

**EXPLORING MULTILITERACY COMPETENCE OF
BACHELOR OF ENGLISH LANGUAGE EDUCATION (BELE)
STUDENTS: A MIXED-METHODS STUDY**



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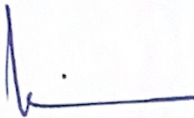
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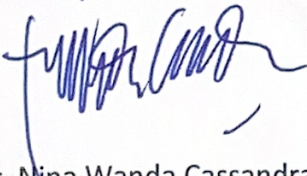
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It is sincerely hoped that the findings of this research will enrich future studies, support the continuous development of teacher education programs, and inspire future English educators to embrace the importance of multiliteracies in responding to the evolving demands of education in the twenty-first century.

Jakarta, August 2026

Sandi Surya Saputra

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ABSTRACT

Sandi Surya Saputra. 2026. Exploring Multiliteracy Competence of Bachelor of English Language Education (BELE) Students: A Mixed-Methods Study. A *Skripsi*, Jakarta: English Language Education Study Program, Faculty of Languages and Arts, Universitas Negeri Jakarta.

Multiliteracy competence, comprising digital, multimodal, critical, and sociocultural literacy, is increasingly essential for pre-service English teachers who must design instruction for learners in digital and culturally diverse classrooms. Prior studies suggest that pre-service teachers in Indonesia often report only moderate multiliteracy competence and receive limited systematic training in this area, yet no study had empirically assessed this competence within the Bachelor of English Language Education (BELE) program at Universitas Negeri Jakarta specifically. This study therefore explored the multiliteracy competence of BELE students using a mixed-methods, quantitative-dominant explanatory sequential design (QUAN → qual). Quantitative data were collected from 89 students through an adapted Teacher Multiliteracies Scale (TMS), followed by a focus group discussion with eight participants to explain and contextualize the quantitative findings. The findings revealed that students demonstrated a high overall level of multiliteracy competence. Digital Literacy was the strongest dimension, whereas Critical Literacy showed the lowest mean score. Across all dimensions, students reported greater confidence in personal literacy practices than in applying those competencies pedagogically. The FGD further indicated that limited instructional support, particularly in ethical digital practices, multimodal material design, critical pedagogy, and culturally responsive teaching, contributed to this gap. These findings imply that teacher education programs need to move beyond exposure-based instruction toward activities that explicitly bridge students' personal digital, multimodal, and sociocultural fluency with the pedagogical demands of lesson design, and that curriculum sequencing should be reviewed to sustain multiliteracy development through the later, practicum-focused semesters.

Keywords: *English language education, multiliteracies, multiliteracy competence, pre-service teachers, teacher education*

ABSTRAK

Sandi Surya Saputra. 2026. Exploring Multiliteracy Competence of Bachelor of English Language Education (BELE) Students: A Mixed-Methods Study. A *Skripsi*, Jakarta: English Language Education Study Program, Faculty of Languages and Arts, Universitas Negeri Jakarta.

Kompetensi multiliterasi, yang mencakup literasi digital, multimodal, kritis, dan sosiokultural, semakin penting dimiliki calon guru Bahasa Inggris untuk merancang pembelajaran bagi peserta didik di kelas yang berbasis digital dan beragam budaya. Penelitian-penelitian sebelumnya menunjukkan bahwa calon guru di Indonesia umumnya hanya memiliki kompetensi multiliterasi pada tingkat moderat serta menerima pelatihan yang belum sistematis dalam bidang ini, namun belum ada penelitian yang secara empiris mengukur kompetensi tersebut secara khusus pada program studi Bachelor of English Language Education (BELE) di Universitas Negeri Jakarta. Oleh karena itu, penelitian ini bertujuan mengeksplorasi kompetensi multiliterasi mahasiswa BELE menggunakan desain mixed-methods dengan prioritas kuantitatif (*explanatory sequential design*, QUAN → qual). Data kuantitatif dikumpulkan dari 89 mahasiswa melalui adaptasi *Teacher Multiliteracies Scale (TMS)*, dilanjutkan dengan *Focus Group Discussion (FGD)* yang melibatkan delapan peserta untuk menjelaskan dan memperdalam temuan kuantitatif. Hasil penelitian menunjukkan bahwa mahasiswa memiliki tingkat kompetensi multiliterasi yang tinggi. Literasi digital merupakan dimensi dengan skor tertinggi, sedangkan literasi kritis memperoleh skor terendah. Pada seluruh dimensi, mahasiswa lebih percaya diri dalam kompetensi personal dibandingkan penerapannya dalam pembelajaran. Hasil FGD mengungkapkan bahwa keterbatasan pembelajaran terkait etika digital, desain materi multimodal, pedagogi kritis, dan pembelajaran responsif budaya menjadi faktor yang menjelaskan kesenjangan tersebut. Temuan ini mengimplikasikan bahwa program pendidikan calon guru perlu bergerak melampaui pembelajaran berbasis paparan menuju aktivitas yang secara eksplisit menjembatani kemampuan digital, multimodal, dan sosiokultural personal mahasiswa dengan tuntutan pedagogis dalam merancang pembelajaran, serta perlunya peninjauan ulang urutan kurikulum agar perkembangan multiliterasi tetap terjaga pada semester-semester akhir yang berfokus pada praktikum.

Kata Kunci: *Calon Guru Bahasa Inggris, Multiliterasi, Teacher Multiliteracies Scale (TMS)*