

DAFTAR PUSTAKA

- Abidin, Y., Mulyati, T., & Yunansah, H. (2017). Developing Literacy Learning Model Based on Multi Literacy, Integrated, and Differentiated Concept at Primary School. *Jurnal Cakrawala Pendidikan*, 36(2), 156–166. <https://doi.org/10.21831/cp.v36i2.13283>
- Alghamdi, Amani K Hamdan. Hassan, W. S. El. (2016). *Multiliteracies And The Pedagogy Of Empowerment : The Perspective Of Saudi Female Students*. 4(532), 417–434.
- Allen, E., & Seaman, J. (2013). *Changing CourseTen Years of Tracking Online Education in the United States*. Babson Survey Research Group and Quahog Research Group, LLC.
- Angelo, T. D., Bunch, J. C., & Thoron, A. (2018). *Instructional Design Using the Dick and Carey Systems*. 1–5.
- Balbay, S., & Kilis, S. (2017). *channel specifically designed for an Academic*. 3(2), 235–251.
- Bianco, J. Lo. (2000). *Lo Bianco, Joseph (2000). Multiliteracies and Multilingualism. In B. Cope & M. Kalantzis (eds)*.
- Bingley, S., & Burgess, S. (2012). A case analysis of the adoption of Internet applications by local sporting bodies in New Zealand. *International Journal of Information Management*, 32(1), 11–16. <https://doi.org/10.1016/j.ijinfomgt.2011.05.001>
- Binkley, M., Erstad, O., Herman, J., Raizen, S., Ripley, M., & Rumble, M. (2012). Assessment and teaching of 21st century skills. In *Assessment and teaching of 21st century skills* (Vol. 9789400723). <https://doi.org/10.1007/978-94-007-2324-5>
- Boche, & Benjamin. (2014). Multiliteracies in the classroom: Emerging conceptions of

- first-year teachers. *Journal of Language and Literacy Education*, 10(1), 114–135.
- Botelho, M. J., Kerekes, J., Jang, E. E., & Stagg Peterson, S. (2014). Assessing Multiliteracies: Mismatches and Opportunities. *Language and Literacy*, 16(1), 1. <https://doi.org/10.20360/g21g6w>
- Bradley, Joff P. N., Cole, David R., & Hunt, James R. (2017). CLIL-Multiliteracies-Multiple Literacies Theory: On the Passage From Active Viewing to Active Filmmaking. *STEM Journal*, 18(2), 179–202. <https://doi.org/10.16875/stem.2017.18.2.179>
- Branch, R. M., & Dousay, T. A. (2015). Survey of instructional design models. https://aect.org/survey_of_instructional_design.php
- Burke, A., & Hardware, S. (2015). Honouring ESL students' lived experiences in school learning with multiliteracies pedagogy. *Language, Culture and Curriculum*, 28(2), 143–157. <https://doi.org/10.1080/07908318.2015.1027214>
- Chandler-olcott, K. (2012). Donna Mahar in the context of the practice literacy framework (*New. Reading*, 46(7), 556–566.
- Chen, L., Feng, G., Leong, C. W., Joe, J., Kitchen, C., & Lee, C. M. (2016). Designing an Automated Assessment of Public Speaking Skills Using Multimodal Cues. *Journal of Learning Analytics*, 3(2), 261–281. <https://doi.org/10.18608/jla.2016.32.13>
- Chollet, M., Wörtwein, T., Morency, L. P., & Scherer, S. (2016). A multimodal corpus for the assessment of public speaking ability and anxiety. *Proceedings of the 10th International Conference on Language Resources and Evaluation, LREC 2016*, 488–495.
- Christopher Butcher, Clara Davies, and M. H. (2006). *From Module Outline to Effective Teaching*. 130.

- Cloonan, A. (2008). Multimodality Pedagogies: A Multiliteracies Approach. *International Journal of Learning*, 15(9), 159–168.
- Cole, D. R. (2009). Multiliteracies in Motion. *Multiliteracies in Motion*.
<https://doi.org/10.4324/9780203864036>
- Cope, B., & Kalantzis, M. (2009). “Multiliteracies”: New Literacies, New Learning. In *Pedagogies: An International Journal* (Vol. 4, Issue 3).
<https://doi.org/10.1080/15544800903076044>
- Cope, B., & Kalantzis, M. (2013). “Multiliteracies”: New literacies, new learning. *Framing Languages and Literacies: Socially Situated Views and Perspectives*, December 2014, 105–135. <https://doi.org/10.4324/9780203070895>
- Creswell, J. . (2014). *Research Design*.
- Creswell, Jhon w. (2014). *Research Design; qualitative, quantitative, and mixed method approach* (4th ed.). SAGE Publications, Inc.
- Creswell, Jown w. (2013). Educational Research: planning, cinducting and evaluating quantitative and qualitative research. In *University of Nebraska- Lincoln - Pearson: Vol. №3*.
- Delahunty, J., Jones, P., & Verenikina, I. (2014). Movers and shapers: Teaching in online environments. *Linguistics and Education*, 28, 54–78.
<https://doi.org/10.1016/j.linged.2014.08.004>
- Dewanti, R., & Iskandar, I. (2012). Rancangan Pembelajaran Berbicara Bahasa Inggris Menggunakan Pendekatan Pembelajaran Berbasis Strategi. *Jurnal Pendidikan Progresif*, 2(2), 1–11.
- Dick and Carey. (1996). The Systematic Design of Instruction Chapter 1 Introduction to Instructional Design 2 The Dick and Carey Systems Approach Model for Designing Instruction 2. *The Systematic Design of Instruction*.

- Dick, W. (2013). A model for the systematic design of instruction. *Instructional Design: International Perspectives: Theory, Research, and Models*, 1, 361–370.
- Dick, W., Carey, L., & Carey, J. (2015). *The systematic design of instructional* (M. Feliberty (ed.); eighth edi). Pearson.
- Donnelly, R., & Fitzmaurice, M. (2005). Designing Modules for Learning. In *Emerging issues in the practice of University Learning and Teaching* (pp. 0–20).
- Dumford, A. D., & Miller, A. L. (2018). Online learning in higher education: exploring advantages and disadvantages for engagement. *Journal of Computing in Higher Education*, 30, 452–465.
- Emzir. (2017). *Metodologi penelitian pendidikan kuantitatif & kualitatif* (revision). Rajagrafindo Persada.
- Fatmasari, R. (2013). *Designing English Learning Modules for the Hidden*. Yogyakarta State University.
- Ferber, S. (2013). *The Factory of the Future : Industrie 4 . 0 in Practice Company Overview : Bosch and Bosch Software Innovations Technology Trend : Internet of Things & Services*. 1–31.
- Guth, S., & Helm, F. (2012a). Developing multiliteracies in ELT through telecollaboration. *ELT Journal*, 66(1), 42–51. <https://doi.org/10.1093/elt/CCR027>
- Guth, S., & Helm, F. (2012b). Developing multiliteracies in ELT through telecollaboration. *ELT Journal*, 66(1), 42–51. <https://doi.org/10.1093/elt/CCR027>
- Hamat, A., Azman, H., Noor, N. M., Bakar, K. A., & Nor, N. F. M. (2014). Evaluation of an LMS for Productive Language Skills. *Procedia - Social and Behavioral Sciences*, 118, 134–139. <https://doi.org/10.1016/j.sbspro.2014.02.018>
- Hancock, A. B., Stone, M. D., Brundage, S. B., & Zeigler, M. T. (2010). Public Speaking Attitudes: Does Curriculum Make a Difference? *Journal of Voice*, 24(3), 302–307.

- <https://doi.org/10.1016/j.jvoice.2008.09.007>
- Hapsari, A. (2019). Implementasi Pendekatan Multiliterasi untuk Pengajaran Membaca dan Menulis Berbahasa Inggris di Mata Kuliah Reading and Writing for Occupational Purposes. *Refleksi Pembelajaran Inovatif*, 1(1), 49–66. <https://doi.org/10.20885/rpi.vol1.iss1.art5>
- Hennessey, A. (2019). *Your Guide to Public Speaking* (First). Adam media.
- Hicks, T., & Reed, D. M. (2007). Keepin' it Real: Multiliteracies in the English Classroom. *Language Arts Journal of Michigan*, 23(1). <https://doi.org/10.9707/2168-149x.1133>
- Horarik, M. M., Devereux, L., Jack, C. T., & Wilson, K. (2018). Negotiating the territory of tertiary literacies: A case study of teacher education. *Linguistics and Education Journal*, 53(1), 1689–1699. <https://doi.org/10.1017/CBO9781107415324.004>
- Hussain, I. (2017). Distinction Between Language Acquisition and Language Learning: A Comparative Study. *Journal of Literature, Languages and Linguistics*, 39(0), 1–5. <https://iiste.org/Journals/index.php/JLLL/article/view/39826>
- Ismerelda, I., & Hartono, Y. (2020). Development of proof-based student worksheets in trigonometry. *Journal of Physics: Conference Series*, 1480(1). <https://doi.org/10.1088/1742-6596/1480/1/012007>
- Iyer, R., & Luke, C. (2009). Multimodal, multiliteracies: Texts and literacies for the 21st century. *Multiliteracies and Technology Enhanced Education: Social Practice and the Global Classroom*, 18–34. <https://doi.org/10.4018/978-1-60566-673-0.ch002>
- Jaafar, Z. binti, Yusof, N. M., & Ibrahim, N. (2014). Negotiating Memory and Creativity: Choices of Image-text Representations in the Creative Writing Classroom. *Procedia - Social and Behavioral Sciences*, 118, 190–197. <https://doi.org/10.1016/j.sbspro.2014.02.026>

- Jennings, D. (2002). *Design of Module Content*. Centre for Teaching and Academic Development.
- Kalantzis, M., Cope, B., & Harvey, A. (2003). Assessing multiliteracies and the new basics. *International Journal of Phytoremediation*, 21(1), 15–26. <https://doi.org/10.1080/09695940301692>
- Kaur, S., Ganapathy, M., & Sidhu, G. K. (2012). Designing learning elements using the multiliteracies approach in an ESL writing classroom. *3L: Language, Linguistics, Literature*, 18(3), 119–134.
- Khamkhien, A. (2010). Teaching Speaking and English Speaking Test. *English Language Teaching*, 3(1), 184. <https://doi.org/10.5539/elt.v3n1p184>
- Khamkhien, A. (2014). Teaching English Speaking and English Speaking Tests in the Thai Context: A Reflection from Thai Perspective. *English Language Teaching*, 3(1), 184–190. <https://doi.org/10.5539/elt.v3n1p184>
- Kidd, T. T., Song, H., Klinger, K., Powell, H., & Vinci, L. (2008). Handbook of research on instructional systems and technology. *Choice Reviews Online*, 45(09), 45-4761-45-4761. <https://doi.org/10.5860/choice.45-4761>
- Kodrzycki, Y. K. (2002). EDUCATION IN THE 21st CENTURY. *Confrence Proceeding*, 47th(june 2012).
- Kothari, C. R. (2004). *Research Methodology* (Second). Publisher, New Age International.
- Kumar, R. (2011). *Research Methodology*. British Library Cataloguing in, SAGE Publication.
- Law Nancy, Woo David, de la Torre Jimmy, W. G. (2018). A Global Framework of Reference on Digital Literacy for Indicator 4.42. *Educational Technology Research and Development*, UIS/2018/ICT/IP/51, 1–144.

Leander, K., & Boldt, G. (2013). Rereading “A pedagogy of Multiliteracies”: Bodies, texts, and emergence. *Journal of Literacy Research*, 45(1), 22–46.
<https://doi.org/10.1177/1086296X12468587>

Literacy, A. D., & Needs, L. (2018). *Nari Kallyan Shangho Assessing Digital Literacy and Learning Needs of South Asian Women in Edinburgh*. March.

López, M. M. (2020). Linking Community Literacies to critical literacies through community language and literacy mapping. *Teaching and Teacher Education*, 87.
<https://doi.org/10.1016/j.tate.2019.102932>

Lubis, N., Lubis, A., & Ashadi, R. I. (2018). *Integrating Teaching Models to Enhance Efl Students' Interpersonal Communication Skill and Creativity*. 2012.

Lucas, S. E., & Stob, P. (2015). The art of Public Speaking. In *Library of Congress Cataloging* (Thirteenth, Issue 13). McGraw-Hill Education.

Lucas, S. E., & Stob, P. (2020). The art of Public Speaking. In *McGraw-Hill Education* (Vol. 53, Issue 9).

Luoma, S. (2004). *Assesing speaking* (L. Alderson, JC. Bachman (ed.); first). Cambridge University Press.

Maloy, Robert., Ellen, Ruth., Edwards, Sharon., W. B. (2017). Becoming a 21st Century Teacher. In *Transforming Learning with New Technologies* (p. 15).

Mansfield, G., & Poppi, F. (2012). The English as a Foreign Language / Lingua Franca Debate: Sensitising Teachers of English as a Foreign Language Towards Teaching English as a Lingua Franca. *Profile Issues in Teachers' Professional Development*, 14(1), 159–172.

Marenzi, I., & Zerr, S. (2012). Multiliteracies and active learning in CLIL-the development of LearnWeb2.0. *IEEE Transactions on Learning Technologies*, 5(4), 336–348. <https://doi.org/10.1109/TLT.2012.14>

Marzal, M.-Á., & Borges, J. (2019). A Tool for Assessing Multiliteracy in Higher Education. In // *Brazilian Journal of Information Science: Research Trends* (Vol. 13).

Mayuni, I., Leiliyanti, E., Agustina, N., Yulianti, V., Chen, Y., & Chu, F. I. (2020).

School literacy movement and its implications towards students' learning: A comparative case study in Jakarta and Taiwan. *International Journal of Advanced Science and Technology*, 29(4 Special Issue), 1555–1569.

McNatt, D. B. (2019). Enhancing public speaking confidence, skills, and performance: An experiment of service-learning. *International Journal of Management Education*, 17(2), 276–285. <https://doi.org/10.1016/j.ijme.2019.04.002>

Menke, M. R., & Paesani, K. (2019). Analysing foreign language instructional materials through the lens of the multiliteracies framework. *Language, Culture and Curriculum*, 32(1), 34–49. <https://doi.org/10.1080/07908318.2018.1461898>

Meredith D. Gall, Walter R. Borg, J. P. G. (2003). *Educational Research_ An Introduction*. Pearson Education, Inc.

Miller, A. (2015). On paper , in person , and online : A multi- literacies framework for university teaching. *Journal of Academic Language and Learning*, 9(2), 19–31.

Miller, A., & Schulz, S. (2017). *University Literacy: A Multi-literacies Model Article begins on following page . Please note : 49*(January 2014).

Mills, K. A. (2010). The multiliteracies classroom. *The Multiliteracies Classroom*, October 2014, 1–152. <https://doi.org/10.1080/07908318.2012.718645>

Muqodas, R. Z., Sumardi, K., & Berman, E. T. (2015). Desain Dan Pembuatan Bahan Ajar Berdasarkan Pendahuluan Salah satu faktor pendukung terhadap keberhasilan penerapan kurikulum 2013 yang berlaku saat ini adalah ketersediaan perangkat pembelajaran yang layak dan relevan . Perangkat pembelajaran mencakup re-

- Journal of Mechanical Engineering Education*, 2(1), 106–115.
- Navehebrahim, M. (2011). Multiliteracies Approach to empower learning and teaching engagement. *Procedia - Social and Behavioral Sciences*, 29, 863–868. <https://doi.org/10.1016/j.sbspro.2011.11.315>
- Ntelioglou, B. Y. (2011a). “But why do I have to take this class?” The mandatory drama-ESL class and multiliteracies pedagogy. *Research in Drama Education*, 16(4), 595–615. <https://doi.org/10.1080/13569783.2011.617108>
- Ntelioglou, B. Y. (2011b). Research in Drama Education : The Journal of Applied Theatre and ‘ But why do I have to take this class ?’ The mandatory drama-ESL class and multiliteracies pedagogy. *The Journal of Applied Theatre and Performance*, 16 no 4(November 2011), 37–41. <https://doi.org/10.1080/13569783.2011.617108>
- Nurlinasari, L., & Hamid, S. I. (2017). the Effectiveness of Critical Multiliteracies Mode in Improving Elementary Students ’ Civic. *Article Skripsi Mahasiswa PGSD UPI*, 1–13.
- O’Hair, D. H. R. dan R. S. (2010). *A Pocket to Public Speaking*. 1–337.
- O’Rourke, M. (2005). Multiliteracies for 21 st Century Schools. *ANSN Snapshot*, 2, 1–12.
- Oktaviana, I., Sumitro, S. B., & Lestari, U. (2015). Pengembangan Bahan Ajar Berbasis Penelitian Karakterisasi Protein Membran Sperma Pada Matakuliah Bioteknologi. *Florea : Jurnal Biologi Dan Pembelajarannya*, 2(2). <https://doi.org/10.25273/florea.v2i2.413>
- Paesani, K. (2015). *Konin Language Studies Student perceptions of multiliteracies-oriented and traditional grammar activities: A mixed-methods case study*. 3(1), 31–55. <http://ksj.pwsz.konin.edu.pl>

- Palsa, L. (2015). Behind the concepts of multiliteracies and media literacy in the renewed Finnish core curriculum: A systematic literature review of peer-reviewed research. *Seminar.Net*, 11(2).
- Patrona, M. (2006). Constructing the expert as a public speaker: Face considerations on floor-claiming in Greek television discussion programs. *Journal of Pragmatics*, 38(12), 2124–2143. <https://doi.org/10.1016/j.pragma.2006.04.006>
- Polit, D., & Beck, C. (2014). Qualitative Descriptive Studies. *Essentials of Nursing Research: Appraising Evidence for Nursing Practice*, 1, 1–2. http://downloads.lww.com/wolterskluwer_vitalstream_com/sample-content/9781451176797_Polit/samples/CS_Chapter_14.pdf
- Powell, M. (2013). *Dynamic Presentation*. Cambridge University.
- Pratiwi, D. R. (2017). Implementasi Pengajaran Karakter Melalui Integrasi Multiliterasi Digital Pada Pembelajaran. *The 1st International Conference on Language, Literature and Teaching*, 1(1), 542–545.
- Preston, M. M., Giglio, J. M., English, K. N., & Giglio, J. M. (2008). Redesigning Public Speaking: A Case Study in the Use of Instructional Design to Create the Interchange Model to Create the Interchange Model. 20.
- Prokhorets, E. K., Plekhanova, M. V., & Scherbinina, N. G. (2015). Instructional Design of Foreign Language Blended Courses. *Procedia - Social and Behavioral Sciences*, 215(June), 161–169. <https://doi.org/10.1016/j.sbspro.2015.11.611>
- Puteh-Behak, F., & Ismail, I. R. (2018). Multiliteracies project approach: Dated or a worthy learning tool? *GEMA Online Journal of Language Studies*, 18(2), 312–334. <https://doi.org/10.17576/gema-2018-1802-20>
- Qomariyah, U. (2008). PENGEMBANGAN KECAKAPAN MULTILITERASI MELALUI STRATEGI MEMBANGUN KOMUNITAS LITERASI TERPADU

- SEBAGAI UPAYA PENGUATAN KARAKTER. *Kongres Bahasa Indonesia*, 9, 287. <https://doi.org/10.1017/CBO9781107415324.004>
- Rajendram, S. (2015). Potentials of the Multiliteracies Pedagogy for Teaching English Language Learners (ELLs): A Review of the Literature | Critical Intersections in Education. *Critical Intersections in Education*, 3(April), 1–18. <https://jps.library.utoronto.ca/index.php/cie/article/view/26307>
- Ranganathan, K., & Rajkumar, L. (2020). *Self-instruction in Formal and Informal Learner Settings : Learning Outcomes and Opportunities*. 18(1), 83–88. <https://doi.org/10.3968/11633>
- Rapson, J. E. (1968). Research and Development. *Aircraft Engineering and Aerospace Technology*, 40(5), 15–20. <https://doi.org/10.1108/eb034372>
- Rasyid, Y., & Zulharby, P. (2017). Developing Syllabus of Arabic Language'S Productive Competence Based on Content Language Integrated Learning (Clil). *Ijer - Indonesian Journal of Educational Review*, 4(1), 153. <https://doi.org/10.21009/ijer.04.01.15>
- Richards, J. C. (2008). *Teaching Listening and Speaking* (First). Cambridge University Press.
- Richards, J. C., Viswamohan, A., Sanala, H. M., Nunan, D., Ramadan, S., Sabbah, M., Methods, T., Richa, R., Gudu, B., Introduction, I., Tips, A., Richards, J. C., Arung, F., Sembilanbelas, U., Kolaka, N., View, D. S., Arung, F., & Richards, J. C. (2008). Teaching Listening and Speaking: From Theory to Practice. In *Language Teaching* (Vol. 35, Issue April). <https://doi.org/10.1017/S0261444802211829>
- Richey, R. C., & Klein, J. D. (2005). Developmental research methods: Creating knowledge from instructional design and development practice. *Journal of Computing in Higher Education*, 16(2), 23–38.

<https://doi.org/10.1007/BF02961473>

Rizal Zaenal Muqodas, Kamin Sumardi, E. T. B. (2015). Desain dan Pembuatan Bahan Ajar Berdasarkan Pendahuluan. *Journal of Mechanical Engineering Education*, 2(1), 106–115.

Rowland, L., Canning, N., Faulhaber, D., Lingle, W., & Redgrave, A. (2014). A multiliteracies approach to materials analysis. *Language, Culture and Curriculum*, 27(2), 136–150. <https://doi.org/10.1080/07908318.2014.927883>

Rowntree, D. (1994). *Preparing Materials for Open, Distance and Flexible Learning*. Kogan Page Limited.

Rowsell, J., & Walsh, M. (2011). Rethinking Literacy Education in New Times: Multimodality, Multiliteracies, & New Literacies. *Brock Education Journal*, 21(1), 53–62. <https://doi.org/10.26522/brocked.v21i1.236>

Sabina, Z. (2018). the Importance of Teaching Listening and Speaking Skills. *World Science*, 7(June), 52–55. https://doi.org/10.31435/rsglobal_ws/12062018/5881

Schulz, Samantha. Miller, A. (2017). *University Literacy : A Multi-literacies Model Article begins on following page . Please note : January 2014.*

Schwarzer, D., Haywood, a, & Lorenzen, C. (2003). Fostering multiliteracy in a linguistically diverse classroom. *Language Arts*, 80, 453–460. http://www.csun.edu/~bashforth/305_PDF/305_ME3/LanguageVarieties/LanguageVarieties_LangArts/FosteringMultiliteracyMonolingualTeacher_LA_Jul2003.pdf

Scott, D., & Morrison, M. (2008). Key Ideas in Educational research. In *Continuum* (Vol. 53, Issue 9). <https://doi.org/10.1017/CBO9781107415324.004>

Setiyo, E., Zulhermanan, Z., & Harlin, H. (2018). Pengembangan Media Pembelajaran Berbasis Flash Flip Book pada Mata Kuliah Elemen Mesin 1 di Program Studi Pendidikan Teknik Mesin Universitas Sriwijaya. *INVOTEK: Jurnal Inovasi*

- Vokasional Dan Teknologi, 18(1), 1–6. <https://doi.org/10.24036/invotek.v18i1.171>
- Shih, R. C. (2010). Blended learning using video-based blogs: Public speaking for English as a second language students. *Australasian Journal of Educational Technology*, 26(6), 883–897. <https://doi.org/10.14742/ajet.1048>
- Simpson, R., & Obdalova, O. A. (2014). New Technologies in Higher Education – ICT Skills or Digital Literacy? *Procedia - Social and Behavioral Sciences*, 154(October), 104–111. <https://doi.org/10.1016/j.sbspro.2014.10.120>
- Siyaswati. (2020). *Multiliteracies Approach in English Language Teaching Paradigm in 21st Century.* 434(Iconelt 2019), 90–96. <https://doi.org/10.2991/assehr.k.200427.020>
- Street, B. (2006). Reading and Multiliteracy. *Encyclopedia of Language & Linguistics*, 369–373. <https://doi.org/10.1016/b0-08-044854-2/00671-4>
- Suhendi, E. T. (2017). Pengembangan model pembedajaran multiliterasi berbasis konsep dialetik dalam pembedajaran menulis eksposisi jenjang SMA kelas X. *Perpustakaan Upi*, 53(9), 1689–1699. <https://doi.org/10.1017/CBO9781107415324.004>
- Sundari, H. (2017). Classroom Interaction in Teaching English as Foreign Language at Lower Secondary Schools in Indonesia. *Advances in Language and Literary Studies*, 8(6), 147. <https://doi.org/10.7575/aiac.all.v.8n.6p.147>
- Susilo, S. V., & Garnisyah, G. R. (2018). Penerapan Model Multiliterasi Untuk Meningkatkan Kemampuan Membaca Pemahaman Siswa Sekolah Dasar. *Cakrawala Pendas*, 4(2), 66–71.
- Tan, J. P.-L., & McWilliam, E. (2009). From Literacy to Multiliteracies: Diverse Learners and Pedagogical Practice. *Pedagogies: An International Journal*, 4(3), 213–225. <https://doi.org/10.1080/15544800903076119>

- Tessmer, M. (2005). *Planning and Conducting Formative Evaluation*. Taylor and Francis.
- Tiarina, Y., Syarif, H., Jufrizal, J., & Rozimela, Y. (2019). Students' need on basic English grammar teaching material based on interactive multimedia: an innovative design. *COUNS-EDU: The International Journal of Counseling and Education*, 4(1), 29. <https://doi.org/10.23916/0020190419310>
- Tomlinson, B. (2010). Principles and procedures of materials development for language learning: 3 Proposals for principled approaches to the development of ELT materials. *Materials in ELT: Theory and Practice*.
- Tomlinson, B. (2013). *Developing Materials for Language Teaching* (B. Tomlinson (ed.); second edi). Bloomsbury Academic;British Library Cataloguing-in-Publication Data.
- Uchida, Y., & Sugimoto, J. (2020). Non-native English teachers' confidence in their own pronunciation and attitudes towards teaching: A questionnaire survey in Japan. *International Journal of Applied Linguistics (United Kingdom)*, 30(1), 19–34. <https://doi.org/10.1111/ijal.12253>
- Walsh, M. (2017). Multiliteracies, multimodality, new literacies and. What do these mean for literacy education? *International Perspectives on Inclusive Education*, 11. <https://doi.org/10.1108/S1479-363620170000011002>
- Warner, C., & Dupuy, B. (2018). Moving toward multiliteracies in foreign language teaching: Past and present perspectives ... and beyond. *Foreign Language Annals*, 51(1), 116–128. <https://doi.org/10.1111/flan.12316>
- Westby, C. (2010). Multiliteracies: The changing world of communication. *Topics in Language Disorders*, 30(1), 64–71. <https://doi.org/10.1097/TLD.0b013e3181d0a0ab>

Widiastuti, A., Rahelly, Y., Pg-paud, P. S., & Keguruan, F. (2018). *Pengembangan Bahan Ajar Bentuk-Bentuk Geometri Berbasis Cerita Untuk Anak Usia 5-6 Tahun Di Tk Mazharul Iman Palembang*. 7(2), 5–6.

Widiastuti, A., Rahelly, Y., & Sayfdaningsih. (2018). Pengembangan bahan ajar bentuk bentuk geometri berbasis cerita untuk anak usi 5-6 tahun di TK Mazharul Iman Palembang. *Jurnal Pendidikan Anak*, 7(2), 5–6.

Williams, B. T. (2008). “Tomorrow Will Not be Like Today”: Literacy and Identity in a World of Multiliteracies. *Journal of Adolescent & Adult Literacy*, 51(8), 682–686. <https://doi.org/10.1598/jaal.51.8.7>

Wrench, A. B., Goding, S. J., & Goding, Anne, Johnson, Attias, A. B. (2009). *Public Speaking*.

Wrench, J. S., Jason, Goding, A., Anne, Johnson, D. I., Danette, Attias, B. A., & Bernardo. (2012). *Public Speaking* (A. Schmitz (ed.)). Creative Commons by-nc-sa 3.

Yayli, D. (2009). New roles for literacy teachers in the age of multiliteracies: A sociocultural perspective. *Procedia - Social and Behavioral Sciences*, 1(1), 206–209. <https://doi.org/10.1016/j.sbspro.2009.01.037>

Yuberti. (2014). *Teori Pembelajaran dan Pengembangan Bahan Ajar Dalam Pendidikan*.

Zhang, B. (2013). An Analysis of Spoken Language and Written Language and How They Affect English Language Learning and Teaching. *Journal of Language Teaching and Research*, 4(4), 834–838. <https://doi.org/10.4304/jltr.4.4.834-838>