

Multitext Learning: Efforts to Improve Literacy Students in Indonesia



Pembelajaran Multitexts: Upaya Meningkatkan Literasi Siswa di Indonesia

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e-ISSN: 2723-6234

p-ISSN: 2723-6226

Indonesian Journal of Librarianship Vol. 2 No. 1, June (2021): pp. 31-40

Submitted: March 01 2021;

Accepted: July 20 2021;

Revised: June 28 2021;

Online Publication: August 11 2021;

How to Cite: Darmiyanti, A., Taufik, M., (2021). *Multitext Learning: Efforts to Improve Literacy Students in Indonesia*. *Indonesian Journal of Librarianship*. 2 (1), pp. 31-40. DOI: <https://doi.org/10.33701/ijolib.v1i2.1422>

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Publisher

Library Department of Governance Institute of Home Affairs (IPDN) Jatinangor Collaboration with The Development of Reading Interest Penitentiary (GPMB) National Library of The Republic of Indonesia

Editorial Office

Jalan Ir. Soekarno KM 20 Jatinangor, Sumedang Regency, West Java, Indonesia (45363)

Website: <http://ejournal.ipdn.ac.id/ijolib>

e-mail: library@ipdn.ac.id, ijolib@ipdn.ac.id

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Abstract

Problem Statement: Development of literacy lists reading as the main literacy skill in the 21st century. Although society in general especially students are no longer illiterate, reading interest and reading literacy skills in Indonesia, based on PISA, OCED, and UNESCO, are still relatively low in terms of multi text study. For this reason, multi text-based learning is needed for improving the students' literacy. **Purpose:** This study aims to describe how multi-text learning is taught to students to increase their interest in reading and literacy. **Method:** This research uses a qualitative research with literature study method. Data sources of this research are reference books and scientific journal articles that have relevance to the research. **Results:** Multi-literacy learning or also known as multiliteracy is one of the learning designs used in the context of 2013 curriculum. This concept is designed to meet the skills needed in the 21st century. Multiliteracy learning is created to connect 4 multiliteracy skills (reading, writing, spoken language, and, using IT). The stages of multi-text literacy learning cycle are as follows: 1) involving; 2) responding; 3) elaborating; 4) reviewing; 5) presenting. **Conclusion:** Multitext learning is still barely taught to students in Indonesia. Only 30% of students have multitext reading knowledge and skills. In fact, multitext learning can be used as an alternative solution to increase reading ability and interest. Multi-text learning needs to be supported by teacher's skills namely creating interesting and adequate multitext materials and ensuring decent reading sources according to its age of reader, as well as for parents, they have to be able to advise their children to choose multitext as the reading sources.

Keywords: Literacy; Multitext Learning; Reading

Abstrak

Latar Belakang: Perkembangan literasi masih menempatkan membaca sebagai keterampilan utama literasi sebagai keterampilan abad 21. Kendati para pelajar dan masyarakat pada umumnya sudah tidak lagi buta aksara, namun minat membaca dan kemampuan literasi membaca di Indonesia berdasarkan PISA, OCED, dan UNESCO masih terbilang rendah terutama jika dihadapkan pada kajian multiteks. Untuk itu diperlukan pembelajaran berbasis multiteks bagi para siswa untuk meningkatkan kualitas literasi. **Tujuan:** Penelitian ini bertujuan mendeskripsikan bagaimana pembelajaran multiteks diajarkan kepada siswa sehingga mampu meningkatkan minat baca dan literasi siswa. **Metode:** Penelitian ini merupakan penelitian kualitatif dengan metode studi pustaka. Sumber data penelitian berupa buku-buku referensi dan artikel-artikel jurnal ilmiah yang memiliki relevansi dengan penelitian. **Hasil:** Pembelajaran multiteks atau dikenal juga dengan multiliterasi merupakan salah satu desain pembelajaran yang digunakan dalam konteks kurikulum 2013. Konsep ini dirancang untuk menjawab kebutuhan keterampilan yang diperlukan di abad 21. Pembelajaran multiliterasi didesain untuk mampu menghubungkan 4 keterampilan multiliterasi (membaca, menulis, berbahasa lisan, dan ber-IT). Tahapan siklus pembelajaran literasi dengan multiteks antara lain: 1) melibatkan; 2) merespon; 3) elaborasi; 4) meninjau ulang; 5) mempresentasikan. **Kesimpulan:** Pembelajaran multiteks masih sangat minim diajarkan kepada para siswa di Indonesia. Hanya 30% siswa yang memiliki pengetahuan dan keterampilan membaca multiteks. Pembelajaran multiteks dapat dijadikan solusi alternatif menumbuhkan kemampuan dan minat baca. Pembelajaran multiteks ini perlu ditunjang oleh kemahiran

guru dalam membuat multiteks yang menarik dan bermutu, keterjaminan sumber bacaan yang berkualitas dan sesuai dengan usia pembaca, serta peran orang tua yang harus mampu mengarahkan anak-anak memilih sumber bacaan sebagai multiteks

Keywords: Literasi; Pembelajaran Multiteks; Membaca

I. INTRODUCTION

Background. Literacy is a skill or competency needed for students to be able to compete in the era of 21st century disruption (Sulistiyarini & Sabirin, 2020). Literacy generally refers to reading and writing effectively in various contexts (Haas et al., 2013). Another definition put forward by Frankel et al. is literacy as the process of using reading, writing, and spoken language to extract, construct, integrate, and critique meaning through interaction and engagement with multimodal texts in the context of practical social situations (Frankel et al., 2016).

Although currently the definition of literacy has developed widely and is more defined as the ability to use technology to gather and communicate information (Sulaiman et al., 2020), the fact is that literacy cannot be separated from reading skills as the foundation of literacy in the 21st century (Redhana, 2019). Experts agree that reading literacy is a condition sine quanon (absolute prerequisite) for every human being who wants to make progress (Tahmidaten & Krismanto, 2020). Even reading is still the main indicator of the literacy index, including in Indonesia (Wijayanti, 2020).

Problem. Currently what is happening among students or society in Indonesia is that they are no longer illiterate and have good reading skills. But their reading interest is very low, especially with multitext. What are the causes? One of them is that these days students in Indonesia are only accustomed to dealing with single texts at school, namely the text which consists of a series of paragraphs. Our students will find it difficult to deal with texts of various genres in multimedia packaging. Students who are only accustomed to reading as "a way of re-encoding orthographic symbols silently or aloud" will be "overwhelmed" with complex texts offered by the PISA test or measurement of reading interest and literacy (Ibrahim, 2017). It is known that a series of tests on competence and interest in reading always use multitext as an assessment instrument. So it is not surprising that the results concluded that the reading interest of Indonesian society is very concerning. Based on the description above, the research problem is how to increase reading interest through multitext learning.

Previous Literature Review. The 2018 Indonesian PISA Study reports that the reading ability of Indonesian children is ranked 6th from below or rank 74. UNESCO in 2017 released data that reading interest in Indonesia was very low at 0.001%. This means that out of 1,000 Indonesian, only 1 person is an avid reader. In fact, in terms of infrastructure assessment to support reading, Indonesia's ranking is above European countries (Devega, 2017). Another study by the Progress in International Reading Literacy Study (PIRLS) and Early Grade Reading Assessment (EGRA) (Mullis & Martin, 2017) turned out to show data that was not much different from PISA.

Research by Wisianto & Subyantoro (2015) describes only 30% of students have knowledge and skills in reading multitext. Problems related to knowledge and skills in reading texts are; 1) students are less skilled in reading a text, 2) students are still not paying attention to the main point of reading, 3) students get bored quickly with long reading texts,

and 4) students are still not careful in reading, and 5) After reading, students have difficulty in finding the conclusion.

State of The Art. Several previous studies have shown the low reading interest of Indonesian society, however, we try to present the latest data released by the Head of the National Library (Perpusnas) Muhammad Syarif Bando. The latest data reveals that the results of the Reading Love Index Study conducted by the National Library of Indonesia in 2020 showed that Indonesia's reading interest was at 55.74 or moderate point. This study was conducted by the National Library of Indonesia involving 10,200 respondents in 34 provinces to measure reading frequency, reading duration, and a number of books read. This study result is certainly encouraging, but from the 4 indexes measured, on the skill dimension, the Indonesian are quite good. However, in the other 3 dimensions such as access, alternatives, and culture, Indonesian society still needs further encouragement to be better (Solihin et al., 2019).

This study illustrates that the people's reading ability is in a good category, in the sense that most people are no longer illiterate. However, this study does not describe the condition of Indonesian people's reading habits and interests. Today's generation is a smart reading generation and familiar with the technology. The problem is that they are more familiar with the technology that provides online games and social media which is sometimes less educational. Reading activity also feels heavier and less interesting (Wicaksono et al., 2020). So do not be surprised if students have difficulty when faced with reading multitext. This is supported by the fact that students' reading interest is low according to PISA, OECD, and UNESCO assessments (Wahyuni, 2015).

Multitext learning can be used as an alternative solution to increase reading ability and interest. Kinanti in his research shows that multitext can be an alternative solution to develop a reading culture that must be supported from other sides such as the teacher's skill in making interesting and adequate multitext materials, ensuring decent reading sources according to its age of reader, and for parents, they have to be able to advise their children to choose multitext as the reading sources (Kinanti, 2020).

Destination. This study focuses on efforts to improve students' literacy through multi-text-based learning. The purpose of the research is to describe how multitext learning is delivered/given to students to increase students' reading interest and literacy.:

II. METHODS

This research is a qualitative research with library research method (Creswell, 2014). Data sources are in the form of reference books and scientific journal articles that have relevance to the research to be appointed. In this research, the series of activities are related to collecting library data, reading and taking notes, then processing the appropriate and necessary information to answer the formulation of the problem to be solved (Sugiyono, 2016). The procedures which were carried out in this library study research include: 1) exploring general ideas about research, 2) finding information that supports the research topic, 3) confirming the research focus and organizing appropriate materials, 4) Finding data sources in the form of main library sources, namely books and scientific journal articles (Moleong, 2018).

III. RESULTS AND DISCUSSION

Literacy in Indonesia. Literacy generally refers to reading and writing effectively in a variety of contexts. In the 21st century, the definition of literacy increasingly reflects the ability to use technology to gather and communicate information. The International Reading Association (IRA) in 2009 stated that the literacy used by students today is much different from those of their parents or even students from just a decade ago. The IRA reports that in

order for society to become fully literate today, students must become proficient in technological literacy in the 21st century (Pilgrim, Jodi, Martinez, 2011).

There are four levels of literacy, namely: performative, functional, informational, and epistemic. People whose literacy level is at the performative level, are able to read and write, and also speak with the symbols used (language). At the functional level, people are expected to be able to use language to fulfill their daily lives, such as reading manuals. At the informational level, people are expected to be able to access knowledge through language. Meanwhile, at the epistemic level, people can transform knowledge in the language (Nurchasanah & H.S., 2016).

The reading interest of the Indonesian people, including our students, is still low. Our society prefers oral or spoken culture. We are not yet a society book readers. This condition is different from the countries around us which have made reading a routine activity every day. This condition certainly triggers the low reading ability of our society (Apriani, 2016).

The low reading ability of the people as described in the studies described above is caused by low reading habits, and the low reading habits are caused by the people's low interest in reading. There are many aspects that cause the low interest in reading in the community. First, the cause of the low interest in reading is the family environment and surroundings that do not support reading habits. Second, the low interest in reading is caused by the low purchasing power of people's books related to the low level of the economy and the low awareness of the importance of books. Third, the low reading interest of the community, including our students, is caused by the lack of a library with adequate conditions. Fourth, the cause of the low interest in reading is the negative impact of the development of electronic media. Fifth, The cause of the low reading interest of Indonesian students is because the general learning model has not made students have to read. Sixth, the cause of the low interest and reading ability of students is because the reading learning system is not right (List & Alexander, 2020).

Multitext Learning. Multitext is an adaptation of multiple sources, namely reading material from various sources such as magazines, newspapers, the internet, and textbooks that have differences in content, type of text and language, but have the same topic. Aside from increasing reading interest, multitext can also improve students' reading skills. Various reading texts have many advantages compared to using a particular one reading text. It can also be related to the concept of schemata or the reader's prior knowledge. Reading materials must be varied to increase the schemata / initial knowledge of the reader. The wider the reader's schemata, the easier it will be to understand the contents of the reading. The reader's experience related to the content of the reading can determine the level of understanding in reading (Perry et al., 2007).

Multitext Learning; Efforts to Improve Reading Literacy. In the previous section, it was explained that the cause of the low interest and reading ability of students was due to an inappropriate reading learning system (Nuswantara, 2018). Then what is the reason of the increase in the literacy index to read is slower than science and mathematics; also compared to the reading progress of students from other nations taking the Program for International Students Assessment (PISA) test? The reading text in the PISA test is multitext and computer-based. It's more complex. The content and structure of the text have various genres of discourse which consist of combining words, sentences, graphics, maps, and diagrams formed in cross-text links with cross-reference tactics. To dive into the depth of multitext meaning like this, at least two important skills are needed: (1) skillful in capturing the meaning presented in paragraphs; and (2) the speed of packing the meaning links between texts, between texts and graphics, between texts and symbols, and the meaning relations between graphics (Causarano, 2013).

So far, Indonesian children or students are accustomed to dealing with single texts at school, namely texts which consist of only a series of paragraphs. As a result, our students will have tremendous difficulty dealing with texts of various genres in multimedia packaging. Students who are only used to reading as "a way of re-encoding orthographic symbols silently or aloud" will be "overwhelmed" in dealing with complex texts presented by the PISA test (Yustika & Iswati, 2020).

Based on this study, it is important to teach children multitext-based learning. Using multiple texts in one unit has a significant benefit: students are introduced to multiple perspectives on a topic rather than being limited to a single view presented in a single text. Children can learn a variety of perspectives also broaden science, human interaction, or broad issues such as preserving the environment and discrimination in society including multiple interpretations of events, diverse perspectives for social discussion, political and economic issues. These diverse perspectives lead students to consider these questions (Robb, 2019):

- a. What really happened?
- b. Are there any other solutions offered?
- c. What do primary sources say?
- d. Did the author change events and why?
- e. Did the author omit some events? Why?
- f. What is the author's agenda?
- g. Why are special decisions made?
- h. Has anyone else suggested a different way of dealing with the problem?
- i. Why was the alternative solution abandoned?
- j. How do past decisions/discoveries/affect our lives today?

Then how to teach or familiarize children with multitext? This is the core of the discussion in this research. Solutions to overcome low interest and reading skills are (1) getting children to read from an early age, (2) providing interesting books/reading materials, (3) creating an environment that supports reading habits, (4) improving the appearance of the library to make it attractive, (5) developing a learning model for reading that is fun, varied, and educational. These efforts must be continuously improved, so that we become members of a literate society whose scientific horizons are open (Bacon, 2017).

Multitext is recommended. After all, it is a relatively easy alternative for teachers and students to find good and varied reading material because it can be taken from various sources around it. Teachers and students don't need to "hassle" looking for books that are relatively more expensive than looking from other sources (Andresen et al., 2019).

Multi-literacy learning or also known as multiliteracy is one of the learning designs used in the context of the 2013 curriculum (Khair, 2018). This concept is designed to meet the skills needs needed in the 21st century. Multiliterate learning is designed to be able to connect 4 multiliteracy skills (reading, writing, spoken language, and speaking). using IT) with 10 learning competencies specifically for the 21st century. The ten competencies are Binkley, et al, in Abidin, (2015, p. 229), namely: (1) creativity and innovation, (2) critical thinking, problem-solving, and decision making, (3) metacognition, (4) communication, (5) collaboration, (6) information literacy, (7) information and communication technology literacy, (8) citizenship attitude, (9) life and career, and (10) personal and social responsibility, including awareness of competence and culture (Lasito, 2014).

Multiliterate or multitext learning is learning that is developed based on scientific work. Therefore, one of the components in multiliteracy learning is the learning cycle or the meaning formation cycle. This cycle is a guide for the implementation of literacy learning in the classroom. The stages of the literacy learning cycle with multitext proposed are as follows (Boche & Benjamin, 2014):

a. Engaging

At this stage, the teacher needs to involve students in learning by generating schemas or initial knowledge that students already have. The next activity is that students are invited to relate the topic to be discussed with students so that students feel that learning the topic is important for them. The third activity carried out by the teacher at this stage is asking students under the guidance of the teacher to ask various key questions that will be sought at a later stage through various critical questions. To prepare students for the next step, the teacher must also describe the learning activities that will be carried out by students, as well as the achievement of activities that students need to do at each stage of the learning activities.

b. Responding

In this phase, students react individually to all stages of learning determined by the teacher. Students actively start various simple investigations, observations, or research related to the questions they asked in the first stage. In this phase, students can use school facilities, libraries, or learning media provided by the teacher to provide temporary answers to questions posed.

c. Elaborating

In this phase, students and their friends work on various individual results in their groups. In collaboration with this elaboration activity, multiliteracy learning can be combined with the jigsaw type of cooperative learning model. The elaboration process should generate general ideas by which questions can be answered. The results of this elaboration activity are included in a group report that must be owned by all group members.

d. Reviewing

At this point, the draft group report is checked for accuracy. The verification process can be carried out by reviewing individual data, verifying source validity, and verifying the accuracy of the results. If the accuracy of all content has been confirmed, the group will appoint a representative to present the work and other students will be ready to record the results of class discussions, revise the results or results of class input, as well as the team responsible for maintaining or accountability for the contents of the report

e. Presenting

In this phase, group representatives present their work in front of the class. The presentation was followed by a class discussion and ended with teacher review, reinforcement, and material development.

IV. CONCLUSION

The increase in the reading literacy index of Indonesian students is slower than that of science and mathematics; also compared to the reading progress of students of other nationalities who are participants in the Program for International Students Assessment (PISA) test. The triggers include: First, the reading text in the PISA test is multitext and computer-based. It's very complex. The content and structure of the text have various genres of discourse which consist of combining words, sentences, graphics, maps, and diagrams formed in cross-text links with cross-reference tactics. To dive into the depth of multitext meaning like this, at least two important skills are needed: (1) well capturing the meaning presented in paragraphs; and (2) the speed of packing the meaning links between texts, between texts and graphics, between texts and symbols, and the meaning relations between graphics. Multitext learning is still barely taught to students in Indonesia. Only 30% of students have multitext reading knowledge and skills. In fact, multitext learning can be used as an alternative solution to increase reading ability and interest. This multitext learning

needs to be supported by teacher's skills namely creating interesting and adequate multitext materials and ensuring decent reading sources according to its age of reader, as well as for parents, they have to be able to advise their children to choose multitext as the reading sources.

V. ACKNOWLEDGMENT

The authors would like to thank University of Singaperbangsa Karawang and all parties who have supported this research.

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