

## The Effectiveness of Multiliteracy Pedagogy in Teaching Writing Explanation Texts to Senior High School Students

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### ABSTRACT

This study investigate the effectiveness of multiliteracy pedagogy in teaching writing explanation texts to senior high school students, focuses on teaching students' writing skills on explanation texts which aims to find out whether there is a significant difference between students who use multiliteracy pedagogy and those who do not use multiliteracy pedagogy. The quantitative research in a quasi-experimental approach was employed 42 students in two groups participating, the control group and the experimental group. The data collection techniques used were pre-test, post-test, and explanation texts writing tests as research instruments. The data were analyzed using SPSS version 25, Shapiro-Wilk for the normality test, Lavene test for the homogeneity test, Independent sample t-tests and paired sample t-tests were used to find data differences. The findings reveal a significant difference between the control and experimental classes, with the control class's score of 77.33 on the post-test and the experimental class's score of 80.62. The study reveals that using multiliteracy pedagogy is more effective than using conventional learning in teaching writing explanation text. The independent sample t-test results showed that the Sig. 0.044 lower than 0.05 means that there is a significant difference between the average results of writing explanation texts in the experimental group and the control group. Therefore, the multiliteracy pedagogy has been proven effective in improving students' writing ability in explanation text in eleventh grade at Kahar Rahman Islamic Boarding school

## **INTRODUCTION**

In learning English, it's crucial to master the four language abilities of speaking, listening, reading, and writing. Writing is an advanced method of exploring concepts and thoughts, giving them a visible, measurable form. Writing is the process of creating a written message to communicate with others. said that (Cope & Kalantzis, 2015)"Writing instruction is becoming increasingly essential in second and foreign language education as the necessity of outstanding abilities to write develops in our global world". This argument emphasizes the significance of English and the necessity of English writing learning as an essential part of efficient English communication. According to Harmer, among the four abilities that have always influenced the English education curriculum is writing. The remaining three are listening, talking, reading, and writing (Toba et al., 2019) According (Alaydrus & Fikri, n.d.)writing problems include thoughtlessness, thought development, speech patterns and thinking examples, attachment, and awareness. Speaking and writing in class requires stimulating consistent situations.

It is required of students in the Senior High School curriculum to be able to write a basic academic essay. Students need to have the ability to write sentences in a logical order, produce supporting detail sentences that relate to the primary topic, and manage words to create understandable and appropriate sentence patterns. The argument highlights the necessity for students to improve their writing skills.

In addition, based on an interview with the SMA IT Kahar Rahman's English teacher, there are some problems in students' writing skill including students' motivation to write English texts is still low, the teacher's method was still monotonous, it is required of a teacher to successfully manage the learning process. On the other hand, many students still lack vocabulary and grammar. Grammar mastery is the capacity to comprehend sentence theory, including its functions, units, and forms to be able to create standard forms in line with the guidelines. Furthermore, (Yuliawati,2018)asserted that learners desiring communicative competence must possess grammatical knowledge. Learners who have an effective understanding of grammatical ideas can avoid using incorrect structures. Vocabulary mastery is the capacity to employ words and their meanings appropriately in spoken language. The process of understanding English vocabulary acquired through spoken communication is known as vocabulary mastering.

When it comes to learning, To be multiliterate means to be able to read, write, and evaluate ideas from a range of sources. It assists in students' understanding of the various cultural communication modalities and assists in their identity creation. Multiliteracies include spoken language, written language, visual representation, auditory representation, gestural representation, and spatial representation. (Fadila et al., 2021).

However, a variety of studies on literacy have examined the potential advantages of incorporating multiliteracies education into the teaching of the English language. A study conducted (Nabhan, 2019)teaching English to students using the multiliteracies pedagogical method encourages their

motivation, autonomous learning, and acquisition of new skills. Furthermore, (Atsani & Damayanti, 2022) have determined that multiliteracies pedagogy has demonstrated significant benefits in the teaching of English by offering students a variety of technologically, facilitated communication form. Hence, this study will focus more on the effectiveness of multiliteracy pedagogy in teaching writing explanation texts to senior high school students.

This research proposed four questions to answers the issue:

- 1) What is the level of effectiveness of students' writing explanation texts who taught using multiliteracy pedagogy and those who taught using conventional learning?
- 2) Is there any effect of multiliteracy pedagogy on students' writing skills in explanation texts?
- 3) Is there any effect of conventional learning on students' writing skills in explanation texts?
- 4) Are there any significant differences between students taught using multiliteracy pedagogy and those who are not taught using multiliteracy pedagogy?

## LITERATURE REVIEW

### Multiliteracy Pedagogy

Multiliteracies developed a term known as the New London Group (Fadila et al., 2021) encourages to acquisition of knowledge and improves abilities to participate fully in the globalised world of social networks, information, technology, and economics. The multiliteracies approach has also emerged in language learning. The multiliteracies method focuses on "The interrelationship of linguistic modalities, and the interpretation to change of texts, and learning processes through discovery processes and relationships between communication, social environment, and linguistic forms"(Fadila et al., 2021).

According to (Cope & Kalantzis, 2009), the goal of multiliteracies pedagogy with the goal of pedagogy is to "create learning environments where digital technologies augment and occasionally replace traditional tools like the blackboard, textbook, exercise book, and test." This pedagogy supports a multimodal approach in which students among linguistics abilities, and visual, auditory, gestural, and spatial modes of meaning-making and learning(Cope & Kalantzis, 2015) It recognizes that not every student approaches their education with the same interests, linguistic proficiency, life experiences, or sociocultural resources.

(Zapata et al., 2023)referred to the creation of multiliteracies teaching as "The Four Knowledge Process". There are Experiencing, it means reviewing the students' experiences and expertise while learning new facts about the subject. Conceptualizing, it means Identifying, defining, and categorizing concepts and sequences that already exist, extending the topic's scope, and relating it to theories. Analyzing, it means reasoning, drawing conclusions, drawing inferences, and creating functional relationships (cause and effect, logical analysis, connection). Additionally, analyzing one's viewpoints and those of others to sharpen critical lenses. Applying, it means Implementing concepts and

information to use in practical settings and verifying them, generating a unique new idea based on interests, experiences, and goals.

Multiliteracies teaching recognises that, in the digital age, literacy is changing. It underlines how crucial it is to acquire a wide range of literacies in order to effectively navigate and communicate in the complex world of today. According to the New London Group (1996) and (Zapata et al., 2023) the following are some typical multiliteracies pedagogical types including Knowledge Literacy, Digital Literacy, Visual Literacy, Critical Literacy, Cultural Literacy, Worldwide Literacy, and Cooperative Literacy.

### **Writing Ability**

Writing is a complicated process of generating ideas. It has steps to conduct writing activities (Sari Togero & Usman, 2014) Writing is a thought process; after going through the thought process, writers generate finished written works based on their thinking. Writing, then, is the act of putting thoughts, feelings, and ideas into words while paying closer attention to language usage. In addition, (Bashir, 2012) states that the process of writing consists of four phases. Those steps include Pre-writing, this is pre-task that might be assist students attempt to come to think of a topic or point to write about that is interesting. Freewriting, querying, list-making, grouping, and creating rough outlines are the five methods for coming up with a topic and getting words on paper. Writing the first draft, be prepared to add details and new concepts to the initial draft that did not come to mind while prewriting. Simply leave a blank place or write a message such as "Do later" when something goes wrong the finish the paper. Without thinking about grammar, punctuation, or spelling. Revising, rewriting a paragraph or paper involves building on the previous work to make it stronger. This process is known as revising. The process of revision is divided into two phases: Revisions to sentences and content. Editing and Proofreading, the next stage in the writing process is to be proofread for spelling, grammatical, and punctuation errors. During this phase, peer editing is an option. Proofreading is the last step in the writing process, it involves carefully proofreading a work for mistakes in grammar, spelling, punctuation, and other areas. For last-minute editing, students can utilize Grammarly and the dictionary.

In addition, Writing issues, writing is regarded as a difficult task by the majority of individuals. In both the native language and an additional language, this is a difficult task. According to (Bashir, 2012) writing causes three types of heading issues (1997:4-5), includes problems with the mind, Problems in Linguistics contrast to oral communication in written language, Cognitive issues writing is taught by a sequence of assignments.

### **Explanation Texts**

An explanation is a piece of writing with several meanings arranged according to experts. This book proves the existence of the phenomena and explains "why" or "how" it occurred (Jannah, 2020) explanation texts are used to explain how natural, social, and scientific events come about. The goal of an explanation text is to provide a reason for why something happened in the universe and how. In addition, language features in explanation texts, these language use components should be generally taken into consideration while

writing an explanation text: Employ the present tense when discussing evidence in the text, Pronouns should be used for words that have already been introduced, and Action verbs should be used following their agreement. Time sequence connectors should be used. Passive voice should be employed to establish causal relationships between occurrences. Utilising time conjunctions will help the content flow. Finally, abstract nouns (phrases) should be used as subjects or objects.

The researcher provides a chart that illustrates the study's conceptual framework, as seen in figure 1.

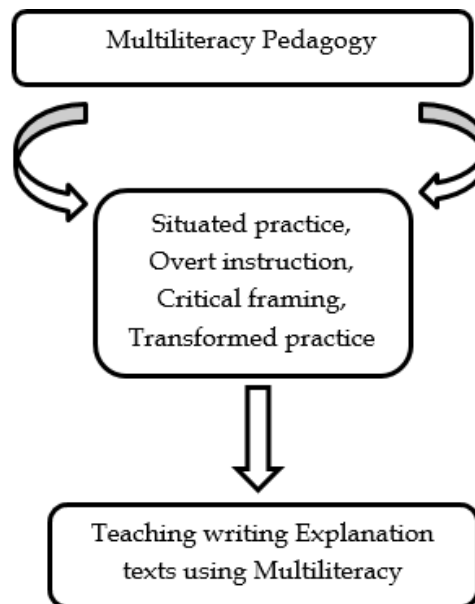


Figure 1. Conceptual Framework

### Hypotheses of the Research:

Following the hypothetical system and worldview, the exploration was to figure out the theory as follows:

1. **Alternative Hypothesis (Ha):** There is a significance of multiliteracy pedagogy in improving students' writing ability at SMA IT Kahar Rahman.
2. **Null Hypothesis (Ho):** There is no significance of multiliteracy pedagogy in improving students' writing ability at SMA IT Kahar Rahman.

### METHODOLOGY

In this study, the researcher utilized a quasi-experimental methodology that is quantitative by scope. The experimental research method is one of the research designs that the researcher applies. Because it is appropriate for the research situation, it is utilized to ensure the smooth and efficient operation of the study. According to (Creswell, 2012) research entails a detailed appraisal and presentation of what may occur in this specific situation within controlled conditions. The research was conducted at SMA IT Kahar Rahman, Rengat, Indragiri Hulu, Riau. Initial enquiries were conducted to ensure reliability and reliability. An expert assessed and confirmed the validity using content validity, and SPSS Cronbach's Alpha was used to assess reliability. Using SPSS version 25,

precondition, hypothesis, and descriptive tests were used to analyse the data collecting results.

The research population were the whole students in the eleventh grade consists of 56 students and the sample of research was 2 classes: XI MIPA Al-Khawarizmi and XI IPS Khalid bin Walid consists 42 students. In addition, there are independent and dependent variables, an independent variable of the research was multiliteracy pedagogy in teaching writing explanation text, and dependent variable of the research was students' writing scores. The data were collected through two phases known pre-test and post-test, writing tests as an instrument of the study. Validity and reliability was carried out before doing the research. An expert assessed and confirmed the validity using content validity, and SPSS Cronbach's Alpha was used to assess reliability. Using SPSS version 25, precondition, hypothesis, and descriptive tests were used to analyse the data collecting results.

## RESULT

### The Level of Effectiveness of Student's Taught Using Multiliteracy Pedagogy and Those Who Taught Using Conventional learning Findings

Two sample groups were given the writing exam in order to assess how well multiliteracy pedagogy taught senior high school students how to create explanation texts. The pre-test and post-test were the two sections that made up this assessment. Prior to the therapy, the experiment group and the control group underwent a pre-test. Following the administration of the therapies, the post-test was administered to two sample groups. Descriptive analysis provided an explanation for the mean, median, mode, and standard deviation of the results of both tests. Furthermore, inferential analysis was done to verify the study hypotheses. The researcher used SPSS 25 for Windows to analyse the data. The outcomes of the descriptive analysis are described as follows.

Table 1. Descriptive Analysis of Pre-test and Post-test in Experimental and Control Class

<b>Data</b>	<b>Mean</b>	<b>Max.</b>	<b>Min.</b>	<b>Std. Deviation</b>
Pre-test Experiment	69.90	87.00	49.00	10.972
Post-test Experiment	80.62	91.00	72.00	5.249
Pre-test Control	69.76	87.00	49.00	11.640
Post-test Control	77.33	85.00	63.00	4.963

Based on the table above, it is stated that the experimental class before and after treatment has increased. First, the minimum pretest-posttest value obtained an initial value of 49.00 to 72.00. Second, the maximum pretest-posttest value obtained an initial value of 87.00 to 91.00. Third, the mean pretest-posttest value obtained an initial value of 69.90 to 80.62. In the control class, there is also an increase, which can be seen from the minimum pretest-posttest value getting an initial value of 49.00 to 63.00. For the maximum pretest-posttest value, the initial value was 87.00 to 85.00. And the pretest-posttest mean value gets an initial value of 69.76 to 77.33. The value of students' writing ability on explanation text in experimental and control classes has a difference. It can be seen from the

minimum, maximum, mean, and standard deviation values. For the experimental class after being given treatment has increased.

**Assumption Fulfilment (Hypothesis Testing)**

The researcher’s objective was to provide an in depth-analysis of the study’s data. To obtain a clear understanding, the researcher carried out numerical and descriptive analysis. The first is normality test, the researcher conducted this Shapiro-Wilk test using the Windows program SPSS 25. Normality test results are shown in the table below.

Table 2. The Results of the Normality Test on Pre-test and Post-test

<b>Data</b>	<b>Sig.</b>	<b>A</b>	<b>Interpretation</b>
Pre-test of Experimental group	0.222	0.05	Normal
Pre-test of Control group	0.129	0.05	Normal
Post-test of the Experimental group	0.580	0.05	Normal
Post-test of Control group	0.170	0.05	Normal

In both the experimental group and the control group, Table 2 shows the P value, or Sig. (2-tailed), of the pre-test and post-test; the experimental group's pre-test has a value of  $0.222 > 0.05$ . The experimental group's post-test is  $0.580 > 0.05$ , the control group's post-test is  $0.170 > 0.05$ , and the pre-test of the control group is  $0.129 > 0.05$ . If the value of p or Sig. 2-tailed is greater than 0.05, indicating that the data has a normal distribution, then the theory currently in use is referenced. Thus, it is possible to draw the conclusion that the collected data is regularly distributed.

The objective of the homogeneity test is to determine if the variance of data from two or more groups is homogeneous or heterogeneous. Generally, the homogeneity test is necessary for testing of differences in means, such as the independent sample t-test. The homogeneity of two or more measured groups can be determined from the significance value (P):

Table 3. Homogeneity Test Results on The Pre-test and Post-test

	<b>Levene Statistic</b>	<b>df1</b>	<b>df2</b>	<b>Sig.</b>
Pre-test	0.286	1	40	0.596
Post-test	0.857	1	40	0.360

Table 3 shows that the Sig. The value of the pre-test and post-test are higher than the level of significance, i.e.,  $0.596 > 0.05$  and  $0.360 > 0.05$ . It means that the data in two groups are regarded as homogeneous and eligible for further analysis. Furthermore, after the normality test and homogeneity test were carried out, the researcher used a paired sample T-test to test the mean significant difference in the results of students’ writing ability in explanation text material between those using Multiliteracy pedagogy and conventional teaching.

### Hypothesis Analysis

The homogeneity test aims to determine if the variance of data from two or more groups is homogeneous or heterogeneous. This homogeneity test is usually required for testing of differences in means, such as the independent sample t-test.

An inferential statistical test named the independent sample t-test is used to ascertain whether there is a statistically significant difference between the means of two unrelated groups.

The following is the research hypothesis: to ascertain if the average writing assignments for explanation texts created by students in the experimental and control groups differ from one another.

H<sub>0</sub> = There is no difference in the mean of students' writing outcomes on explanation texts between the experimental group and the control group

H<sub>a</sub> = There is a difference in the mean of students' writing outcomes on explanation texts between the experimental group and the control group.

The basis of decision-making for the Independent sample t-test test as follows:

If the Sig. (2-tailed) > 0.05 then H<sub>0</sub> is accepted and H<sub>a</sub> is rejected, which means there is no difference in the average results of writing text explanations in students between the experimental group and the control group.

If the Sig. (2-tailed) < 0.05 then H<sub>0</sub> is rejected and H<sub>a</sub> is accepted, which means there is an average difference in the results of writing text explanations in students between the experimental group and the control group. The results of the independent sample t-test on the experimental and control classes pre-test are shown in the output table below:

Table 4. The Results of the Independent Sample T-Test in the Pre-Test  
**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil menulis	Equal variances assumed	10,483	,002	-,449	40	,656	-1,2381	2,7578	-6,8119	4,3357

Equal variances are not assumed.	-	31,80	,657	-1,2381	2,7578	-	4,380
	,44	7				6,857	8
	9					0	

Table 4 shows the t-test results on the students' writing explanation text scores in the pre-test experiment and control class. Based on the independent sample t-test output, the Sig. (2-tailed) of 0.656 > 0.05, then as the basis for decision-making in the independent sample t-test, it can be concluded that H0 is accepted and Ha is rejected. Therefore, it can be said that there is not a significant distinction between the experimental group's and the control group's average score on the draughting of explanation texts.

The output data shows t-test results on the students' writing explanation text scores in the post-test experiment and control class. Based on the independent sample t-test output, the Sig. (2-tailed) of 0.044 < 0.05, then as the basis for decision-making in the independent sample t-test, it can be concluded that H0 is rejected and Ha is accepted. Thus, it can be said that the experimental group's and the control group's average writing results for explanation texts differ significantly.

Paired sample t-test aims to ascertain if the average of two matched or related samples (two groups) differs. To ascertain if the average scores of the students' explanation text writing in the experiment class's pre and post-tests change. The research hypothesis is presented as follows:

H0 = There is no difference mean between the results of students' writing on explanation text in the pre-test and post-test.

Ha = There is a difference in mean between the results of students' writing on explanation text in the pre-test and post-test.

The basis of decision-making for the Independent sample t-test test as follows:

If the Sig. (2-tailed) < 0.05 then H0 is rejected and Ha is accepted.

If the Sig. (2-tailed) > 0.05 then H0 is accepted and Ha is rejected.

The output table for the paired sample t-test on the experimental group's pre- and post-tests is as follows:

Table 5. The Results of the Paired Sample T-Test  
**Paired Samples Test**

		Paired Differences						
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		t	Sig. (2-tailed)
					Lower	Upper		
Pair 1	Pre-Test - Post-Test	-10,714	11,533	2,517	-15,964	-5,464	-4,257	,000

Table 5 shows that the Sig. (2-tailed)  $0.000 < 0.05$ ,  $H_0$  is rejected and  $H_a$  is accepted. Therefore, it can be said that there is an average difference between the explanation text writing pre- and post-test scores, indicating that multiliteracy pedagogy can help assist students in the experimental class to improve their writing abilities. The output table for the paired sample t-test on the control group's pre- and post-tests is as follows:

Table 6. The Results of the Paired Sample T-Test  
**Paired Samples Test**

		Paired Differences					Sig. (2-tailed)		
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		t	df	
					Lower	Upper			
Pair 1	Pre-Test - Post-Test	-7,571	13,106	2,860	-13,537	-1,606	-2,647	20	,015

Table 6 shows that the Sig. (2-tailed)  $0.015 < 0.05$ ,  $H_0$  is rejected and  $H_a$  is accepted. Thus, it can be said that there is an average difference in the control group's explanation test pre- and post-test findings.

**DISCUSSION**

The results of the data analysis showed that multiliteracy pedagogy improves conventional approaches to teaching. The study found that students who received multiliteracy pedagogy had a higher mean post-test score than the control group. The teaching and learning process in the classroom was carried out using multiliteracy pedagogy before students-centered learning got established.

In teaching writing explanation text, multiliteracy pedagogy uses a variety of media, contextual relevance, collaboration, and feedback. In Variety media, students may be expected to generate explanation texts in a variety of media including videos, infographics, or interactive websites, in addition to written texts. Contextual Relevance, writing assignments are developed to be appropriate to the interests and occupations of the students, making the tasks more engaging. Collaboration and Feedback, students work in groups to research topics, draft their texts, and provide peer feedback, fostering collaborative learning.

Furthermore, in contrast to conventional learning, which only takes place in one way in the control class. The teacher assisted substantially to the learning process. The teacher explained the material and then gave assignments to work on. This is supported by (Tresnawati et al., 2019) and (Risdianti & Nana, 2021) the conventional method is a method of education in which students are seen as learning objects, passively getting learning material. It is a learning process in which the teacher attends the learning center. There are only two things that students do during the learning process: listening and taking notes, or one-way

learning. Based on multiliteracies pedagogy theory, situated practice helps students to learn about topics meaningfully by engaging their prior knowledge of the material itself. Overt instruction, where students learn by using media and techniques in systematic practice. Using critical framing, students gain insight into various perspectives on the topic and video (natural and social phenomena are discussed in the explanation text). In the final step, transformed practice, students apply their social learning to solve real-world problems.

Some of the reasons why multiliteracies pedagogy is more effective than conventional learning are engagement with multiple modes of communication, cultural relevance, and inclusiveness, development of critical and analytical thinking skills, increased digital literacy, collaboration and social learning, adaptation to different learning styles, real-world applicability, and increased motivation and enjoyment. Engagement with multiple modes of communication, multiliteracy pedagogy incorporates various modes of communication visual, auditory, digital, and textual.

There are benefits of multiliteracy pedagogy including increased interest and involvement, the growth of analytical and problem-solving abilities, inclusivity, and equity in the educational process. As students develop their critical thinking and problem-solving abilities, they are exposed to a variety of information sources and forms, including analyzing varied media, requiring them to critically evaluate the credibility, bias, and perspective of each source. This practice enhances their critical thinking skills and prepares them to navigate a complex information landscape. On the other side, complex problem-solving means the integration of multiple literacies often involving projects and assignments that require students to synthesize information from various media, collaborate with peers, and think creatively to solve problems.

Inclusion and Equity in learning, include personalized training and culturally appropriate education. Multiliteracy pedagogy acknowledges and appreciates the different cultural and language beginnings of students in culturally responsive education. By providing a variety of texts and media that reflect students' perspectives and experiences, teachers can encourage a more inclusive learning environment where all students feel appreciated and understood. In addition, to personalized learning, this approach enables specific instruction to be provided to each student according to their individual needs and abilities. Teachers can use their strategies to support individual learning styles, maintaining that every student has the chance to do well and realize their full potential.

Multiliteracy pedagogy, which includes an extensive variety of literacy that goes beyond just reading and writing, significantly enhances students' engagement in learning and teaching. This approach recognizes the diverse ways in which information is communicated and understood in a digital, multicultural world. Here's how multiliteracy pedagogy can enhance student engagement: Incorporating diverse literacies, Personalized learning experiences, Interactive and collaborative learning, Critical thinking and problem-solving, engaging content delivery, real-world relevance, developing a broader skill set, student agency, and voice. Incorporated diverse literacies such as digital literacy, visual literacy, and cultural literacy. Personalized learning experiences and multiliteracy pedagogy

allow for more personalized learning experiences by delivering to different learning styles and preferences, for example, graphical video content is beneficial for visual learners, while audio recordings and podcasts are engaging kinesthetic and auditory learners engage in interactive exercises and practical projects.

After conducting initial research and implementing the Multiliteracy pedagogy in eleventh grade at a senior high school for a short period, according to the study's findings, it is critical to recognize it as an innovative approach to teaching English writing skills that requires development. "Learning environments in which the blackboard, textbook, exercise book, and test are augmented and at a time, replaced by digital technologies" is what multiliteracies pedagogy, according to Kalantzis and Cope, aims to accomplish. Multiliteracies pedagogy, as defined above, is an educational model that promotes multiliteracy abilities within the context of scientific learning. The main goals of this educational paradigm are the development and use of four twenty-first-century skills: critical thinking, conceptual understanding, collaboration and interaction, and creative thinking (Nuroh et al., 2020).

According to (Asmita, 2023) teaching strategy is an educational strategy used in the teaching-learning process as an organized method or teacher conduct aimed to meet the purpose or objectives of the content completed. Implementing the multiliteracy pedagogy technique in learning may successfully increase the learning process and optimize outcomes, allowing students to achieve their expected goals to the maximum degree feasible.

## **CONCLUSION AND RECOMMENDATION**

The study's conclusions indicated how well multiliteracy pedagogy educates senior high school students in creating explanation texts in the eleventh grade at Kahar Rahman Boarding School during the academic year 2023/2024 was improved and more effective than conventional learning. It was interpreted based on the fact that in comparison to the control group, the experimental class scored better on the post-test. Additionally, it proved that there was an important distinction between students who taught using multiliteracy pedagogical treatment and those who did not, using parametrical statistical tests such the independent sample t-test. In addition, this study can give contribute and suggestions to teachers, schools, students and further researchers especially in English language teaching. For further researchers, interested in exploring multiliteracy pedagogy in teaching writing skills will find it more useful if it gives learners greater interest and enjoyment in learning concepts to keep them motivated to learn.

## **FURTHER STUDY**

This research still has limitations, so further research is needed related to the topic of The Effectiveness of Multiliteracy Pedagogy in Teaching Writing Explanation Texts to Senior High School Students in order to perfect this research and increase insight for readers.

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