

**DESIGNING MULTIMODAL VISUAL LEARNING
MATERIALS FOR A CONTENT-BASED INSTRUCTION: A
MULTILITERACIES PROJECT**



Intelligentia - Dignitas

HALIMAH TUSSADIYAH

1202622076

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LEMBAR PENGESAHAN

Skripsi ini diajukan oleh:

Nama : Halimah Tussadiyah
No. Registrasi : 1202622076
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni
Judul Skripsi : Designing Multimodal Visual Learning Materials for a Content-Based Instruction, A Multiliteracies Project

Telah berhasil dipertahankan di hadapan Dewan Penguji dan diterima sebagai bagian persyaratan yang diperlukan untuk memperoleh gelar Sarjana Pendidikan di Fakultas Bahasa dan Seni Universitas Negeri Jakarta.

DEWAN PENGUJI

Ketua Penguji/Pembimbing I

Prof. Dr. Ilza Mayuni, M.A.
NIP. 195906221986022001

Pembimbing II

Farida Nova Kurniawati, M.Pd.
NIP. 199311132024062002

Penguji Ahli Materi

Tara M Palupi, M.Hum
NIP. 198706222019032010

Penguji Ahli Metodologi

Dwi Meisyitah Ananda, S.Pd., M.Li.
NIP. 199405222024062001

Jakarta, 11 Agustus 2024

Dekan Fakultas Bahasa dan Seni

Dr. Sami Satriadi, M.Pd.
NIP. 197710082005011002

LEMBAR PERNYATAAN ORISINALITAS

Yang bertanda tangan di bawah ini:

Nama Halimah Tussadiyah
No. Registrasi Mahasiswa 1202622676
Program Studi Pendidikan Bahasa Inggris

Menyatakan bahwa skripsi yang berjudul **“Designing Multimodal Visual Learning Materials for a Content-Based Instruction: A Multiliteracies Project”**

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NIM : 1202622022
Fakultas/Prodi : Bahasa dan Seni/Pendidikan Bahasa Inggris
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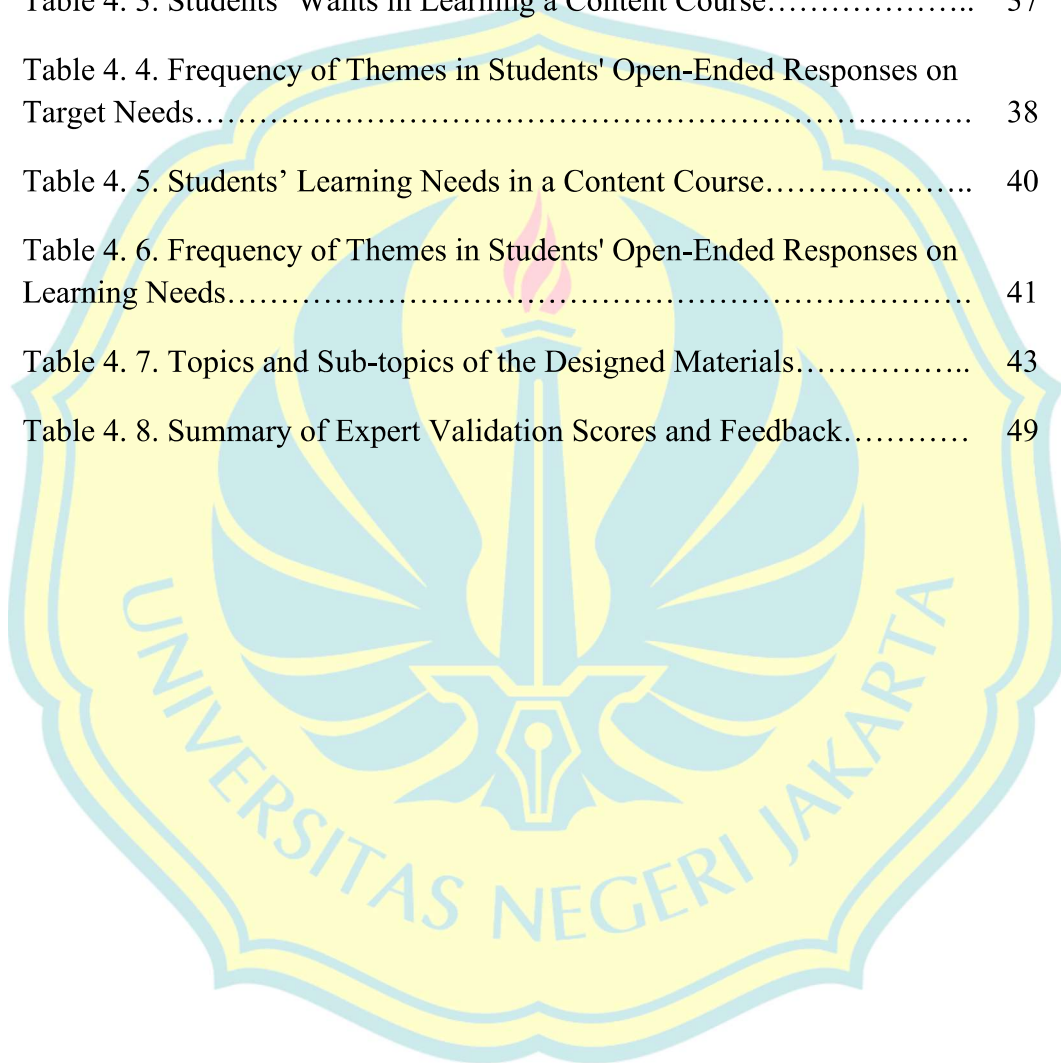
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ABSTRACT

Multimodal visual learning materials have been widely explored to support language and content-related learning in Content-Based Instruction (CBI), yet research in this area has mainly focused on visual literacy development, reading comprehension outcomes, or the selection of existing multimodal video resources, rather than their systematic design for learners engaging with complex academic content in university-level CBI courses. This gap matters because dense academic sources, such as journal articles and policy documents, tend to raise cognitive demand and reduce students' critical engagement with the content. This study employed an adapted ADDIE model, limited to the Analysis, Design, and Development phases, using a needs analysis questionnaire and an expert validation rubric as instruments. Findings showed that students needed visual materials accompanied by guiding questions, group discussion, and adequate observation time, and that their main difficulty lay in critiquing content rather than comprehending it. Based on these needs, multimodal visual learning materials were designed for the Current Issues and Policies in Education (CIaPiE) course, structured through the four learning sequences of the Multiliteracies framework and scaffolded with Visual Thinking Strategies (VTS), guiding students from observation toward the independent development and presentation of their own VTS-based material. Expert validation placed the materials in the valid to very valid category, indicating that they met the established quality criteria. It is recommended that the materials be implemented in an actual classroom setting to examine their effect on students' engagement and multiliteracies development.

Keywords: *Multimodal Visual Learning Materials, Multiliteracies, Visual Thinking Strategies, Content-Based Instruction, ADDIE*

ABSTRAK

Materi pembelajaran visual multimodal telah banyak dikaji untuk mendukung pembelajaran bahasa dan konten dalam *Content-Based Instruction* (CBI), namun penelitian yang ada masih berfokus pada pengembangan literasi visual, hasil pemahaman membaca, atau pemilihan sumber video multimodal yang sudah tersedia, bukan pada perancangan materi tersebut secara sistematis bagi mahasiswa yang mempelajari konten akademik kompleks di mata kuliah CBI pada jenjang perguruan tinggi. Celah ini penting untuk diatasi karena sumber akademik yang padat, seperti artikel jurnal dan dokumen kebijakan, cenderung meningkatkan beban kognitif dan menurunkan keterlibatan kritis mahasiswa terhadap konten. Penelitian ini menggunakan model ADDIE yang diadaptasi, terbatas pada tahap *Analysis, Design, dan Development*, dengan kuesioner analisis kebutuhan dan rubrik validasi ahli sebagai instrumen. Hasil penelitian menunjukkan bahwa mahasiswa membutuhkan materi visual yang disertai pertanyaan pemandu, diskusi kelompok, dan waktu observasi yang cukup, serta lebih kesulitan mengkritisi konten dibandingkan memahaminya. Berdasarkan kebutuhan tersebut, materi pembelajaran visual multimodal dirancang untuk mata kuliah *Current Issues and Policies in Education* (CIaPiE), disusun melalui empat tahap pembelajaran dalam kerangka *Multiliteracies* dan didukung oleh *Visual Thinking Strategies* (VTS), yang membimbing mahasiswa dari tahap observasi hingga mampu mengembangkan dan mempresentasikan materi berbasis VTS mereka sendiri secara mandiri. Validasi ahli menempatkan materi pada kategori valid hingga sangat valid, yang menunjukkan bahwa materi telah memenuhi kriteria kualitas yang ditetapkan. Materi ini disarankan untuk diimplementasikan pada kelas yang sesungguhnya guna mengkaji pengaruhnya terhadap keterlibatan dan perkembangan multiliterasi mahasiswa.

Kata kunci: Materi Pembelajaran Visual Multimodal, Multiliteracies, Visual Thinking Strategies, Pembelajaran Berbasis Konten,