biasanya lebih mudah memahami materi dengan penggunaan video seperti itu, dibanding jika hanya menggunakan buku, tidak terlalu banyak berpengaruh dibandingkan jika kita video atau media media lainnya yang bisa menunjang, maka itu sangat membantu.
**Translation:**
*R  next, mom Maya, do you think pedagogy of multiliteracy contributes in students' achievement?*
*P  Yes it is, very much, by using such a video media, picture and sound, it can make students easier in understanding and comprehending the lesson. With video and multimedia, the teaching will be more powerful rather than only by using non colorful and non-pictorial text book.*

(Interviewed on July 14, 2019)

With this power point medium for teaching, Maya transferred her skill and knowledge through multimodal resources. This digital technology combined visual, audial and the combination of audio visual. Such multimodality required the teacher' skills in using it and in developing her teaching material in the form of power point.

Referred to the recorded observation, many times Maya utilized this technology for displaying her teaching material (T.Let.01, T.Let.02. T.Sent 01, T.Sent.02) in T.Let.01 and T.Let.02, Maya presented English letters and pictures of animals, by which students learn English through visual, audial and textual resources.

### b.   Picture-Based Pedagogy of Multiliteracy  (PB-PM)

Other than DPB-PM model above, another model of Pedagogy of multiliteracies  implemented by Ibu Maya is *Picture-Based Pedagogy of Multiliteracies*  or it  is termed  as  PB-PM. This model of pedagogy of multiliteracies is based on the use of pictures as media in learning and teaching process. The use of picture could make students build their multiliteracies in terms of color, line, space and words.

Some books used by teachers as the main sources of materials and references, mostly equipped and contained by various colorful pictures. The many numbers of pictures on the book indicates the significant role of picture in maintaining the students interest in learning English. Some of the books used by teacher are *Speed Up English* (Rita Kurniawan: 2010), *Grow with English* (Mukarto: 2002) and *Active English* (Kusuma, et.al.: 2015). The following is an example of pictorial book:
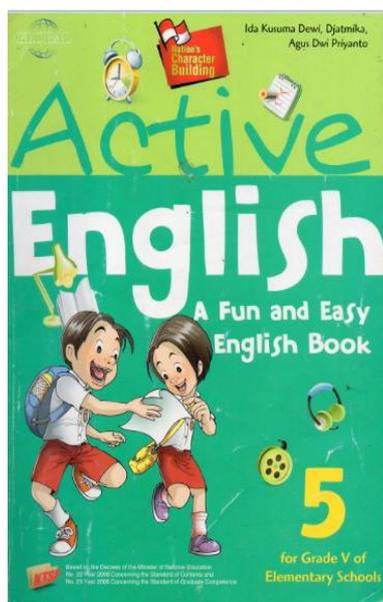


In *Active English,* the pictures chosen are fully colorful and cartoon-designed. The pictures are really helpful in developing students' multiliteracies and facilitate students better understanding to the presented material. For example in page 2, the material for listening comprehension. The pictures show conversation between two or three students with gesture and expression easily comprehended by students. It is an example:

The same as the speaking skill, the other skills of English  -reading, writing and listening- are also presented with multimodal resources. The skills are presented with text equipped with visual, kinesthetic, spatial and audial. With illustrated text (pictorial text) students make meaning through picture, gesture and spatial and with these multimodal resources, learners become more encouraged learning languages

Referring to the next page of the book, the teacher then practicing speaking by asking and question, using picture on the book (p.6) with this, students developed languages with text, visual, color and gesture (multimodality resources). The same technique given on the next page (p.14) the reading skill developed not only with text but also with picture, color and gesture, and with multiliteracies, students make meaning and improve their skill of reading.

### c.   Video Based  Pedagogy of Multiliteracy  (VB-PM)

Another model developed by teacher in implementing PM in this primary school is *Video-Based Pedagogy of Multiliteracy*  (VB-PM). The teacher used some videos to improve students' language skills. The skill is not limited on speaking and listening only, but also writing and reading.

Videos utilized are taken from many resources, such as book disks and you tube. Videos chosen are mostly learning-designed in which the learner facilitated with age-level appropriate words and with interesting, fun and easy-learned designed. The use of video as media in teaching is very helpful for facilitating a fun learning atmosphere in which the learners watch videos with interesting topic.

# V. CONCLUSION

This Research has elaborated how Ibu Maya as the teacher of English in primary school of SDIT Insan Madani in Palopo implemented Pedagogy of Multiliteracies. The Implementation performed some model of teaching which consist of SIB-Class, FBL-Class, CBL-Class, and ML-Class. The ML-Class is then classified in to three categories, i.e. Digital-picture Based Pedagogy of Multiliteracies (DP-BM), Picture Based Pedagogy of Multiliteracies (PB-PM), Video-picture Based Pedagogy of Multiliteracies (VB-PM).

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