

DEVELOPING A NIAS CULTURE-BASED MULTILITERACIES MODEL FOR STUDENTS' ENGLISH READING AND WRITING SKILLS AT SMP NEGERI 6 NAMOHALU ESIWA

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ABSTRACT

Students' English reading and writing skills remain a challenge in rural educational contexts, while local culture has not been optimally integrated into English language instruction. Learning materials are often general and insufficiently connected to students' cultural experiences and local contexts. This study aimed to develop and conduct a limited implementation of a Nias culture-based Multiliteracies Model for English reading and writing instruction. The study employed a Research and Development (R&D) approach using the ADDIE model, consisting of Analysis, Design, Development, Implementation, and Evaluation. The developed model integrated Nias cultural content, written texts, visual representations, collaborative meaning-making activities, and English reading and writing tasks, supported by a culture-based e-module. The limited implementation involved 25 students and 8 teachers, with complete learning-performance data available from 24 students. Data were collected through reading and writing assessments, student and teacher response questionnaires, observations, interviews, and documentation. The findings showed that the developed model and e-module were positively received by the participants. Students' overall response reached a mean score of 4.696 out of 5, while teachers' overall response reached 4.75 out of 5. Students also reported positive responses to the culture-based e-module, particularly in terms of enjoyment of its use (4.88/5), interest in Nias cultural materials (4.84/5), and interest in visual and video materials (4.84/5). The learning-performance data showed changes between the initial and subsequent measurements; however, these findings are reported as preliminary evidence because the limited implementation involved no control or comparison group and the statistical analysis of reading and writing outcomes requires further examination. The findings suggest that the Nias culture-based Multiliteracies Model is acceptable to students and teachers and has potential as a culturally relevant approach to English reading and writing instruction. Further implementation with more comprehensive statistical analysis and comparative research designs is needed to establish its effectiveness.

Keywords: *English Language Learning; Multimodal Learning; Nias Culture-Based Multiliteracies; Nias Local Culture; Reading Skills; Writing Skills.*

Introduction

English reading and writing skills are essential components of English language learning because they enable students to comprehend information, construct meaning, organize ideas, and communicate effectively. Nevertheless, the development of English literacy remains challenging, particularly in rural educational contexts where students may have limited access to literacy resources, learning

facilities, and opportunities to engage with meaningful English texts. In Indonesia, these challenges are also associated with differences in learning environments, access to instructional resources, and the relevance of learning materials to students' everyday experiences. Nurcahyoko et al. (2024) identified several factors influencing students' literacy development in rural Indonesian contexts, highlighting the importance

of learning approaches that are responsive to learners' needs and local conditions. Such challenges indicate that improving English literacy requires not only additional language practice but also learning environments in which students can connect English with experiences and knowledge that are meaningful to them.

Contemporary literacy education further suggests that reading and writing can no longer be understood only as the processing and production of conventional printed texts. Learners increasingly encounter information through combinations of written language, images, audio, video, digital media, and other representational resources. Fradana et al. (2025) demonstrated the potential of multimodal literacy activities involving digital literary texts to provide broader opportunities for literacy engagement and learning. Similarly, research on multimodal literacy in Indonesian EFL contexts has emphasized the opportunities and challenges of incorporating multimodal assignments and resources into language learning (Sutrisno, 2024). Multimodality is therefore relevant to English literacy because students need to interpret meaning across different modes and to communicate ideas using more than linguistic resources alone. Recent research also shows that digital and multimodal texts are increasingly becoming part of contemporary literacy practices and require teachers to make purposeful pedagogical choices about how students engage with diverse forms of texts (Yap & Gurney, 2023).

These developments are closely connected to multiliteracies pedagogy. The multiliteracies perspective recognizes that literacy practices are shaped by linguistic, cultural, social, technological, and communicative diversity. Cope and Kalantzis (2015) argue that multiliteracies pedagogy responds to the changing nature of communication by recognizing multiple modes of meaning-making and the diversity of learners and cultural contexts. In language education, this perspective shifts attention from language as an isolated system of vocabulary and grammar toward language as a resource for interpreting, constructing, and communicating meaning in socially situated contexts. Prihantoro et al. (2022) similarly explain that multiliteracies pedagogy can provide learners with opportunities to examine information through multiple modes, critically engage with diverse content, and become active meaning-makers. Recent research

in English language education also indicates that multiliteracies practices are situated and relational, requiring teachers to consider learners' needs, available technologies, and the social and cultural contexts in which literacy learning takes place (Yap & Gurney, 2023; Nabhan & Habók, 2025).

The relevance of multiliteracies becomes particularly important in English as a Foreign Language (EFL) contexts. EFL learners do not encounter English independently of their social and cultural environments; rather, they interpret and use English through experiences, identities, languages, and cultural resources available to them. Mandarani and Megawati (2024) demonstrated how multiliteracies approaches can transform literary texts into more engaging learning experiences through digital narratives. Zalukhu et al. (2025) likewise emphasized the importance of structured instructional approaches in supporting students' development of written English texts. These findings suggest that reading and writing instruction can benefit from pedagogical designs that combine systematic language support with meaningful contexts, multimodal resources, and opportunities for students to construct and communicate meaning.

One important way of creating meaningful contexts is through the integration of local culture and local knowledge into English language learning. Local cultural knowledge can provide familiar contexts through which learners interpret texts, construct meaning, discuss ideas, and produce language. Rather than presenting English through culturally distant or generic topics, culturally relevant materials can connect language learning with students' everyday experiences, identities, traditions, and social environments. Hulu et al. (2024), for example, demonstrated the potential of Nias local wisdom as a basis for English teaching materials in North Nias. Similarly, research on local culture-based literacy instruction in Eastern Indonesia has shown how local narratives and cultural traditions can be incorporated into English reading activities to support culturally grounded literacy practices (Sangaji et al., 2022). Studies on locally produced EFL textbooks have also emphasized the importance of representing local cultural values in English learning materials and connecting language learning with learners' cultural realities (Hasnah et al., 2024). These studies indicate that local culture can function not merely as additional content but as a contextual resource for language and literacy learning.

The integration of local culture is also related to culturally responsive and culturally sustaining approaches to language education. Culturally responsive English teaching seeks to connect instruction with learners' experiences, identities, and cultural resources rather than treating culture as an external addition to language learning. Siregar et al. (2023) developed a culturally responsive English teaching model in the Indonesian EFL context by integrating teachers' and students' experiences into teaching and learning practices. Similarly, recent studies have reported that teachers recognize the value of local culture in English instruction while also encountering challenges related to resources, teacher preparation, and the translation of cultural content into meaningful pedagogical activities. These findings suggest that the central issue is not simply whether local culture is present in instructional materials, but how cultural knowledge is transformed into pedagogical practices that support language learning.

This distinction is particularly important when discussing Indigenous knowledge. The use of local cultural materials alone does not necessarily constitute an Indigenous pedagogy. Indigenous knowledge involves culturally situated systems of knowledge, values, practices, relationships, and ways of understanding and interpreting the world. A systematic review by Ogegbo and Ramnarain (2024) found that meaningful integration of Indigenous knowledge into formal education may involve contextualized instructional materials, experiential learning, engagement with knowledge holders, and dialogic activities rather than simply adding Indigenous topics to existing curricula. Therefore, the term *Indigenous* should be used carefully and only when the pedagogical design is substantively shaped by Indigenous knowledge systems or ways of knowing.

For the present study, Nias culture is therefore conceptualized primarily as a culturally situated resource for multiliteracies learning. Nias traditions, stories, values, social practices, visual representations, and local knowledge provide contexts through which students can explore information, interpret texts and images, discuss meanings collaboratively, and communicate ideas in English. This conceptualization brings together four complementary perspectives: multiliteracies provides the pedagogical framework for diverse meaning-making; multimodality provides the

means through which students engage with and produce meaning across texts, images, and other modes; culturally responsive pedagogy provides the principle of connecting instruction with students' cultural experiences; and local cultural knowledge provides the contextual content through which English reading and writing become meaningful. The convergence of these perspectives provides a stronger theoretical basis for developing a culture-based model than treating multiliteracies, multimodality, and local culture as separate instructional components.

Despite growing research on multiliteracies, multimodal learning, culturally responsive English teaching, and local wisdom-based materials, an empirical and theoretical gap remains. Existing studies have generally focused on individual components, such as multimodal literacy, culturally responsive teaching, local-culture-based materials, or local wisdom-based reading instruction. For example, studies have developed local culture-based reading materials and workbooks, but these studies have generally focused on particular text types, instructional materials, or specific cultural contexts rather than developing an integrated multiliteracies model that systematically connects cultural exploration, multimodal interpretation, collaborative meaning-making, and English reading and writing production. Other studies have demonstrated the relevance of local culture to English learning, but there remains limited empirical evidence concerning how local cultural resources can be systematically integrated with a multiliteracies framework for both reading and writing development in rural EFL settings.

The gap is particularly evident in the context of Nias. Although Nias possesses rich cultural resources, including traditions, narratives, values, social practices, and local knowledge, these resources have not been sufficiently developed into a systematic English literacy model that connects cultural knowledge with multimodal reading, collaborative interpretation, and English text production. Existing work on Nias local wisdom provides an important foundation for contextualizing English teaching materials (Hulu et al., 2024), but further development is needed to move from culture-based materials toward an integrated pedagogical model. The present study addresses this gap by developing a Nias culture-based Multiliteracies Model that positions local cultural knowledge as a meaningful context for reading, interpreting, discussing, and producing English texts.

The proposed model integrates several interconnected learning processes: exploration of Nias cultural information, engagement with written and visual texts, collaborative meaning-making, English language production, and cultural reflection. Through this design, students are provided with opportunities to move between familiar cultural knowledge and English-mediated meaning-making. The model is supported by a Nias culture-based e-module containing written texts, visual materials, reading activities, discussion tasks, and writing activities. This approach is intended to provide a more contextualized learning environment in which students can develop English literacy while engaging with knowledge and experiences from their own cultural surroundings.

Accordingly, this study aims to develop and conduct a limited implementation of a Nias culture-based Multiliteracies Model for English reading and writing instruction at SMP Negeri 6 Namohalu Esiwa. The study addresses three questions: (1) How can a Nias culture-based Multiliteracies Model and its supporting e-module be developed through the ADDIE framework? (2) How do students and teachers respond to the developed model and its supporting learning materials during limited implementation? and (3) What preliminary changes in students' reading and writing performance are observed following the limited implementation? The study does not seek to establish definitive causal effectiveness because the implementation is limited and does not involve a control or comparison group. Instead, it contributes to EFL and multiliteracies scholarship by providing a contextually grounded model that brings together local cultural knowledge, multimodal meaning-making, culturally responsive pedagogy, and English reading and writing instruction in a rural Indonesian school context.

Method

This study employed a Research and Development (R&D) design to develop a Nias culture-based Multiliteracies Model for English reading and writing instruction. The development process adopted the ADDIE instructional design framework proposed by Branch (2009), consisting of five stages: Analysis, Design, Development, Implementation, and Evaluation. The ADDIE framework was used to organize the systematic development, limited implementation, and evaluation of the instructional model and its supporting learning materials.

The R&D design was selected because the study focused on developing an instructional model and supporting learning materials and examining their initial implementation in an actual English language learning context. The development process was conducted iteratively, in which information and feedback obtained at each stage were used to inform subsequent development and revision.

The study was conducted at SMP Negeri 6 Namohalu Esiwa, North Nias, Indonesia. The participants were selected using purposive sampling based on their relevance to the objectives and implementation context of the study. One Grade VIII class was purposively selected as the implementation class because the students were the intended users of the developed Nias culture-based Multiliteracies Model and were involved directly in English reading and writing learning activities. All 25 students in the selected Grade VIII class participated in the limited implementation and completed the student-response questionnaire. In addition, eight teachers were purposively selected to provide professional responses regarding the relevance, practicality, applicability, and implementation of the developed model and its supporting learning materials. A distinction was made between implementation participants and participants with complete achievement data. Although 25 students participated in the implementation, complete achievement data across the required measurement points were available for 24 students. Therefore, the analysis of students' learning performance was based on 24 complete datasets, whereas the analysis of student responses was based on the 25 students who participated in the implementation. The eight teachers constituted the teacher-response group.

The research procedures followed the five stages of the ADDIE framework: Analysis, Design, Development, Implementation, and Evaluation. The Analysis stage was conducted to identify students' English learning needs, literacy difficulties, learning conditions, available learning resources, and the potential of Nias local culture as a contextual resource for English learning. Information was obtained through classroom observation and interviews concerning students' literacy needs, the learning environment, and the existing use of cultural contexts in English instruction. The analysis also considered students' and teachers' characteristics, the availability of instructional resources, and challenges associated with

developing English reading and writing skills. The findings were used as the basis for determining the content, learning activities, and pedagogical components of the Nias culture-based Multiliteracies Model and its supporting e-module.

The Design stage focused on establishing the structure, learning sequence, and components of the Nias culture-based Multiliteracies Model. The model was designed to connect Nias cultural content with multimodal English literacy activities. The learning activities included exploration of local cultural information, interpretation of written and visual texts, collaborative meaning-making, English text production, and reflection. At this stage, a Nias culture-based e-module was also designed as the principal supporting learning material. The e-module incorporated written texts, visual materials, reading activities, discussion tasks, and writing activities related to local cultural contexts. The assessment instruments and student- and teacher-response questionnaires were also prepared during this stage.

The Development stage involved producing the initial prototype of the Nias culture-based Multiliteracies Model and its supporting e-module. The materials were reviewed and refined with attention to their alignment with the research objectives, students' characteristics, English learning needs, and Nias cultural context. The development process focused on the organization and sequence of learning activities, clarity of instructions, appropriateness of cultural content, integration of multimodal resources, and opportunities for students to practice reading and writing. Feedback obtained during the development process was used to revise the prototype before its limited implementation.

The Implementation stage involved a limited application of the developed model in one Grade VIII class at SMP Negeri 6 Namohalu Esiwa. All 25 students in the selected class participated in the learning activities using the Nias culture-based Multiliteracies Model and supporting e-module. The learning activities involved exploration of Nias cultural information, engagement with written and visual texts, collaborative discussion and meaning-making, English reading activities, English writing activities, and reflection. During the implementation, data were collected through reading and writing assessments, student-response questionnaires, teacher-response

questionnaires, classroom observation, interviews, and documentation. The eight participating teachers provided responses concerning the relevance, practicality, applicability, and implementation of the developed model and learning materials.

The Evaluation stage examined the strengths, limitations, and implementation challenges of the developed model and supporting materials. The evaluation considered both the learning process and the outcomes of the limited implementation. Student and teacher responses were analyzed to identify perceptions of the model and e-module, while observation and interview information was examined to identify student engagement, learning difficulties, classroom implementation issues, and teachers' experiences. The evaluation findings were used to identify aspects requiring further revision and refinement before subsequent implementation.

Findings and Discussion

Development of the Indigenous Multiliteracies Model

The development process resulted in an Indigenous Multiliteracies Model based on Nias local culture and a supporting culture-based e-module. The model was developed through the ADDIE stages of analysis, design, development, implementation, and evaluation. The model integrates local cultural exploration, multimodal interpretation, collaborative meaning-making, English text production, and cultural reflection as interconnected learning activities. The model was designed to position Nias local culture as an integral component of English literacy learning rather than merely as supplementary content. Students were introduced to culturally relevant texts and visual materials, encouraged to discuss and interpret information collaboratively, and provided with opportunities to use English to communicate information related to their cultural environment. The development of the model reflects the principles of multiliteracies pedagogy proposed by Cope and Kalantzis (2015), particularly the recognition of diverse modes of meaning-making and cultural contexts. It also extends previous work on local wisdom-based English learning in North Nias reported by Hulu et al. (2024) by integrating local cultural content with multimodal literacy practices and English reading and writing activities.

Students’ Responses to the Indigenous Multiliteracies Model

The limited implementation involved 25 students who completed the response

questionnaire. The overall mean response was 4.696 out of 5, indicating a very positive level of student acceptance of the Indigenous Multiliteracies Model

Table 1
Students’ Responses to the Indigenous Multiliteracies Model

No.	Response Aspect	Mean Score
1	Overall satisfaction with learning through the model	4.92
2	Enjoyment of learning using the Nias culture-based e-module	4.88
3	Feeling proud to learn about Nias culture through English	4.88
4	Interest in Nias cultural materials	4.84
5	Interest in video/visual media used in learning	4.84
6	Perceived ability to write English sentences	4.80
7	Understanding of reading-text content	4.72
8	Ability to write about Nias culture using simple English	4.60
9	Identifying important information from English texts	4.24
10	Expressing opinions during group discussions	4.24
	Overall Mean	4.696

Note: Mean scores are based on a five-point response scale.

The results demonstrate that students responded particularly positively to the cultural and multimodal dimensions of the model. The highest score was obtained for overall satisfaction with learning through the model (4.92/5). Students also reported high levels of enjoyment in using the Nias culture-based e-module (4.88/5) and pride in learning about Nias culture through English (4.88/5). The high scores for interest in Nias cultural materials (4.84/5) and visual media (4.84/5) suggest that the combination of culturally familiar content and multimodal resources contributed positively to students’ learning experiences. These findings are consistent with Fradana et al. (2025), who emphasized the potential of multimodal literacy activities to provide engaging learning experiences.

The literacy-related responses were also positive. Students reported a mean score of 4.80/5 for their perceived ability to write English

sentences and 4.72/5 for understanding reading texts. Their ability to write about Nias culture using simple English received a mean score of 4.60/5. These findings indicate that students perceived the model as supportive of both reading comprehension and written production. However, the lowest scores were found in identifying important information from English texts and expressing opinions during group discussions, both at 4.24/5. Although these scores remain within the positive range, they indicate areas that require further instructional support. Students may need more explicit reading strategies, guiding questions, and structured discussion roles to strengthen these skills.

Teachers’ Responses to the Indigenous Multiliteracies Model

The teachers’ responses were also highly positive. A total of 8 teachers participated in the response assessment, producing an overall mean score of 4.75 out of 5.

Table 2
Teachers’ Responses to the Indigenous Multiliteracies Model

Indicator	Result
Number of teachers	8
Overall mean response	4.75/5
Interpretation	Very positive

The high teacher response indicates that the model was considered relevant and applicable to the learning context. Teachers particularly recognized the value of integrating local cultural content and visual resources into English learning. The findings suggest that the model can provide teachers with an alternative approach for connecting English literacy instruction with students’ cultural experiences. However, teacher feedback also identified several practical challenges, particularly related to instructional

time, facilities and infrastructure, variation in learning activities, and the involvement of local cultural figures. These issues should be considered in subsequent implementation to improve the practicality and sustainability of the model. This finding is relevant to Nabhan and Habók (2025), who emphasize that the implementation of multiliteracies practices in English language education requires attention not only to instructional content but also to teachers’ capacities and the learning environment.

Students' Responses to the Nias Culture-Based E-Module

The culture-based e-module was developed as an integral component of the Indigenous Multiliteracies Model. It contained

English texts, images, illustrations, and other visual resources related to Nias culture. The materials were designed to support reading comprehension, discussion, vocabulary development, and writing activities

Table 3
Students' Responses to the Culture-Based E-Module

Response Aspect	Mean Score
Enjoyment of using the e-module	4.88/5
Interest in Nias cultural materials	4.84/5
Interest in visual/video materials	4.84/5

The results indicate a strong positive response to the e-module. Students particularly enjoyed using the e-module and showed high interest in learning materials related to Nias culture. This finding suggests that culturally relevant digital materials can increase students' engagement with English learning. The result also supports Hulu et al. (2024), who found that local wisdom can be incorporated into English teaching materials in the North Nias context.

However, the present study extends this approach by integrating local wisdom with multimodal literacy practices through an interactive e-module.

Changes in Students' Learning Performance

The implementation generated learning-performance data from students who participated in the reading and writing assessments. Complete data were available for 24 students across the P1, P2, and final measurements

Table 4
Students' Learning Performance Across Measurements

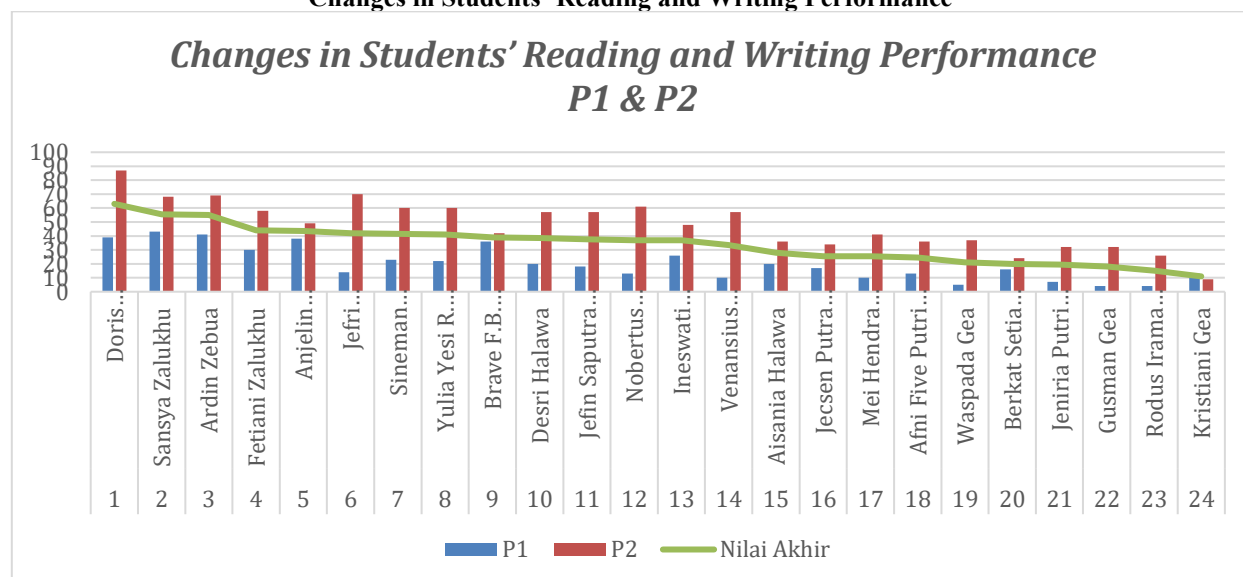
No	Nama	P1	P2	Nilai Akhir
1	DFH	39	87	63
2	SZ	43	68	55,5
3	AZ	41	69	55
4	FZ	30	58	44
5	ASG	38	49	43,5
6	JPZ	14	70	42
7	SZ	23	60	41,5
8	YYRZ	22	60	41
9	BFBH	36	42	39
10	DH	20	57	38,5
11	JSZ	18	57	37,5
12	NZ	13	61	37
13	IZ	26	48	37
14	VAZ	10	57	33,5
15	AH	20	36	28
16	JPJZ	17	34	25,5
17	MHZ	10	41	25,5
18	AFPG	13	36	24,5

19	WG	5	37	21
20	BSZ	16	24	20
21	JPIG	7	32	19,5
22	GG	4	32	18
23	RIH	4	26	15
24	KG	13	9	11

The available data indicate changes in students' achievement between the initial and subsequent measurements. These findings provide preliminary evidence that participation in the Indigenous Multiliteracies Model was accompanied by changes in students' reading and writing performance. However, the numerical values for each reading and writing measurement

should be reported based on the final statistical analysis. The research design specified the use of t-test and N-Gain analysis to examine changes in students' performance. Therefore, the findings should not be interpreted as definitive evidence of the model's effectiveness until these analyses have been completed.

Figure 1
Changes in Students' Reading and Writing Performance



Note: Use a line graph or bar graph showing the mean scores at P1, P2, and Final for reading and writing.

The preliminary pattern is consistent with students' self-reported responses. Students rated their perceived ability to write English sentences at 4.80/5 and their understanding of reading texts at 4.72/5. These results suggest that students perceived the learning activities as supportive of both reading comprehension and written production. The findings indicate that the Indigenous Multiliteracies Model based on Nias local culture was positively received by both students and teachers. The overall student response of 4.696/5 and teacher response of 4.75/5 demonstrate a high level of acceptance during the limited implementation. One important finding is the strong student response to the integration of local cultural content.

Students' interest in Nias cultural materials reached 4.84/5, while their sense of pride in learning about Nias culture through English reached 4.88/5. This suggests that local culture can function as a meaningful entry point for English literacy learning. Rather than learning English through culturally distant or generic topics, students were able to engage with content that was connected to their own environment and experiences.

This finding supports Hulu et al. (2024), who demonstrated the potential of Nias local wisdom as a basis for English teaching materials. The present study develops this idea further by incorporating local culture into a broader multiliteracies framework involving reading,

visual interpretation, collaborative discussion, and writing. The findings also demonstrate the potential value of multimodality. Students' high interest in visual and video materials (4.84/5) and enjoyment of the e-module (4.88/5) suggest that combining written texts with visual resources can contribute to students' engagement. This finding is consistent with Fradana et al. (2025), who emphasize the role of multimodal literacy in contemporary learning. From a theoretical perspective, the findings support the principles of multiliteracies pedagogy proposed by Cope and Kalantzis (2015). The model provides opportunities for students to construct meaning through multiple modes while simultaneously engaging with cultural diversity. In the present study, these principles were operationalized through the integration of Nias cultural knowledge, English texts, visual materials, collaborative learning, and writing activities.

The findings also indicate that positive engagement does not automatically mean that all literacy skills have been fully developed. The comparatively lower scores for identifying important information from texts (4.24/5) and expressing opinions during group discussions (4.24/5) indicate that students still require explicit scaffolding. Future implementation should therefore provide more structured reading strategies, guiding questions, vocabulary support, and discussion roles. The teachers' responses provide additional evidence regarding the feasibility of the model. The overall mean of 4.75/5 indicates that teachers viewed the model positively. Nevertheless, issues related to time allocation, facilities, activity variation, and access to local cultural resource persons need to be addressed. These considerations are important for ensuring that the model can be implemented consistently beyond a limited trial.

Overall, the findings suggest that the Indigenous Multiliteracies Model has promising potential as a culturally responsive approach to English reading and writing instruction. Its major contribution lies in bringing together three elements that are often treated separately: English literacy, multimodal learning, and Indigenous/local cultural knowledge. Nevertheless, because the current findings are based on a limited implementation, further testing with a larger sample and stronger experimental analysis is necessary to establish the effectiveness of the model more conclusively.

Conclusion

This study developed and implemented an Indigenous Multiliteracies Model based on Nias local culture to support students' English reading and writing learning. The model integrates local cultural exploration, multimodal interpretation, collaborative meaning-making, English text production, and cultural reflection through a culture-based e-module. The findings from the limited implementation indicate that the model was well received by both students and teachers. Students' overall response reached 4.696 out of 5, while teachers' response reached 4.75 out of 5, indicating a very positive level of acceptance. The culture-based e-module also received highly positive responses, particularly in terms of students' enjoyment of using the e-module (4.88/5) and their interest in Nias cultural materials (4.84/5). These findings suggest that integrating local cultural content with multimodal learning can provide a meaningful and engaging context for English literacy instruction.

The findings further indicate positive perceived support for students' reading and writing development, with students reporting scores of 4.72/5 for understanding reading texts and 4.80/5 for writing English sentences. However, students' relatively lower responses in identifying important information from texts and expressing opinions during group discussions (4.24/5 for each aspect) indicate the need for additional instructional scaffolding. Therefore, the model should be further refined to strengthen reading strategies, collaborative discussion, and students' ability to communicate ideas. Overall, the Indigenous Multiliteracies Model based on Nias local culture shows promising potential as a culturally responsive approach to English reading and writing instruction. The model successfully connects English literacy learning with students' cultural knowledge and multimodal learning experiences. Nevertheless, the present findings are based on a limited implementation; therefore, further implementation with broader participants and more rigorous statistical analysis is needed to establish the model's effectiveness more conclusively.

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