PROSPECT AND PROMISE IN INTEGRATING MULTILITERACY PEDAGOGY IN THE ENGLISH LANGUAGE CLASSROOM IN INDONESIA

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ABSTRACT This article discusses the concept of multiliteracy and why it should be adopted in Indonesian classrooms. Multiliteracy offers fresh perspectives on language education and learning. The usage of multiliteracy in Indonesia provides potential benefits, such as growing students' literacy levels. Multiliteracy adds a new dimension to education and allows teachers to take an alternative teaching approach, moving away from the conventional teacher-centred method towards a more student-centred approach. Furthermore, it also emphasizes critical thinking, cultural knowledge, and new perspectives. Multiliteracy encourages students to be more curious to explore and learn independently. In conclusion, this study recommends that teachers in Indonesia understand the concept of multiliteracy. Teachers and students should embrace it, even if it first seems complicated, since it can be a rewarding and exciting experience in the English language classroom in Indonesia.

Keywords: Multiliteracy, English Language Teaching, Student-Centered Approach

A. INTRODUCTION

Science is part of human life. Scientific activities are conducted by individuals who make observations and use analytical processing to obtain explanations and truths of knowledge on the natural, social, and cultural life environment, technology, and other related (or pertinent) constructs environment and technology (Mohajan, 2018). This allows people to make calculations predictions and ultimately apply them to technological applications that work to advance the welfare of human life and experiences. Educational institutions need to provide individuals with the skills to develop critical thinking (Saputra et al., 2021). A person can develop his or her potential towards something that he or she likes. In addition, people can acquire knowledge from various sources and experiences. Moreover, education can foster positive characteristics in persons, thereby allowing them to contribute to the development of their nation.

The benefits of education are not only limited to gaining knowledge. For individuals, education can be useful to improve the quality and well-being of a person, such as skill development, job opportunities, to career advancement. Additionally, education can provide a positive environment where individuals pursue their personal and professional lives.

"Education is the most potent weapon that you can use to change the world," said Nelson Mandela, in a quote that is often used today (as quoted in Strauss, 2013). These words from Nelson Mandela mean that education is indeed a powerful weapon for every human being in the world. By having education, people will be able to change their world. Based on that, people need to have education, and one of the most important components of education is language education.

A language is a tool used by individuals to communicate with each other. People can understand the meaning of each person's speech and the intent and purpose of someone speaking to the other person. As social beings, language is used by humans to communicate. Communication is divided into two constituents: verbal and non-verbal (Hardini & Sitohang, 2019). Oral or written instruments or media are used for verbal communication. For example, students write a letter using a language already understood by the recipient. Verbal communication conveys intent and purpose by speaking directly, while non-verbal communication uses a sign or unspoken display of intent and purpose, such as the semaphore symbol.

The English language plays an essential role in our lives as it helps communicate. It is the primary language for studying any subject worldwide (Nunan, 2003). English is important for students as it broadens their minds, develops emotional skills, improves the quality of life by providing job opportunities. English is considered to be the first global Lingua Franca. In today's modern world, the English language has become part and parcel of every existing field. It has been an international language of communication, business, science, information technology, and entertainment. English has many important roles globally (Hariharasudan & Kot, 2018). English is studied in schools and colleges where English is an English as a foreign language (EFL). However, it is not widely spoken or an official language, such as Thailand, Japan, and Indonesia.

English is the most important global language and is a commonly spoken foreign language in Indonesia (Alrajafi, 2021). It exists at every level of education. Although English may not be used in daily communication in areas where it is a foreign language, it is spoken in professional meetings.

In the era of globalization, the role of English necessitated mastering technology and direct interaction in mastering technology and direct interaction (Ahmadi, 2018). English should be mastered by every individual, both orally and in writing. Rapid industrialization and globalization directly impact teaching and educating the students. Language teachers must acknowledge (or recognize) that teaching can no longer be confined to the four walls of the

classroom and the school library when seeking out teaching and information resources (Anas & Musdariah, 2018). Furthermore, they must recognize that they are preparing students who will spend their adult lives in the new millennium, demanding a high level of computer literacy and self-learning (Rita et al., 2021).

In Indonesia, students are expected to master four skills in English, namely listening, writing, reading, speaking. This is because four skills are fundamental abilities in learning a language (Sinurat et al., 2021). These four skills are fundamental for learning a language (Siurat et al., 2021), including English. They are interconnected and mutually support each other in a way that allows students to enhance and perform their newly acquired language skills.

However, learning that focuses only on these four skills also has drawbacks. When learning these four skills, students focus too much on the skill skills without deepening the context of what language or topic they are studying (Warner & Dupuy, 2018). Learning should ideally be able to combine the development of these four abilities with the development of social and cultural knowledge and the development of critical thinking patterns in communication (Thibaut & Curwood, 2018). The desired output of student learning is to speak and become an accomplished presenter or become a reliable person in communicating in the international world. Therefore, we need a form of learning that deeply explores students' learning process, known as multiliteracy (Serafini & Gee, 2017).

Multiliteracy is a form of learning that focuses on developing student literacy Anstey & Bull, 2018). Because today's literacy is not only in writing, this literacy learning will further explore literacy related to various types of media. Participants focused on learning skills while exploring the learning content. The teacher can adjust the learning content to achieve better reasoning power and mastery of the language. As a result, the teacher does not just collect learning resources at random but gives valuable learning materials. As a result, students become more excited about learning, and they become better at learning new words and languages (Kiss & Mizusawa, 2018). In simple language, multiliteracy is a form of language learning by bringing the world into the classroom. Students will get to know the world through the literacy provided by the teacher.

Multiliteracy further enables students to improve in other abilities, such as critical thinking (Papadopoulos & Bisiri, 2020). They will also improve their creative thinking power with literacy forms that the teacher has well prepared. This multiliteracy concept will help students apply the skills they acquired in the classroom, in a competitive world of work, after graduation (Paesani & Allen, 2020). Although not a novel concept in language teaching methodology, the fast-

growing education trends in Indonesia request multiliteracy as one way to provide a better education for the next generation in Indonesia.

Multiliteracy is embedded in a language class via commercial language learning software, online internet access, or other media (Kumpulainen & Sefton-Green, 2019). Thus, the students have many language classroom learning opportunities without limitations. This paper presents some dissenting views on adapting multiliteracy in the language classroom. It explores these issues by reviewing some studies on multiliteracy to highlight its importation and its prospects in a language classroom. It is hoped that this would add clarity, thereby shifting teachers' paradigm on their roles in the classroom.

B. MULTILITERACY FROM A THEORETICAL PERSPECTIVE

One way to putting this literacy perspective into reality is multiliteracies pedagogy (Rowsell et al., 2008), which has been adapted for Foreign Language (FL) settings to drive curriculum design and instructional practice (Kumagai et al., 2015; Nabhan, 2019; Atabekova et al., 2021). The use of multiliteracies pedagogy has been shown in a number of publications (e.g., Kumagai et al., 2016; Paesani, 2017), as well as in empirical research that has looked at students' learning outcomes and experiences, as well as teachers' understandings and implementation of the pedagogy. This last line of research has looked at the long-term nature of conceptual learning and how teachers use multiliteracies pedagogy. For instance, the way teachers convey the lesson through gadgets so that students will learn not only by words from a book.

Furthermore, there is evidence that teacher knowledge and practice are influenced by attitudes, experiences, and past learning. As a result, the purpose of this case study is to examine if and how concepts from the multiliteracies framework, which is the main approach in many lower-level FL programs, are expressed in teacher discussions about multiliteracies pedagogy (Menke & Paesani, 2019). To enhance knowledge of teacher learning and inform professional development experiences, we looked at how teachers communicate about this pedagogy and if it mirrors dominant ideologies (i.e., conventionalized methods of enacting beliefs and behaviours). They begin by reviewing studies on teacher learning in the context of multiliteracies pedagogy, followed by an outline of essential multiliteracies principles that serve as the study's framework. They then provide study methodology and outcomes from three focal participants who were part of an FL program transitioning from an exclusive multiliteracy focus to a multiliteracies pedagogy-based program. They were nontenure-track faculty members assigned to teach the same course in the Spanish language department during the 2017–2018 academic

year in the Midwestern United States. They conclude by discussing the implications of their findings for language program development and future research.

Multiliteracy has evolved over the past 30 years in Indonesia; however, it is still a new or unknown concept to some teachers (Cazden et al., 1996). That means today's society requires a far broader understanding of literacy than conventional language-based methods due to the proliferation of communication channels and growing cultural and linguistic diversity. The government's attempt to establish a new school system to address the challenges of the information age and cater to the demands of producing IT literate populations has hastened the need to transition to a new education system in Indonesia (Kustini, 2021; Nabhan, 2019; Siregar & Ramadhan, 2018; Black & Goebel, 2002). As a result, using multiliteracy in the classroom should be encouraged since it prepares children to face the demands of adult life in the twenty-first century, where every job requires some level of literacy.

Theoretical considerations for multiliteracy adaptation are distinct from cognitive psychology ideas (Trigos-Carrillo & Rogers2017). According to Jacobs (2013), the focus is on action rather than cognition—not what students know, but what they do to know. Zhang and Zou (2020) say that multiliteracy activities aim to help students improve their skills in the target language by giving them the chance to speak and write in another language. According to a study on the usefulness of multiliteracy in increasing accomplishment, both male and female eighth-grade students responded favourably to multiliteracy (Mureşan, 2021).

Fear of their teacher's remark on the students' answers is one of the causes for their lack of involvement in the language classroom. Students feel that most teachers focus on mistakes and seldom reward students for replying correctly or responding as expected. Lamping (2021) says that to boost students' self-esteem and motivation, they should have a low-anxiety learning environment and get positive feedback as they learn. Language learning through collaborative activities reduces students' fear, which is common in traditional classrooms where the teacher controls the interaction (Rahman & Ja'far, 2018). Jiang (2021) also says that different kinds of CP were shown by the students' creative layering of student-generated narrations based on their real concerns and community experiences and their creative remixing of films and images.

Laboni (2021) stated that there are numerous opportunities for teachers in Ontario elementary English as a second language (ESL) programs to address the diverse needs of English language students. By ensuring the proper implementation of multiliteracies pedagogy in their teaching-learning process, teachers in Ontario elementary ESL programs can provide a better English language learning environment for English language students. Furthermore, the pedagogy of multiliteracies generated new learning spaces, empowering teacher-student

interactions and encouraging student self-advocacy (Krishnan, 2021). This element accounts for variances among students, and because students are not timed, their anxiety will be minimal because the teacher evaluates their performance. According to Zarrinabadi and Saberi Dehkordi (2021), teachers should primarily use feedback to emphasize task achievements and improvement and keep students informed about their progress throughout time. Multiliteracy can aid students in keeping up with classwork in terms of flexibility. Following a return to classroom-based education, they have a long-term influence on the delivery of instruction (Cunningham, 2021). They may accomplish more than simply the development of listening, writing, and reading by exploring the content provided by the teacher. Puteh-Behak and Ismail (2018) underline the advantages of multiliteracy in offering a range of engaging activities and functioning as a flexible language-learning instrument.

Another encouraging point about the usage of multiliteracy is that it takes the teacher out of the spotlight in the classroom and gives students positive and encouraging feedback (Drewry et al., 2019). According to Kiss and Mizusawa (2018), examination-centred approaches focused on functional literacy, regular procedures, and standardization were frequently adopted instead of the New London Group's proposed pedagogy of social equality, cultural diversity, and linguistic variation. Following their research, they feel that for good learning to occur, all writing programs should involve student agency, critical literacy, and socially and culturally situated learning. Because it engages students invaluable, engrossing conversation without embarrassing them, participation in Multiliteracy promotes involvement and helps to charge the input (Cunningham, 2021).

As a result, multiliteracy is described as the ability to read, generate, and value judgments across various texts, assisting students in understanding diverse modalities of cultural communication and developing their identity. Multiliteracy is based on a broad definition of "texts" as items conveyed by verbal, visual, aural, numerical, and kinaesthetic symbol systems, as well as their combinations. Multiliteracy is a goal in and of itself: a unit containing information and competencies (Banseng et al., 2021). The focus of classroom practice and design will be on inquiry, knowledge discovery, and understanding development processes. Expect a practical focus and research, information gathering, design, and production in a multiliteracy-based education program. Students' autonomy is emphasized in the learning process, and teachers' roles shift to facilitators. Self-access, self-paced, and self-directed learning, combined with multimedia technology, may help students become fluent in English, IT-savvy, analytical, creative, and capable of making choices and solving problems. Simultaneously, the instilling of values to build well-rounded individuals will not be disregarded.

C. FINDINGS AND DISCUSSION

Before building a multiliterate classroom, teachers must first address several common misconceptions regarding multiliteracy development. Reyes et al. (1993) pointed out that "Monolingual language arts teachers cannot tap into local languages because they do not have a working understanding of other languages" (p. 659). Of course, we agree that multiliterate teachers are required to access all of a multiliterate child's resources. On the other hand, monolingual teachers might access materials that students can find in their home languages, even if they do not speak them very well. They need to know what is good for learning a new language: environmental print in many languages, the language used for real reasons, using real materials with real people, and taking risks. There were various themes identified in this research, which were further subdivided as follows:

Stages in Developing Multiliteracy

Teachers do not have to be the only ones in the classroom to teach. They can build a multiliterate learning community with the support of students, parents, siblings, elders, clergy, and other community members. Because we know that literacy is socially produced (Goodman & Wilde, 1992), developing multiliteracy requires establishing a multiliterate learning community. Although a monolingual teacher cannot "teach" native languages to students, he or she can foster a multiliterate community.

Teachers can solicit the assistance of others to develop rich multiliterate print environments for their students. They can create a multiliterate classroom library during prolonged quiet reading periods in their classrooms. They can also urge parents to bring magazines, coupons, newspapers, bottles, and other print-containing things to provide students with real-life experiences in their home languages. Although these adjustments seem to be negligible, they may significantly impact students' understanding and enjoyment of their native languages.

Furthermore, Schwarzer et al. (2003) suggested ten first suggestions for monolingual teachers to promote multiliteracy in multiliteracy. The first step is to establish a multiliterate print environment in their school. Post multilingual posters throughout the classroom with the children's names in their native language and English, or words like hello, good morning, good afternoon, goodbye, and outstanding job. Use some form of transliteration so that the teacher can point to the printed words while speaking with students.

The teacher can then employ literature in the students' home languages. Make it possible for students to exchange children's books in their language. Request that a parent or sibling read

a book in the first language to the class or to students who speak that language. Books in all children's native languages should be available in the classroom library for quiet sustained reading or project resources (Handrianto & Rahman, 2019). A listening centre might feature audiotaped versions of the literature.

Following that, the teacher may design a multiliteracy project carried out in the local language by a member of the community. Multiliteracy programs might include discussion diaries, monthly individual literacy meetings in the original language, community translation efforts, or letters to grandparents or family members back home.

Another approach is establishing planned and relevant curricular language centres staffed by multiliterate community members. Invite multiliterate students or members of the community to assist in teaching pertinent class themes in other languages. Communicate the intended outcomes to community members clearly and concisely.

In addition, teachers measure students' literacy in their first language. Teachers require information about their students' linguistic abilities in their home language. Challenge a student who can read independently to read some of the books in the classroom library. However, if a student is starting to read in their native language, It may be more advantageous to have a community member read a book to the students.

After that, the teacher can begin learning some terms in the students' native languages and their own. "How are you?" or "Good job" are simple words to use. "Way to go!" and "See you tomorrow!" may have a significant influence on students' perceptions of how important their mother languages are. Teachers can foster this trait by learning their own and their students' native languages.

The teacher can then record greetings, essential dialogues, songs, stories, and other material in the students' native languages on audio cassettes. Students should hear other individuals speaking in their mother tongue in the classroom. Teachers can establish a collection of community-produced audiotapes or videotapes of parents telling stories in another language, brothers reading books to their sisters, or other scenarios where a native language speaker is present.

After that, the teacher encourages students to become active participants in the community as part of the class. Parents, community activists, clergy, volunteers, and staff members are excellent resources for seeing language variety positively. For example, constructing a Family Language Use Tree (Schwarzer, 2003) for each student might help students become more aware of language. A language tree at school might indicate which class has the most languages, which child or family speaks the most languages, and so on.

Teachers can also discover techniques to convert environmental print and school letters into all of the languages spoken by the students. Even though it is not mandated by law, students should experience real uses of their mother languages. Exit, Principal's Office, Welcome to Memphis Elementary School, and other signage should be written in many languages.

Finally, teachers can leverage the culture and experiences of their students as a catalyst for multiliteracy growth. Invite students to address concerns connected to their cultural heritage throughout the year to use their histories and cultural assets as a resource. Students frequently employ native language terminology in their English presentations while discussing their cultural customs. Children can translate words by describing their meanings, although this can be time-consuming, and the original language term is typically necessary inside the English explanation.

One of a college's most common teaching methods is thematic teaching (Handrianto et al., 2021). As a result, teachers might assign students to create PowerPoint presentations on the subject and present them in class. Teachers should, of course, provide students with "clear instruction" ahead of time to realize that every symbol, whether a word, image or sound, is a meaningful resource. In the process of meaning expression, a symbol mode may need to rely on other symbol modes to complete or improve the transfer of information and meaning.

The multivariate epistemology approach emphasises critical reflexive pedagogy in language acquisition (Samy Alim, 2007). It emphasizes the connection between language and power. It opposes students who sit on their hands in class, take full advantage of what teachers teach, and believe in textbook authority. It asserts that the majority of writings have a certain ideology and point of view. Students should develop the habit of self-reflection throughout the learning process rather than blindly accepting and internalizing concepts from textbooks, teachers, or classmates. Teachers should also help their students think about themselves and the world around them, help them understand different types of information transmission methods and information networks, help them develop critical thinking skills, and help them become more aware of other cultures and languages.

The Advantages of Multiliteracy for Teachers, Material Writers, and Curriculum Developers

The various knowledge teaching technique emphasizes the variety of classroom instruction and student involvement. It focuses on applying various new communication methods and communication media brought about by scientific and technological progress in the English classroom, without ignoring the role of multimedia in students' everyday lives, and considers the impact of modern technology on language learning. The Internet, for example, is altering

the way people teach and learn by allowing individuals to perform knowledge creation activities in a virtual non-physical area, which may be considered a complete subversion of traditional teaching and learning techniques. Because the network creates a new learning environment, it is essential to consider incorporating new motivating techniques to pique students' interest in learning.

Teachers must grasp the notion of multiliteracy since they engage with policymakers and administrators. It is not just about learning how to build their lessons using authoring tools; it is also about persuading decision-makers, particularly administrators, to adopt multiliteracy learning because it costs much money to implement. There are also essential options to make, such as adapting, adopting, or producing original content. If resources are to be acquired, the software choices must be carefully considered, and it is advisable to obtain advice from multiliteracy experts.

Material writers must consider the physical component of a lesson and develop lessons aligned with the curriculum. The design characteristics include a good colour scheme, amusing background music, and more relevant graphics, such as cartoons, especially if the instruction is commercial.

The template might be used to construct a curriculum for a school in Indonesia. Establishing knowledge, skills, attitudes, and language and information technology literacy are crucial organizational attributes (Nurpahmi, 2017b; Faerber-Ovaska, 2021). If multiliteracy is to be included in other courses, it must follow the current curriculum and National Education Policy (Nurpahmi, 2017a). Language teachers should get specialized training to introduce them to the notion of multiliteracy.

Previous Studies On Teacher's Attitude On Multiliteracy
Teachers' reasons for using multiliteracy in instruction and the influence of such a decision can be derived from the adequacy of the teachers' multiliteracy use training at the pre-service or in-service level, the level of administrative support that they receive, and the presence or absence of curriculum based on multiliteracy (Kim et al., 2021; Aris, 2020). Despite this, an exploratory study of the relationship between teachers' perspectives on knowledge acquisition and their use of multiliteracy in the classroom uncovers another element that might affect teachers' decision to utilize multiliteracy.

Nabhan and Hidayat (2020) intend to investigate EFL teaching and learning literacy practices in higher education via the lens of multiliteracies and multimodal perspectives. Questionnaires to students, interviews with teachers and students, focus group discussions with

students, observation, and documents were all used. The study focuses on English reading and writing activities in the classroom. In their reading and writing activities, the majority of participants used on-screen text and digital devices rather than printed paper, according to the study's findings. Teachers also supported the introduction of digital and multimodal literacy in their classrooms, although they still employed print-based literacy. The data also revealed that most people believe English literacy abilities are restricted to simply the targeted skills of the English language, even though the nature of reading and writing activities has evolved to include both printed and multimodal texts. However, there were specific difficulties in incorporating multimodality into practices, such as curriculum design and various student qualifications. The findings of this study may have implications for curriculum creation in the context of multiliteracies and multimodality in modern English language teaching and learning, particularly in light of technological advancements.

Syam (2020) researched Indonesia on multiliteracy. He wanted to know how Indonesian lecturers use their knowledge and experiences with multiliteracy pedagogy in teaching, especially reading. The data for her study came from giving an open-ended questionnaire to 20 Reading teachers at Muhammadiyah institutions in Makassar, Indonesia, who were chosen at random from a population of 100. She discovered that Reading lecturers used contextual practice to apply their knowledge and experiences with multiliteracy pedagogy by encouraging and inspiring students to debate and exchange ideas about the courses in a small group of students in the classroom. The lecturer suggested that the students utilize "graphical concept map features" to create an interactive concept map of their classroom learning, which the participant overtly instructed. They also feature critical framing, in which lecturers urge students to identify and examine ways of conveying essential ideas in schools. Then she discovered that multiliteracy revolutionized practice by encouraging students to integrate their learning experiences with their regular classroom teachings.

Recognizing the impact of multimedia technology on young students' daily lives, Hong and Hua (2020) stated a rising interest in how multimodal digital texts may be employed in the educational environment. As teachers, we must recognize the growth of multimodal modes of teaching and learning in pedagogical situations in the twenty-first century. As a result, teachers and policymakers must make significant progress in integrating multimodal digital technology into the curriculum, with the primary goal of ensuring that the intended curriculum is appropriately implemented in all schools. Furthermore, teachers must be innovative in meeting students' learning requirements by addressing the multimodal literacies in which students are involved and, as a result, connecting their pedagogies with the virtual world and other settings.

This will help students improve their ability to make sense of the different types of texts that are around them, which will help them build values, identities, and ideas about the world, among other things.

Shifting Teachers' Paradigm on Multiliteracy

This understandable attitude of nervousness or inadequacy might be attributed to the fact that these teachers have not been introduced to the possible use of computers in the language classroom. Since education is a self-replicating system, multiliteracy, like previous reforms, is doomed to fail. Multiliteracy pedagogy was not taught to these teachers since they had the same views or paradigms as those before them (Menke & Paesani, 2019). Consequently, they continue to teach in the manner they were educated, and their teaching style becomes complementary. If teachers experience different teaching techniques as part of their learning, multiliteracy might still cause a paradigm shift in their teaching and learning process. This requires extensive assistance from education system administrators and decision-makers to comprehend teachers' expectations since continual training in in-service teachers turns them into professional teachers.

Teachers should improve their understanding of the fundamentals of multiliteracy, and they should employ a variety of resources to deliver meaningful learning. Literacy provides a wealth of knowledge and information, which must be used with prudence. Aside from a good mindset and a willingness to learn, creating a multimedia lecture requires a significant amount of patience, but it can be gratifying and enjoyable.

Prospect and Promise of Multiliteracy Pedagogy

According to Luke et al. (2018), some teachers are dubious of incorporating multiliteracy into the curriculum. Teachers' beliefs in language teaching theory or their technique may influence their adoption of new literacy developments in the classroom. Teachers are also the decision-makers. Therefore getting input and insight from experienced in-service teachers on how multiliteracy could be applied in the language classroom is crucial. Students may respond well to multiliteracy, but it is worthless without the assistance of teachers and their willingness to get training in creating courses utilizing the most up-to-date courseware and learning more about language development.

In Indonesia, education requires a paradigm shift, and language teachers must be trained and retrained in the most up-to-date methodologies (Maryanti et al., 2021). However, there is more to it than that, since dealing with teachers' scepticism and pessimism would be a more

significant challenge. It is much easier to pinpoint the cause of the problems if teachers understand the theoretical perspective that supports multiliteracy in the classroom. It is also much easier to comprehend teachers' anxiety and concern.

Multiliteracy adds a new dimension to education and allows teachers to take an alternative teaching approach, moving away from the conventional teacher-centred method and toward a more student-centred approach (Gavaldon & McGarr, 2019). It also emphasises four skills toward critical thinking, cultural awareness, and fresh insight. Students acquiring multiliteracy are encouraged and expected to be more curious in their exploration and learning. On the other hand, teachers should not see multiliteracy as a foreign or unfamiliar notion or construct. It should be welcomed, and while it may appear challenging at first, as teachers and students get to know it, it can be a rewarding and exciting experience.

Multiliteracy has a potential future in Indonesia's educational system. The question is how it should be integrated into the curriculum and implemented. Despite the favourable responses of students to multiliteracy in the literature, it is critical to consider this problem from the perspective of decision-makers. Is there a willingness among administrators and teachers to adopt multiliteracy? Some teachers are content with their teaching approach and are wary of introducing anything new to their students (Suci et al., 2021). Although there is still much to learn about multiliteracy, the findings of this study confirm specific hypotheses and conceptions about the subject. Teachers should improve their skills by learning how to operate and create lessons.

According to Palsa and Mertala (2019), the professional teacher is the most significant in curriculum improvement. Professional development for pre-service and in-service teachers is the most crucial component of curriculum reform. It is past time for language teachers to incorporate multiliteracy as a tool of instruction into their teaching technique.

This, however, will not be possible if teachers are resistant to adopting multiliteracy in the classroom. Advanced language instruction is required to address the PISA (Program for International Student Assessment) survey result, which ranks Indonesia bottom in terms of literary knowledge.

D. CONCLUSION

In short, using multiliteracy in an English language classroom responds to the growing demand for Indonesia's human resources to be equipped with knowledge of the most up-to-date future learning approaches. In the current era of e-learning, one of the fundamental approaches to obtaining students' knowledge throughout the teaching and learning processes is to use

multiliteracy. Multiliteracy is a platform for students in English language classes to apply their knowledge beyond the four core competencies. As a result, including multiliteracy in a language classroom should be a positive step forward for the Indonesian educational system.

Both teachers and students must understand the notion of adopting multiliteracy in order to aid not only in learning but also in-class preparation. To solve this problem, pre-service and in-service teachers must get multiliteracy training, and the curriculum for pre-service teachers must be revised. Many teachers believe and fear that understanding vocabulary and grammar and how to use it in conversation is all that is required to become literate. Introducing interactive multimedia lessons into the curriculum as required by the school system makes it feasible to provide beneficial and meaningful language learning. Teachers build the groundwork for students' self-development and knowledge discovery and their own by integrating multimedia lectures with current and future learning. Teachers, curriculum developers, and other stakeholders must all consider the implementation of multiliteracy in Indonesia. In the future, quantitative research will be necessary to establish the value of multiliteracy education implementation in Indonesia. As a consequence of this course, teachers will have a greater understanding of and readiness for implementing Multiliteracy pedagogy.

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