EFL TEACHERS' ATTITUDES AND EXPERIENCES ON THE IMPLEMENTATION OF MULTILITERACIES

Ria Sujiati[1], Aswadi Jaya[2], Evi Rosmiyati[3], Noviati[4]

[1]Junior High School PGRI 1 of Palembang,
[2, 3]Universitas PGRI Palembang

E-mail: [1] riasujiati@gmail.com, [2]aswadijaya@yahoo.com, [3]evirosmiyati99@gmail.com, [4]noviati01969@gmail.com

ABSTRACT

The main problem in this research is: what are the elements that influence the attitudes and experiences of EFL teachers in implementing multiliteracy, and how can EFL teachers be used as role models for implementing multiliteracy in terms of their attitudes and experiences? The purpose of this research is to find out how the attitudes and experiences of teachers towards students during the learning process affect them and how multiliteracy can be applied during the teaching and learning process, whether it makes learning effective or vice versa. This research was carried out at SMP PGRI 1 of Palembang. This research was carried out using qualitative methods. First, the researcher made observations at school to find out how effective the teaching and learning process was in class, especially in English lessons. Furthermore, the researchers conducted interviews with the English teacher and distributed 20 questionnaires to 30 students in class VIII.4 in the even-numbered 2022/2023 academic year. Based on the findings from this study, the researcher concludes the results of the research analysis. And from the results of this analysis, the researchers concluded that 90% of SMP PGRI students liked English lessons and always got good motivation and role models from the teacher, meaning that the teacher could provide good motivation to students and always give a good attitude during the learning process. Students are also more active in the application of multiliteracy because there is good interaction between the teacher and students.

_____

Keywords: EFL Teacher, Teacher's attitude, Teacher's experience, Implementation, Multiliteracy

1. INTRODUCTION

English Foreign Language (EFL), is the abbreviation for English as a Second Language. English is curently taught as a foreign language in nations where the majority of the populace does not speak it. However, these nations continue recognize the value of studying English as a skill for achieving future objectives like graduating from a foreign university or assimilating into global community. "English as a foreign language shows the use of English in a non-English-speaking region," claims (Faizal, 2011) . When users of other native languages use or study English, this is referred to as "English as a foreign

language" (EFL). This indicates that a person is an EFL learner is they are learning English in a non-English-speaking nation.

People from Indonesia who are involved in EFL countries have a tendency to use English more with their friends than with native English speakers. Comparatively to other language users, the number of people in this universe who use English actively with foreign speakers is gradually increasing. (Jaya. A & Mortini.A.V, 2020)

English is referred to be a foreign language in Indonesia rather than as a second language. Additionally, English is now a required subject in all levels of Indonesian education, from elementary to tertiary. Students must therefore strengthen their English-speaking skills.

We learn English as a foreign language in Indonesian schools and colleges. The objective was for pupils to be able to converse in ordinary situations using English. Because they appear timid and uneasy, some students in Indonesia still struggle to speak English fluently. In order to make learning enjoyable and comfortable for students, teachers must be more innovative in their classroom instruction (Mardiyah, et al, 2023)

Because it is the main language in the majority of the world's nations, English is a global language when studied as a

foreign language (Afifah, 2022). Additionally, one of the most crucial languages to acquire or perfect is English. Many nations, particulary former British colonies, consider English a second language that must be mastered after their native language (Arianto, 2011). English is the first foreign language heard in Indonesia. English is the first foreign language in Indonesia, according to (Dardjowidjojo, 2003) , and it has never been regarded as an official language alongside the national tongue. This is consistent with (Rini, 2014) assertion that although English is widely spoken in Indonesia, it still counts as a foreign language.

One of the factors in learning effectiveness is the teacher. Whenever a teacher can't effectively teach, learning will likewise suffer. As a result, an excellent teacher's personality has a big impact on how well students learn (Arikunto, 2002). Especially when learning English, which is a subject that junior and senior high school students are required to take. Additionally, English is a global language that is undoubtedly necesarry both for academic and non-academic uses.

However, teacher's attitude toward those around them can reveal their different personalities, and their personality can be understood as a collection of organized, dynamic traits that

affect their motivation, thinking, and behavior under certain circumstances. (Putri, et al, 2023)

As mention by (Ghina Amalia, 2021), the teacher's role as the coordinator of the learning tasks is integral to the learning process. The information on a teacher's primary responsibility is to educate students through instruction, direction, training, evaluation, and assesment of players. In addition to convey the information, masters have a responsibility to instil morals, values, and educational character in their charges (Aziza, 2020).Through teaching and learning encounter, a teacher must also be accountable for the outcomes of their students' learning activities.

The attitudes of teachers toward a particular approach, technique, or method of instruction are crucial because they can both determine a teacher's professional growth and the efficacy of the teaching strategy they use in the classroom (Darmadi, 2015). Teachers are seen as agents in the growth of their own practice, and teaching can be seen as thinking and decision-making activities. According to (Richard, 1998) ,belief systems- the knowledge, attitudes, values, expectation, theories, and presumptions about teaching and learning that instructors accumulate through time and bring to the classroom are a major source of teachers' classroom

practices. As a result, teachers' actions frequently reflect their belief, and their perceptions may act as a filter when they make decisions.

The accumulation of work experience and increased professionalism go hand in hand. In most cases, a teacher's level of expertise and output can be directly correlated to the amount of teaching experience the individual processes (Djatmiko, 2015) . According to (Muhammad Rakib, 2017) , teacher should have a significant amount of teaching experience in order to give students with the information and abilities they required to accomplish learning goals.

The four types of attributes identified by ((Dincer, A., Goksu, A.,Takkac, A., Yazici, 2013) as necessary for effective English teachers are socio-effective skills, pedagogical expertise, subject matter knowledge, and personality traits. English teachers must have positive connections and relationships with each of the students to develop socio-effective skills. Additionally, the teachers must be able to inspire pupils to study English in a fun and relaxed environment. Effective teaching is the second English teachers character in the story. (Efendi Pohan, 2020).An effective English teacher must possess effective teaching methods, including preparation before instruction, instruction

strategies, implementation during instruction, and test-taking approaches

So the quality of a good English teacher is expertise in the subject. Subject matter expertise can be used to mean that English teachers need to have a wide range of knowledge. The final component is personality traits (Personal Character). In addition to processing the necessary expertise, an effective English teachers needs to be of excellent moral character. The effectiveness of learning is also greatly influenced by good personal character (Elisa, N., Yusuf, 2019).

Learning that is generated based on scientific studies in known as multiliteracy learning. Students who complete this study will be prepared in a variety of ways to success in school, the job, and society (Hapsari, 2019). According to (Abidin, 2018), the ability to generated language and images in a variety of formats for writing, reading, speaking, listening, perceiving, and critical thinking was the original definition of literacy development.

As mentioned by (Yunus Abidin, 2015), the ability to use a range or text formats, symbol, and multi-models to convey and interpret ideas and information is referred to as "multiliteracy". Multiliteracy is the use of a variety of methods by students to develop their knowledge of and proficiency in a given body of information. According to the various definitions of multiliteracy presented above, it can be said that multiliteracy refers to a student's capacity for learning, specifically the ability to conclude an understanding using his or her language and then to communicate those conclusions either orally or in writing (Marfuah, S., Wahyu, I., Khoirudin, 2017).

As mention by (Iriantara, 2009) cities (Varis, 1997) as saying that they are three key factors that should be taken into account in addition to literacy growth. These three factors are: First, we need to be able to comprehend the types of learning processes that enable people to read and write. We also need to comprehend the significance of communication and media skills in the information society. The expasion of new abilities needs to be examined second. Third, after mastering literacy skills, we must evaluate the types of skills that the society of today should teach (Nordquist, 2020).

In this research, researcher raises issue regarding the attitudes and experiences of EFL teachers in implementing multiliteracy, namely, what are the factors that influence the attitudes and experiences of EFL teachers regarding the application of multiliteracy in the student learning process, especially in English subject? The next problem is how the attitude and experience of the teacher can be a role

model or play a role in the student learning process related to the application of multiliteracy. The researcher was conducted research by interviewing several teachers and giving questionnaires to students to reveal existing problems. The purpose of this research is to understand the factors that influence the attitudes and experiences of English teachers in implementing multiliteracies.

As a result, the researcher becomes interested in the topic "EFL Teachers' Attitudes And Experiences on the Implementation of Multiliteracies" because the use of multiliteracy influences the attitudes and experiences of EFL teachers in the learning process. Based on the background the problem of this research are: What are the elements that affect EFL teachers' belief and experiences with applying multiliteracies? And How can EFL teachers be used as role models for multiliteracy implementation in term of their attitudes and experiences?

2. LITERATURE REVIEW

EFL (English Foreign Language)

English as Foreign Language (EFL) refers to the study of English by non-native speakers in countries where it is not the primary language(EFL). According by (Nhung, 2017) This should not be confused with the practice of studying English in a country where a significant portion of the population speaks English, also refered to as English as a Second Language (ESL) or English as an Additional Language (EAL).

Linguist Braj Kachru discusses the Expanding Circle theory of language, which essentially corresponds to English as a Foreign Language in "Standards, Codification, and Sociolinguistic Realism: The English Language in the Outer Circle." (M. Hoeschsman, 2012). According to this theory, three World English concentric circles can be used to chart the expansion of English and categorize the places where it studied and spoken. These are expanding, outer, and inner rings. The expanding circle comprises countries where English is spoken but not frequently used. The inner circle consists of native English speakers (Maduwu, 2016) . The outer circle consist of English-speaking nations that have traditionally used English as a second language or lingua franca (Mauludin, 2019).

English is now a universal language that is utilized for cross-border communication. The designation of a language as a global language is based on two key factors: the language becomes widely used as an official language and is prioritized for learning in nations where other languages are spoken (Jaya. A, et al 2019). The rings stand in for the various

World English levels. According to this theory, English is a second language outside the expanding circle, a native language inside it, and a foreign language language everywhere else (ENL), (EFL). As English becomes more widely used worldwide, more countries are included in the circles (Kridalaksana, 2001).

EFL Teacher's Attitude

The four types of attributes identified by (Dincer, A., Goksu, A.,Takkac, A., Yazici, 2013) as necessary for effective English teachers are socio-affective skills, pedagogical expertise, subject matter knowledge, and personality traits.

➤ An excellent English teacher must have positive connections and relationship with each of his students, which is referred to as socio-affective skill. Additionally, the instructor must be able to inspire pupils to study English in a fun and relaxed environment.

➤ Pedagogical knowledge serves as the second English teacher's character. An effective English teacher must possess effective teaching method, including preparation before instruction, instruction strategies, implementation during instruction, and test-taking approaches.

➤ In-depth understanding of the subject is the next quality of a successful English teacher. Subject matter expertise can be used to mean that English teachers need to have a wide range of knowledge, understanding of English-related areas in particular mastering grammar and material according to the level of instruction, for instance.

➤ The final component is the personality traits (Personal Character). In addition to prossessing the necessary expertise, an effective English teacher needs to be of excellent moral character. The success of learning is also greatly influenced by good personal character.

EFL Teacher's Experience

A key player in bringing education into pratice is the teacher. Students receive instruction and direction for personal growth through the role of the instrutor (Latifatul, 2022). Teachers cannot exist without the effect of circumstances that have an indirect impact on their perfomance (Sari, 2013). As explained by (Rachmawati and Daryanto, 2013), several variables can influence teachers' perfomance, including:

➤ Personality and commitment, with each teacher having a personality distinct from their own. Every instructor has a unique set of traits that come from their personality variances. Due to these variations, every teacher approaches the perfomance of their tasks with a different level of commintment or willingness to make sacrifices.

➢ Professional advancement, requiring that professional activity be focused on community service. Thus, a teacher must be able to address the requirements of the community while also keeping up with the times since this one of their professional responsibilities . teachers' quality is improved via development so that they have more resources to provide to the community.

➢ The ability to teach, which a teacher needs to do his or her tasks.

➢ Communication to teach relationships. Mantaining positive interpersonal relationships requires communication. There are two types of teachers communication at school: communication with pupils and communication with other teachers.

➢ Relationships with the community, where the school is an integral part of the community as a social institution in the field of education. Relations between the community and the school enable the sharing of knowledge about the requirements of the expanding community.

Multiliteracies

As stated by (Yunus Abidin, 2015), the ability to use a range of text formats, symbols, and multi-models to convey and interpret ideas and information is referred to as "multiliteracy". Multiliteracy is the use of a variety of methods by students to develop their knowledge of and proficiency in a given body of information (Liando, 2009). To always include students in becoming active by asking question or coming to their conclusions, multiliteracy learning uses a variety of learning models and tactics. Students are supposed to be capable of having self confidence, intelligence, communication skills, bravery, and character through demanding multiliteracy learning (Prawiro, 2018). The multiliteracy learning model is a method of instrcution that combines student-centered teaching techniques with the development of scintific thinking abilities (Rahmanita, 2019).

The multiliteracy model emphasizes getting kids to create issues. In order to speak with many people worldwide, language learners must study English. The students' proficiency in speaking English has not changed in Indonesia despite the shift in the way English is taught (Jaya. A, 2017). Students have an additional opportunity to reflect on their learning and comprehend learning by directly experiencing existing models when they learn utilizing multiliteracy models (Ramadhanti, 2019).

3. METHODS

The researcher used qualitative method in this research. The qualitative research method is a research method based on the philosophy of post positivism, use to research the conditions of natural objects, (as opposed to experiments), where the research is the key instrument. Researcher in this research used observation, interviews, questionnaire, and documentation. The data for this research were collected from SMP PGRI 1 of Palembang. Each sample of this research consisted of English teachers, and 30 students in grade VIII.3.

Then the data was obtained from interviews with the teacher regarding the attitude and experience of the teacher based on the application of multiliteracy in the learning process, and also the researcher collected data by giving questionnaires to VIII.3 graders, a total of 30 students, and as an accurate proof of this research process, the researcher also conducted documentation on the research process to completion.

4. RESULTS AND DISCUSSION

In this research, researcher focused on the attitudes and experiences of EFL teachers in implementing multiliteracy in the English learning process. This research was conducted at SMP PGRI 1 of Palembang by conducting interviews with English teachers and questionnaires with 30 students. The researcher were able to analyze the results of this research. Of the 30 students, the total results of the entire questionnaire are:

Table 1. Total result of all questionnaire's

SA (Strongly Agree)	89
A (Agree)	279
U (Uncertan)	138
D (Disagree)	64
TD (Totally Disagree)	30
Total	600

In this research, researcher also conducted interviews with English teacher at SMP PGRI of Palembang. The purpose of conducting interviews is to find out how far multiliteracy can be applied in the learning process through the attitude and experience of the English teacher. The teacher's attitude and experience are how the teacher can teach well through the attitude they gives to students when teaching, which is also based on the experience gained by the previous teacher and the applied to students so that it can become motivation for students. According to the results of the researcher's analysis, English teacher always provide good motivation to students when learning.

The teacher's attitude and experience are also very helpful for the student learning process because, with the application of the teacher's attitude and

experience, it can be an example for students. From the motivations given by the teacher to students, of course, based on the previous teacher's experience, this can be a lesson for students to be able to study well, especially in English lessons.

In this discussion, the researcher presents the result of the analysis of the research, especially regarding the attitudes and experiences of English teachers. From the researcher's analysis, the teacher's attitude and experience were very good and helped students continue learning with enthusism and diligence. The motivation that the teacher gives will certanly make it easier for students to understand the material that the teacher provides. The teacher also has good interactions with students so that they are comfortable while learning and are not embrassed to ask questions.

In the learning process, the teacher applies multiliteracy when learning English in class. And it really helps students to be active in learning and not feel ashamed to have an opinion. With the application of multiliteracy in the English learning process, it is very beneficial for students and makes those who are still embrassed to ask questions or do not want to give opinions willing to express their opinions. This makes the interaction between teachers and students when learning.

5. CONCLUSION

The attitudes and Experiences of EFL Teachers have a Positive Impact on Students

From the results of all analysis, it can be concluded that the attitudes and experiences of English teachers have a positive impact on students. Teachers can provide good motivation to students, and it really helps the enthusiasm of students for learning. The teacher's experience also helps motivate students in the learning process. Students just need to be more active in learning, especially in English lessons. Teachers also need to be more assertive in applying their attitudes and experiences in learning to help students continue to study well every day.

The Implementaion of Effective Multiliteracy in Study Learning

The application of multiliteracy through the attitudes and experiences of English teachers in the learning process is very effective and has a good impact on students. In the learning process, many students are still embrassed to speak up or have an opinion. By implementing multiliteracy through the attitude and experience of the teacher, this actually

makes students more active and able to argue through their respective opinions. So it can be concluded that multiliteracy is very influential on the learning process of students in the classroom. The role of the teacher's attitude and experience is also very motivating for students to learn to be even better.

6. REFERENCES

Abidin, Y. (2018). *Pembelajaran Literasi-Strategi Meningkatkan Kemampuan Literasi Matematika, Sains, Membaca dan Menulis*. Bumi Aksara.

Afifah. (2022). Experience of Teaching Vocational School In Indonesia During the Covid-19 Pandemic. *Jurnal Pendidikan Teknik Sipil*.

Amalia, G. (2021). Peran Guru Dalam Meningkatkan Belajar Siswa Madrasah Ibtidaiyah/Sekolah Dasar. *Madrasah: Jurnal Pendidikan Guru*, *4*(1).

Arianda, S. M., Jaya, A., Theriana, A. (2020). EFL (English as A Foreign Language) Students' Perception About The Effectiveness of Learning Reading by Using Electronic Book. *Esteem: Journal of English Study Programe, Vol. 6, No. 2*, p.246.

Arianto, A. (2011). The Implementation of Contextual Teaching and Learning in Teaching English as Foreign Language. *Directory of Open Access Journals*, 71–78.

Aziza. (2020). The Importance of English Language. *International Journal on Orange Technologies*.

Dincer, A., Goksu, A.,Takkac, A., Yazici, M. (2013). Common Characteristics of an Effective English Language Teacher. *Educational Research Association*, *4*(3), 1–8.

Dardjowidjojo. (2003). *Psikolinguistik: Pemahaman Bahasa Manusia*. Yayasan Obor Indonesia

Darmadi, H. (2015). Tugas, Peran, Kompetensi, dan Tanggung Jawab Menjadi Guru Profesional. *Jurnal Edukasi*, *13*(2), 161–174.

Djatmiko, S. H. (2015). *Profil Pengembangan Keprofesionalan Guru Sekolah Menengah Kejuruan di Daerah Istimewa Yogyakarta*. Seminar Nasional Pendidikan.

Efendi Pohan, A. (2020). *Konsep Pembelajaran Daring Berbasis Pendekatan Ilmiah*. CV. Sarnu Untung.

Elisa, N., Yusuf, N. (2019). EFL Teacher Language Profiency and Teaching Effectiveness. *Jurnal Penelitian Pendidikan*, 384–385.

Faizal. (2011). *Pengaruh Budgetary Goal Characteristic Terhadap Kinerja Aparat Pemerintah Daerah Kabupaten Brebes*. Negeri Semarang University.

Hapsari, A. (2019). Implementasi Pendekatan Multiliterasi untuk Pengajaran Membaca dan Menulis Berbahasa Inggris di Mata kuliah Reading and Writing for Occuptional Purposes. *Refleksi Pembelajaran Inovatif*, *1*(1), 49–66.

Jaya, A. (2017). The Influence of the

Teacher's Questioning Strategies on the Eleventh Grade Students' Speaking Achievement at Smkn 1 Palembang. English *Language Teaching Journal, Jambi. Vol.2, no 1 P.2.*

Jaya, A., Hermansyah., Rosmiyati. E. (2019). The implementation of project-based learning in increasing speaking achievement and self-confidence. Indonesian Educational Administration and Leadership *Journal (IDEAL), Vol. 1, No. 1, p.4.*

Jaya. A., Mortini, A.V. (2020). Approaches and Experiences of English Teachings in Indonesia. *Jurnal Elsa, Vol. 18, No. 1 P.57*

Mardiyah, A., Jaya, A.,Uzer, Y. (2022). Students' Speaking Ability Through Small Group Discussion. *Esteem: Journal of English Study Programe, Vol.6 No. 1*, p.81,

M. Hoeschsman, S. R. P. (2012). *Model Literacies: A Critical Introduction*. Blackwell Publishing.

Iriantara. (2009). *Literasi Media: Apa, Mengapa, Bagaimana*. Simbiosa Rekatama Media.

Kridalaksana. (2001). *Kamus Linguistik*. PT Gramedia Pustaka Utama.

Latifatul, D. (2022). Kuesioner Adalah Metode Pengumpulan Data. *Nasional*.

Liando, N. (2009). Success in Learning English as Foreign Language. *Litera*.

Marfuah, S., Wahyu, I., Khoirudin, M. (2017). Learning Goals Achievement of A Teacher in Professional Development. *Jurnal Pendidikan Teknologi Dan Kejuruan*.

Mauludin. (2019). *Teaching English as Foreign Language based on Contextual Teaching and Learning*. University of Islam Negeri Syarif Hidayatullah.

Nhung, P. T. H. (2017). General English Proficiency or English for Teaching? The Preferences of in-services Teachers. *RELC*.

Nordquist. (2020). English as a Foreign Language (EFL). *Glossary*.

Prawiro, M. (2018). *Pengertian Guru: Definisi, Tugas dan Peran Guru Dalam Pendidikan*.

Putri, A, D., Jaya. A., Marleni (2023) Exploring the Students' Speaking Ability Based On Their Different Personalities. *Esteem: journal of English Study Programe, Vol.6, No.1,* p. 11.

Rachmawati and Daryanto. (2013). *Penilaian Kinerja Profesi Guru dan Angka Kreditnya*. Gava Media.

Ramadhanti, N. (2019). *Pengaruh Pengalaman Mengajar dan Banyaknya Pelatihan yang di ikuti Terhadap Kinerja Guru SD Sekbin*. University of negeri Semarang.

Rakib, M. (2017). Strategi Pengembangan Usaha Mikro, Kecil dan Menengah dalam Penguatan Ekonomi Kerakyatan. *Jurnal Ekonomi*.

Richard. (1998). *Transforming Qualitative Information, Thematic Analysis and Code Development*. Thosand Oaks. Sage Pub.

Rini. (2014). The Analysis of Attitudes, Subjective Norms, and Behavioral Control on Muzakki's Intention to

Pay Zakah. *International Journal of Business and Social Science*, *3*(22).

Sari, N. (2013). The Importance of teaching Moral Values to the Students. *Journal of English and Education*.

Varis. (1997). *Communication Competence and Information Society*.

Yunus Abidin. (2015). *Pembelajaran Multiliterasi*. PT. Refika Aditama.

EFL TEACHERS' ATTITUDES AND EXPERIENCES ON THE IMPLEMENTATION OF MULTILITERACIES