

Artikel Multiliteracy

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Multiliteracy in students of English Department, Universitas Muhammadiyah Sidoarjo

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ABSTRACT: This research aims to describe multiliteracy model in the lecture Introduction to Literature, semester 3 students of English Department, Universitas Muhammadiyah Sidoarjo. Research methods that will be used is qualitative descriptive on the lecture Introduction to Literature. Research data obtained from the results of questionnaires and interviews with students, student assignment documents, learning materials and assessment system of the lecturer. The data in this study were collected through observation which is equipped with observation, interviews with guidelines based on the guidelines of the interview, the document to see the response of the students, as well as documented through photos and videos. All data are then analyzed and checked each other. The validity and reliability of research accomplished through member check and outsider check. Discussion and consultation with experts and literature, language learning and literacy experts conducted to obtain accurate data. The research was conducted in two stages, among other things: 1) research on the multiliteracy aspects of student in the English Department, which is reflected in multiliteracy competence in Introduction to Literature lecture; 2) research on the students' response against the multiliteracy competence in the lecture of Introduction to literature.

Keywords: multiliteracy competence, literature, English department.

Introduction

The progress of the age of the impact in the advancement of the technology that knows no limits of space and time. The digital age with a variety of products, services be an effective way to change a way of communicating with the rest of the community in all parts of the world (Borsheim, Merrit, and Reed, 2008; Williams, 2008; Graham, Benson, Fink, 2010). Growing number of users access to the internet to acquire knowledge and also to share knowledge both through electronic books (eBooks), electronic journals, blogs, Wikipedia, Facebook, and other facilities.

Meanwhile the lack of interest in reading the students demanding teachers or lecturers to work more extras to dig deeper materials who want delivered. The weakness of the nation of Indonesia at present is the lack of a culture of reading and writing. The weakness resulted in the emergence of a vigorous movement carried out in schools and universities. The movement called the literacy movement. The literacy demands of the school to familiarize students to read-write in solid time have already

arranged. Literacy-focused reading texts such as novels, comic books, newspapers, and etc., then poured in produces a sheet of paper containing a summary of the story.

Change the way of communicating is inseparable from the concept of literacy (write-read) in a global era. Traditionally declare texts are a symbol/printed writings (printed text). Meanwhile, with the availability of various facilities, text not only in the form of printed writing, but writing that exists on the internet (online), pictures, movies, videos can be viewed as a text that is of course in the interpretive activity, the context should be always noted. This became the basis for the emergence of the concept of multimodal in education (multimodal education) initiated by the New London Group (1996) and followed by various researchers or organizations assuming on the abundance of materials that can be used to organize the learning process (Hassett and Curwood, 2009; Borsheim, Merrit, and Reed, 2008; Williams, 2008; Graham, Benson, Fink, 2010).

Multimodal concepts in education referring to the large number of different types of materials can be used in learning literacy implies the emergence of the concept of multiliteracy. This concept is a form of awareness of the varied ways humans communicate and perform read and write activity as well as the type of material or media for read and write. It implies the vastness of critical analysis should be done to interpret text.

English language learning practice which includes English language and literature skills United Kingdom should be relevant to the context of the community. Awareness of multiliteracy should be integrated into the learning process. Teacher or lecturer or student or students can benefit from learning a variety of media that are relevant to the context of their lives, while developing critical thinking so that its utilization can provide value to both for private students as well as lecturers.

Based on the background of the study, the researcher used Multiliteracy in English Department of Universitas Muhammadiyah Sidoarjo, The researcher is interesting the finding answers from the questions as follows: What multiliteracy aspects of student in the English Department, which is reflected in multiliteracy competence in Introduction to Literature lecture? How is the students' response against the multiliteracy competence in the lecture of Introduction to literature?

Learning Multiliteracy

Multiliteracy multi directional on learning competencies. In study multiliteracy, students not only acquire a competence, but rather diverse competence, attitude and character. Competency competency includes comprehension owned a high, critical thinking competency, competencies, collaborate and communicate, as well as the competence of creative thinking. This study aims to form students who are prepared from various establishments in good living on campus, workplace, and community.

According to Morocco, et al. (2008:10), Multiliteracy competence that must be mastered in order to be able to support and develop the skills include reading comprehension, writing skills are good to build and express meaning, speaking skills are accountable, and skills to master a variety of digital media.

Multiliteracy learning is seen to have various characteristics expressed Olge, et.al (2007) as follows: 1) multiliteracy learning always connecting the material studied

in what had been a student should know. 2) multiliteracy learning always connecting the material studied in real life and contemporary issues. 3) multiliteracy learning always involves students to engage actively in asking questions and make your own conclusions. 4) multiliteracy learning provide a lot of opportunities to learn in depth while also saving the understanding gained in long-term memory. 5) multiliteracy learning always use the collaborative work in to construct meaning and point of view of the material being studied. 6) multiliteracy learning involves a wide range of learning as a means of constructing a new understanding. 7) A multiliteracy learning strategy involving many.

The Learning Cycle Multiliteracy

Multiliteracy learning is learning that developed with the scientific work-based. Therefore, one of the components in the implementation multiliteracy learning cycle or the cycle of creation of meaning. This cycle is a guide for literacy learning in the classroom. Literacy learning cycle stages expressed by Maroccoo (2008:27) as follows: 1) Involved, learning that engages students with early knowledge of digging. 2) Responding, activities to respond to the whole challenge of learning provided a lecturer. Students are actively conducting various investigations, observations or simple research activities to answer the questions given in the first stage. 3) Elaboration, students elaborating various findings of individuals and groups and poured in the form of a report. 4) Review, an interim report is reviewed and prepared to deliver results in a class discussion. 5) Present, representatives of the groups presented the results of work, followed the activities of the review, strengthening and development of the material by the lecturer.

Multiliteracy in Learning English language and literature

The threefold language paradigm can be studied more deeply from the statement by some experts, from the time of cesarean which is structured to the deconstruction of a different perspective. Vygotsky (1986) emphasizes the importance of the use of the language associated with the use of the social aspect as a foundation for learning the language itself. Through the concept of the zone of proximal development, this would help professors understand the process of language learning through the exploration of the potential of students and provide facilities so that students can work independently. In addition the lecturer can also design a strategic learning and visible and meaningful collaboration with students in an attempt to get the best results for students. Meanwhile, contemporary theories developed about two in the last decade as expressed by Edelsky (2006), Fairlaugh (1989; 1992), Gee (1992), Kress (2003) are increasingly adding either paradigm language learning in the global era.

Language learning has already elaborated appropriate understanding of language study with all the complexity of the study of the social, cultural, economic, political, as well as the threefold mindset and way of living of the global community. Diversity demands flexibility, dynamic movement, and a more in-depth study and comprehend. However, this flexibility must be balanced with the reinforcement and self awareness as well as the critical review of all existing phenomena, especially in language learning because if there is no balance then personally would lose with the changing times.

Aspects of Multimodal Literacy

Multimodal concepts in education referring to the large number of different types of materials that can be used in learning literacy implies the emergence of the concept of multiliteracy. This concept is a form of awareness of the various ways human to communicate and perform read and write activity as well as the type of material or media for read and write. It implies the vastness of critical analysis should be done to interpret the text.

English language learning practice which includes English language and literature skills should be relevant to the context of the community. Awareness of multiliteracy should be integrated into the learning process. Professors as well as students can benefit from learning a variety of media that are relevant to the context of their lives, while developing critical thinking so that such utilization can provide value to both private students and lecturers.

Understanding of the principles of multimodal became the basis for the development of literacy learning model in the last ten years. As revealed by Vasquez (2003) that is the concept of multimodal "meaning and knowledge are built up through various modalities including images, texts, symbols, and interactions". In other words, the text is understood as all kinds of ways to communicate. Hasset and Curwood (2009) in the journal on multimodal education cite opinion Coiro, Knobel, Lankshear, and Leu as follows "In today's primary classroom, the definition of text has expanded to include multiple modes of representation, with combined elements of visual images, print and design. Research on emergent literacy highlights the imaginative, interpretive, and nonlinear, interactive, dynamic, visual, and the mobile feature of communication.

Understanding of the concept of multimodal this is what makes the concept of multiliteracy was introduced by the New London Group (1996) in the *Pedagogy of Multiliteracy: Designing Social Feature*. Human beings do not only read or write, but they read and write with a particular genre, that involves the purpose of social, cultural and political (Caughlan, 2008). In an attempt to increase the competence of multiliteracy, the use of graphics, images, photos, writings, setting the presentation, gesture, play drama, in the form of print and electronic sources of learning. Although the use of this kind of learning media has often done, but utilization and critical thinking against the elements that exist within each component of the media and the learning model has not performed to its full potential. For example, Facebook's most utilized media students to update status, but have not been much used for learning activities. But almost all the students every day always open their Facebook,

There are four dimensions of learning multiliteracy picture which was introduced by the New London Group (1996). The first, situated practice, illustrating life experiences learners. Second, the overt instruction, which involved a meta language to deconstruct the concept and the way in which the meaning of multimodal constructed. Third, the critical farming of the cultural and social context, which meaning was introduced and is understood as a social and cultural context. Fourth, transformed practice, as an effort to transform the meaning in social and cultural dimensions.

Multiliteracy practices conducted by Graham, Benson, and Fink (2010), based on the aspects of multimodal literacy competencies which include linguistic, visual competency, competencies, competency, gestural audio and spatial competence where students directed to utilize the media film and television performances at events as material analysis. 1) Linguistic competence, concentrates on the analysis of spoken language as in everyday life, both structural, its language, style, character, personality and cultural context of the community in the life of a character. 2) Spatial Competence with regard to the analysis of the use of space and its influence on the figures. 3) Competency focuses on analysis of the gestural action starring the character. 4) Visual Competence with regard to how something can be observed either thing, attitude or goods.

By adopting the practice of multiliteracy done Graham, Benson, and Fink (2010), a study of the model of multiliteracy in introductory literature courses (Introduction to literature) is done in outline, the linguistic competence of college students with regard to critical thinking towards linguistic elements and their relationship against the context of a global society. Spatial competencies related to spatial awareness that can be utilized to better understand the source of the material and innovative work to take advantage of spatial elements. Visual competencies critical response to see how students in observing phenomena that occur around that can be used to source and media lecture (Introduction to Literature). Competence with regard to the audio sensitivity auditive students to observe the oral language audio response or written, for example, in the novel there is a description of these sounds to build atmosphere. Competence of gestural relating to critical analysis while the practical course is put forward gesture, for example, in staging performances of poetry, drama, literary analysis presentation, and so on.

Method

This research uses qualitative descriptive design. According to Bodgan and Taylor in Zainudin (2008:152) that qualitative research is a research procedure that generates descriptive data in the form of the written word or spoken of humans and behavior that can be observed so that the purpose of this study is an understanding of a specific individual and background are intact. So in qualitative studies uncommitted individuals into variables or hypothesis, but individuals are considered independent by involving all aspects of his life. This research is qualitative research that uses descriptive approach interpretative. The data in this study were collected through observation which is equipped with observation, interviews with guidelines based on the guidelines of the interview, the document to see the response of the students, as well as documented through photos and videos. All data are analyzed and then checked it. Validity and reliability research is achieved through a check number, and check this out. Discussion and consultation with the specialist field of language education, literacy experts, as well as expert literature were conducted to obtain accurate data. This research uses qualitative descriptive method because researchers will examine directly, how is multiliteracy aspects of students' English Department lectures which is reflected in multiliteracy competence particular in the courses of Introduction to literature? How

the students' responses against aspects of the competency of the multiliteracy in the lecture introduction to literature?

Location and sample of Research

Research on multiliteracy in learning introduction to literature was conducted with the object of the research was the students' of the English Department in semester III, Muhammadiyah University of Sidoarjo.

The population in the study area is who wants to canvassed by researchers. As according to Sugiyono (2011:80) Population is the generalization of the object/subject who has certain qualities and characteristics set by the researchers to learn and then drawn the conclusion. The above opinion is one reference to the author to determine the population. The population that will be used as research is the student's semester III English language education, Muhammadiyah University of Sidoarjo.

The sample is a part of the population wish to thoroughly by researchers. According to Sugiyono (2011:81) "is part of a number of samples and characteristics shared by the population." So the sample is part of the existing population, so for sampling must use a certain way based by existing considerations. On the basis of the above opinion, the determination of student samples drawn from the third semester, students of English Department with consideration that students learning of Introduction to Literature courses at the third semester with academic year 2018-2019 where they are understood and analyzing a literary work so needs multiliteracy aspects in lectures.

According to Arikunto (2006:112) says that "when the subject is less than a hundred, more well taken all his research as population. But, if the number of subjects large, can be taken between 10-15% or 15-25% or more. " The opinion is appropriate according to Roscoe in Sugiyono (2011:90) "a decent sample size in the study are between 30 to 500 with." Overall population totalling 49 students, then fit the opinion above the number of the sample in this research is 49 students that are students throughout students in the third semester English Department of Universitas Muhammadiyah Sidoarjo.

The collection of data in this study using a method or technique of interviewing, observation and documentation. The data in this study were collected through observation which is equipped with the guidelines of observation, interviews based on the guidelines of the interview, the document to see the response of the students, as well as documented through photos and videos. Then, all data are analyzed and checked. Validity and reliability research achieved through member check, and outsider checks.

The observation is done with the purpose to get the data the application aspects of multiliteracy what is reflected in the multiliteracy competence in the courses of introduction to literature. The interview was conducted to find out the students' response toward aspects of the multiliteracy competency of the courses of introduction to literature. After the process of collecting data from observation, interviews and subsequent documentation of all data is analyzed and then each other in checked. Validity and reliability research is achieved through a member and an outsider checks. Discussion and consultation with the specialist field of language education, literacy experts, as well as expert literature were conducted to obtain accurate data. The validity

of the data in the multiliteracy research in this literary introduction learning is accomplished by triangulation theory, it means that researchers use a variety of perspective theory in planning for research or to interpret the data.

The validity of the data (the findings) is that each state must meet: (1) demonstration of the true value; (2) the availability of the based so that it can be applied; (3) the possibility of decisions that can be made about the consistency of the procedure and the impartiality of the findings and decisions (Moleong, 2008:320). Checking the validity of the findings does with criteria degrees of belief (credibility) that serves to: (1) implement the inquiry such that the confidence level of the discovery can be achieved; (2) demonstrates the degree of trust the results of the discovery by way of proof on the fact of double that is being explored (Moleong, 2008:324).

Findings and Discussion

Different types of text are utilized as the source or material, lecture Introduction to Literature. This is in accordance with the concept of multiliteracy that can be used in a variety of models of learning. The genre of the text is very important for material analysis, especially with the growing knowledge and technology, the text that was meant only as a printed text has now increased its kind. For example, text in electronic form as an online newspaper, e-books, journal articles from the internet, the text in the film, the novel online, video, film, and so on.

Competencies developed as seen from the descriptions of these courses, namely competency competency, spatial, visual and gestural competence. The competence of the visual look of the diverse written texts such as novels and poems, which are exploited by using the Visual ability of students. Competence of gestural looks from making products of creativity as the effects of the activities of the then presented as a reading assignment. Spatial competence where students can make use of the means and the media around i.e. various types of text that is relevant to your life right now and how to also take advantage of diverse texts.

From the description of the standardization of the curriculum looks that courses Introduction to Literature students demanding to engage actively with a wide variety of genres also takes advantage of the existing text. The text of the fiction, nonfiction/scientific texts made a variety of media in a lecture. Methods lectures ranged from learning in the classroom, assignments, practice/exercises, and group discussions. The practice is performed either in groups or individuals. There's even a library, literary studies, i.e. visits to the library accessible by students to make a critical study of how utilization of libraries visited.

On any work of literature reading skills, the student is obligated to do as well as presenting a paper to read. For critical reading skills of a work of literature (literary criticism), the skills taught creates criticism of a certain literary novels/poetry/drama. Scientific articles from journals, movies and e-books are very important overpowered the students and be a source of strong references after the book. The student then writes a critical review (literary criticism) against the source are read in accordance with the procedure of literary criticism and theory.

In such activities seemed to grasp the linguistic competence towards literary texts take precedence. Visual competence, of course, also because reading utilizes related to the utilization of visual media such as text. Competence of gestural also many developed through presentations and class discussions. On critical reading skills (literary criticism), and creative presentation is done in order that the results of the study the critical reading and creativity can be assessed by other students. The students presented the product creative technology in the form of program for alternative media learning that can be applied in school or college. In this audio visual competence more evident because the students use the audio visual media namely film. From such activities, may be seen to mirror the learning of multiliteracy applied in the lecture Introduction to Literature.

Task in the critical reading (literary criticism) i.e. the critical analysis of literary works in the form of scientific articles. The task of these activities in the form of individual tasks so that each student has to make a critical study (literary criticism). The interesting thing about student assignments are made into a collection of literary critical studies reports in book form.

The situation in practice the concept of learning multiliteracy is a form of meaningful practices of the community of learners. With the practice of learning encourages the creation of this situation, the expected learners more aware of the role and functions of each in the context of a life so better able to deliver benefits to the community. In the lecture Introduction to Literature students are given the opportunity to think critically and also creative. In the lecture Introduction to Literature, practice situation reflected in the practice of analysis of discourse with the discourse of social life (literary criticism). By understanding the phenomenon of discourse, then understanding of socio-cultural, political change, the transformation of the public, and respect for personal rights will be more favorable to good use. This has been the purpose of education is to form the student character noble, intelligent, and helpful.

Open learning in the context of the education multiliteracy emphasis on the learner as a subject of instruction. In this context the student is given the opportunity to the existence of active and progressive in responding to all phenomena. When necessary, the lecture is conducted on a regular basis in order to be a team there is a good collaboration between the academic climate is created so that lecturers and discussion are useful for the development of scientific knowledge. In this situation the lecture Introduction to Literature seem that giving students the opportunity is already done. Students can explore the skills and knowledge that are owned for the benefit of the lecture.

Reflection on critical thinking is reflected in the method of course are implemented. Professors not only lectures and gives the concept without any critical thinking. The introduction of the concept by philosophical way of thinking is very important to build students ' critical thinking. Selection and utilization of multiliteracy actually mean the opposite of critical thinking against the potential of these means. In the lecture Introduction to Literature, there kinds of critical reading (literary criticism). Students are directed to critical in responding to the ideas expressed by the author.

Meanwhile, literary criticism also allows students to critically examine the discourse that is circulating in the community other than the intrinsic elements of extrinsic elements and that work.

Transformative practices with regard to the ability of reinventing the concept of learning outcomes and adapt to the goal will be achieved. Students learn about concepts in lecture Introduction to Literature, but these students with the concept of reinventing new understanding are tailored to their learning objectives. For example, in literary criticism, students understand the reading of later reading created a new understanding that implemented in the creation of a change of behavior.

So that it can be understood as a practice of transformative conducted by students in terms of understanding the literary novel and then understand the moral values of the novel. This understanding encourages students to design changes the behavior for the cultivation of the values of good character.

Conclusion

Conclusions in the study are as follows. First, the aspect of multiliteracy on the lecture Introduction to Literature reflected incompetence multiliteracy tend to be developed is the competence of linguistic, visual, audiovisual, spatial and more development. Secondly, the response of the students related to competency development multiliteracy in the lecture Introduction to Literature shows a positive thing where students and professors have leveraged existing multiliteracy means which are reflected from the selection of methods lectures, media utilization, and development of an assessment system. In the meantime the students assess a lecture outline already provides benefits and meaningfulness in life student development can be done with more maximum

Suggestion

Researchers hope that this research can contribute as a reference for further research, especially in English teaching language and literature with different material.

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