Oral Language Skills of Elementary School Students to Support Multiliteracy Learning in the Digital Era

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Abstrak

Keterampilan berbahasa lisan siswa sangat penting di era digital, teknologi dan komunikasi berkembang pesat dengan menghadirkan konten bahasa lisan yang digemari siswa. Pembelajaran multiliterasi mengacu pada aspek multikonteks, artinya pembelajaran menggunakan berbagai konteks atau topik yang luas. Pada aspek multimedia, pembelajaran multiliterasi menggunakan berbagai media. Penelitian ini menggunakan desain studi kasus dengan tujuan untuk mengeksplorasi keterampilan bahasa lisan siswa sekolah dasar di era digital untuk mendukung pembelajaran multiliterasi. Data dalam penelitian dikumpulkan melalui beberapa teknik pengumpulan berupa angket, observasi dan wawancara. Data penelitian ini dianalisis menggunakan pendekatan kualitatif dengan teknik analisis tematik. Hasil penelitian menunjukkan bahwa kemampuan berbahasa lisan siswa di era digital ini masih sebatas pada keterampilan berbicara non formal. Konten berbicara berasal dari tayangan yang ditonton yaitu drama pendek, nasehat, video review makanan, konten hiburan lainnya. Jenis teks yang digunakan dalam pembelajaran bahasa lisan hanya berupa teks cetak, yang mana dalam kehidupan sehari-hari siswa sering menonton konten-konten di media sosial seperti WhatsApp, Tiktok, snackvideo dan YouTube. Siswa lebih menyukai video yang pendek dan menarik, dengan sedikit aktivitas yang melibatkan keterampilan berpikir. Kegiatan menyimak dan berbicara melalui sumber-sumber tersebut dapat dimasukkan dalam pembelajaran sesuai konteks multiliterasi sehingga lebih bermakna bagi siswa.

Kata Kunci: Keterampilan Berbahasa Lisan, Pembelajaran Sekolah Dasar, Multiliterasi

Abstract

Students' oral language skills are very important in the digital era, and technology and communication have developed rapidly by presenting spoken language content that is popular with students. Multiliteracy learning refers to the multicontext aspect, which means learning uses various contexts or broad topics. In the multimedia aspect, multiliteracy learning uses various media. This research uses a case study design with the aim of exploring the oral language skills of elementary school students in the digital era to support multiliteracy learning. The data in the research was collected through several collection techniques in the form of questionnaires, observations and interviews. The data of this study were analysed using a qualitative approach with thematic analysis techniques. The research results show that students' oral language skills in this digital era are still limited to non-formal speaking skills. Talking content comes from shows that are watched, namely short dramas, advice, food review videos, other entertainment content. The type of text used in oral language learning is only printed text, which in their daily lives students often watch content on social media such as WhatsApp, Tiktok, snackvideo and YouTube. Students prefer short, interesting videos, with a few activities that involve thinking skills. Listening and speaking activities through these sources can be included in learning according to a multiliteracy context so that it is more meaningful for students.

Keywords: Oral Languange Skills, Primary Education Learning, Multiliteracy

1. INTRODUCTION

Over time, literacy learning has evolved into multiliteracy learning. In language learning, language multiliteracy is the ability to speak with context, culture, and media (Rahman et al., 2022; Rasi et al., 2019). The basic form of language multiliteracy is the four language skills, namely reading, writing, speaking, and listening skills. In the application of the four skills, they are combined with the skills of using information and communication technology. Regarding the content, the four language skills will relate to various disciplines and various cultures. The application of multiliteracy is six literacies consisting of reading

and writing literacy, numeracy literacy, science literacy, digital literacy, financial literacy, and cultural literacy (Ilomäki et al., 2016; Zheng et al., 2017). The six literacies are also called multiliteracies. Multiliteracy is a new paradigm in education, especially in literacy learning. Literacy learning has a big impact on the emergence of the concept of multiliteracy (Arwita et al., 2022; Iskandar et al., 2022).

Multiliteracy learning refers to the multicontext aspect which means that learning uses a wide range of contexts or topics. In multimedia aspect, multiliteracy learning uses many and diverse media. In the multicultural aspect, multiliteracy-based learning refers to the cultural aspect (Arwita et al., 2022; Imran et al., 2011). After the era of modern information technology, new technologies enter every aspect of communication and literacy. Written language is no longer the main communication tool but only one of many ways to communicate (Langum & Sullivan, 2020; Moats, 2019). In multiliteracy learning, students not only learn to listen and speak from texts read by teachers but also from other media that display images, graphics, audio, video, and other interactive media. In the speaking aspect, students are not only trained to understand and convey information, but also to criticise the content of listening activities. This is in accordance with the expectations of the independent curriculum for Indonesian language learning, which is expected to help students have the ability to speak with various multimodal texts (oral, written, visual, audio, audiovisual) for various purposes (genres) and learning contexts (Çetin, 2018; Kaufmann, 2018).

The utilisation of interactive digital media is one of the stimulations that really helps learners in the current era. Interactive media is an audio-visual media that is expected to improve children's language skills (Husna & Fajar, 2022; Praheto et al., 2020). This media can improve vocabulary knowledge, phonation and children's ability to understand colours, numbers and discourse/text. In primary school-age children, language acquisition and language use are still developing to reach perfection. Parents, teachers, and people in the surrounding environment are very instrumental in guiding and always providing input to achieve perfection in language acquisition and use (Addi-Raccah et al., 2017; Soriano et al., 2020). When students are directly involved in all types and forms of language input, it means that students are directly and indirectly experiencing the process of language acquisition, both skills, or aspects of vocabulary, grammar, sound systems (Al-Sobhi, 2019; Fitriyani et al., 2019).

Students have a lot of access to information or audio-visual content through their gadgets. In this digital era, the majority of students watch content from various social media platforms such as youtube, instagram, tik tok, and snackvideo. The content displayed is in the form of audio, a little writing, and interesting visualisation. Several studies have examined the use of certain platforms in students' language development. Students find it easier to learn and improve their language skills, such as speaking, listening, grammar, pronunciation, and vocabulary development, by using YouTube media (Nasution, 2019; Samerkhanova & Imzharova, 2018). Apart from YouTube media, it turns out that online games can also affect the language acquisition of children aged 9-11 years. The language that students acquire and know is often used to communicate in everyday life. Other research shows that students are very enthusiastic and feel happy with learning using digital musical storytelling (Winarni et al., 2022; Yunita Anindya et al., 2019). In addition, there is an increase in students' enthusiasm in participating in classroom learning using audio music and video. Digital storytelling media can help improve students' language skills (Basyoni et al., 2020; Reidelbach et al., 2021; Samerkhanova & Imzharova, 2018). Then, another study shows, through Instagram media, students show a good response to the use of Instagram as a language learning media (Andikha & Ambalegin, 2022). The interview results show that every day students in the elementary school access social media such as youtube, instagram, tik tok, and snackvideo. Students spend at least one hour watching audio-visual content on

these media through gadgets. The support of Chromebook facilities can be used as a media stimulus for students' oral language skills.

Based on the findings of the previous research, it is understood that digital-based media can influence students' language development. In each day, students can be sure to access various social media platforms for more than 1 hour. This indirectly affects students' language skills, especially oral language skills (Jawas, 2019; Made et al., 2022). This research will explain the extent of oral language skills of elementary school students in the digital era to support multiliteracy learning in elementary schools. Based on the previous explanation, the researcher aims to analyze the oral language skills of primary school students in the digital era to support multiliteracy learning. The novelty of this study helps students to have language skills with various multimodal texts (oral, written, visual, audio, and audiovisual) for various purposes (genres) and contexts. The ultimate goal of multiliteracies learning for primary school students is to provide students with the skills necessary to function effectively in an increasingly complex and diverse society in terms of communication, understanding and participation.

2. METHODS

This research uses a case study design. This strategy was chosen because researchers want to explore speaking skills with regard to how or why and researchers have little opportunity to control the events to be investigated, and the focus of the research lies on contemporary phenomena (present) in the context of real life (Othman et al., 2020; Yin, 2014). This research was conducted at SDN 2 Kates, Kauman Sub-district, Tulungagung Regency with 26 fourth grade students as data sources. Data in case study research is collected through several collection techniques in the form of questionnaires, observations and interviews. The first data collection technique is a questionnaire. Furthermore, to support the questionnaire results, researchers also gave questionnaires to student guardians to confirm the intensity of students accessing social media. The third data collection technique is interviews. The sources of this interview are fourth grade students and fourth grade teachers. Interviews with students will be conducted informally through open-ended questions then the researcher records the participants' answers. The data of this study were analysed using a qualitative approach with thematic analysis techniques. Thematic analysis is a data analysis technique carried out by looking at and finding themes and categories obtained in the data that has been coded first. The stages of data analysis in this study are (1) preparing raw data; (2) reading the entire data; (3) coding the data; (4) connecting the coding results; (5) interpreting the coding results (Onwuegbuzie et al., 2012).

3. RESULTS AND DISCUSSION

Results

One part of multiliteracy is digital literacy. This digital literacy will support students in multiliteracy learning, especially in learning oral language skills. Based on the results of questionnaires and interviews with students, the results is show in Table 1.

Table 1. Indicators of Digital Literacy Competence

No.	Competency Indicator	Achievement	Description
1	Internet Search	71%	Good
2	Use of Directional Guidance	29%	Less
3	Information Content Evaluation	10%	Less
4	Knowledge Building	15%	Less

Base on Table 1 in the indicator of internet usage in elementary schools, students are able to access the internet. Students know the internet through smartphone devices owned at home. Applications that are often accessed are youtube, WhatsApp, tik tok, snackvideo and youtube. Only a few students access the internet, namely Google for learning resources. Meanwhile, in using chromebooks, internet access that has been explored is learning material on YouTube. In one school year, students are rarely invited to use chromebooks to access the internet. Of the four indicators of digital literacy competence, three indicators that are still in the insufficient category can be trained through chromebook devices at school. Students are expected to not only practice these skills at home through smartphones but also be given the opportunity to develop these skills through teacher guidance using existing facilities. Furthermore, through their smartphones, students often access content on social media. The activity of watching the content certainly involves the senses of hearing and vision. The type of applications accessed by students is show in Table 2.

Table 2. Applications Accessed By Students

No.	Application Name	Percentage
1	Tik tok	62%
2	Youtube	26%
3	Snackvideo	10%
4	Instagram	2%

Base on Table 2, students recounted the content of the shows at school during recess or class time. The types of shows viewed are short dramas, words of advice, food review videos, other content that is entertainment in nature. The content that students see will be told to their friends in non-formal situations. If they are asked to speak in public, they tend to keep quiet and smile. However, if they are asked to talk quietly (whispering) with their friends. They will talk to their friends or people around them. Students also easily comment on everything in non-formal situations, but if asked to make comments in public, only a few students can express them. In accordance with this, it can be stated that the speaking ability possessed by our students is non-formal speaking ability.

In formal situations, students who have poor speaking skills. This is evidenced by the presence of some students who are still hesitant and not confident in speaking. This is also caused by teachers who have not been optimal in using appropriate and fun learning models in the learning process, this is because teachers tend to use conventional learning in the learning process and when practising oral language skills. From the day of the interview, it can be seen that firstly the lack of students' activeness to want to speak in the learning process due to uninteresting learning content. Students tend to favour audio-visual texts that involve the senses of sight and hearing. Secondly, some students' speaking is less fluent and less comprehensible. Thirdly, students' voices when speaking are very quiet and unclear. And finally, students are more silent and do the tasks given by the teacher in learning oral language skills.

In Indonesian language learning, there are still many students who are less able to convey their ideas and ideas through oral communication in formal situations. This is because students do not have a diverse vocabulary so that students become less confident in speaking. In the learning process students tend to be passive and show the impression of being shy and incapable. Speaking skills need to be stimulated by teachers by using learning models that involve more speaking skills, and of course using media so that learning can be delivered more efficiently and can stimulate children's oral speaking skills. Through mastering speaking skills, students will be able to express their thoughts and feelings intelligently according to the context and situation when speaking. The learning of oral language skills

that teachers do is conveying speaking theories. For example, in learning speech material, students are treated to types of speeches, there are narrative speeches, argumentation speeches, description speeches, and persuasion speeches. The steps of making a speech, determining the topic, finding supporting materials, preparing the script, and the methods of making a speech, namely the text method, memorising method. This cannot help students to do and practice in practising oral speaking.

Speaking skills can only be acquired by practice and lots of practice. Speaking is a behaviour that must be learned first, then it can be mastered well. Students who have poor speaking skills can be caused by lack of practice in speaking well and correctly, as well as the lack of interaction that occurs between students. In everyday life students always do and are faced with speaking activities, but speaking in formal situations is different from speaking in informal situations. This is not easy because in formal situations it often causes nervousness so that the ideas expressed become irregular. Irregular language causes the information conveyed to be less effective and listeners find it difficult to understand the contents of the conversation precisely. For example, when students are asked to speak in front of the class to perform a drama or express their opinions, students often feel nervous and have difficulty in speaking in public. This can certainly hinder the student learning process, and affect learning outcomes.

The expected speaking skill from learning at school is for students to be skilled in speaking. The expected speaking skill is the ability to express opinions, ideas, thoughts, or feelings in public in good and correct Indonesian. The ability to speak in all situations is what most Indonesians do not have. To convey an idea, opinion, or explain a problem in public, not everyone is able to do it well. In order for the ability to speak to be owned by Indonesian language learners, it requires a sufficient training process. Speaking ability is not a genetic ability that is inherited from generation to generation and can be obtained from practising well.

Discussion

Oral language skills consist of listening and speaking skills. Listening and speaking skills are closely related and reciprocal. In everyday life, listeners and speakers can switch roles spontaneously, namely from listeners to speakers and from speakers to listeners. Much of the understanding of speaking skills is gained through active participation in various communication activities (Georgieva, 2019; Hanifa, 2018). Speech is a medium that individuals need to manage their thoughts.

Students' oral language skills are becoming increasingly important in the digital era. This is because technology and communication have developed rapidly and not followed by the stimulation of existing reading skills. Good speaking skills can help students build effective interpersonal relationships, both in personal and social contexts (Aydın & Bağcı Ayrancı, 2018; Georgieva, 2019). Oral language skills are not only about speaking in front of others, but also about using technology well and correctly. Students who are skilled in oral communication will also more quickly learn and master various digital communication tools and platforms. Speaking skills as a productive skill is not only an outcome of language learning, but also a part of language learning. It is useful for learners to be aware of the situation they are learning how to speak and use the target language in their learning (Hwang et al., 2022; Samerkhanova & Imzharova, 2018).

Learning oral language skills should be done collaboratively, both inside and outside the classroom. Good oral language skills enable students to actively participate in discussions, presentations and collaborative projects. These activities can improve the quality of learning. The ability to speak clearly, convincingly and persuasively is very important. Strong oral language skills help students prepare for a future that requires effective

communication in a variety of professional contexts (Bakoko & Pratiwi, 2021; Ratminingsih et al., 2018). When students practice conveying thoughts and ideas orally, they also indirectly practice their critical thinking skills. The process of formulating arguments, organising presentation logic, and responding to other people's questions and arguments helps to improve overall critical thinking skills.

In the implementation of learning and stimulation of speaking skills in the classroom, teachers use text types that are only printed texts even though in their daily lives students often listen to content on electronic media such as television shows, various social media platforms and YouTube (Bakri & Yusni, 2021; Yunita Anindya et al., 2019). Students prefer to listen to short videos that are interesting, with little cognitive activity in them. Content with a variety of information can be accessed by students through their smartphones. Listening activities do not focus on the acquisition of information but rather on the entertainment aspect. Listening and speaking activities through these sources can be included in learning according to the multiliteracy context so that it is more meaningful for students (Basyoni et al., 2020; Yunita Anindya et al., 2019).

Good speaking skills also help students overcome communication barriers that may arise in this digital age, such as technological distractions, vagueness in the use of digital language, or difficulties in interpreting messages conveyed through social media. Students who are skilled in public speaking or in other communication situations tend to have higher self-confidence (Faruq et al., 2021; Rao, 2019). This is a big challenge in facing the challenges they may face in the digital world which demands competition and social interaction in the future, especially in the field of employment relations.

Listening is one of the most important skills for fluent speaking. Language development includes vocabulary selection, the ability to construct simple words, and the ability to organise simple and complex grammar. In the digital era, information is available in huge amounts through various media such as the internet, podcasts, videos, and social media. Good listening skills enable learners to absorb and process this information effectively (Apriyani & Robiasih, 2019; Obaki, 2017). Listening is not just about hearing the words spoken by others, but also about understanding the message conveyed, including emotional nuances, purpose, and context. Good listening skills allow students to understand more deeply. By listening actively and empathetically, students can show that they appreciate and care about the views and feelings of others, which in turn can strengthen social and interpersonal bonds. Listening skills are an important part of continuous self-development (Akdamar et al., 2021; Basyoni et al., 2020). By listening well, a person can continue to learn from the experiences and knowledge of others, which can increase their understanding and insight into the world.

Listening and speaking skills in elementary school students have a close relationship and support each other. Listening skills are closely related and able to improve speaking skills. Students' ability to listen well will have a direct impact on speaking skills. When students are able to listen carefully, they will be better able to understand information and concepts conveyed by teachers or classmates. Listening skills and reading skills are highly correlated and listening skills with writing skills also have a significant relationship (Dwi Saputra et al., 2022; Samerkhanova & Imzharova, 2018). This will enable them to respond appropriately and provide relevant responses in class conversations or discussions.

Through listening skills, students will be exposed to different types of vocabulary and language structures. Then, they can use the vocabulary and structures in their own speaking. Thus, good listening skills help enrich and expand students' speaking abilities. Good listening allows students to understand the context of the conversation as a whole (Basyoni et al., 2020; Nair et al., 2022). This proves that listening skills occupy an important position in the process of learning and language acquisition. They can capture the intonation, tone, and

facial expressions that accompany the conversation. This helps them to understand the message more thoroughly, and then they can apply this understanding in speaking, both in conveying information and expressing feelings. Active listening in class helps students to learn from classmates' and teachers' presentations (Martin & Grudziecki, 2006; Tabieh et al., 2020). They can pick up on effective presentation techniques and observe how body language and voice intonation affect the way a message is conveyed. Then, they can use this knowledge in preparing and delivering their own presentations. Listening skills are the most fundamental skills because they are the first skills that will be used when someone starts learning a language (Akanbi, 2018; Basyoni et al., 2020).

The application of language skills, especially oral language skills, has not been integrated with the skills of using information and communication technology. The types of texts used in learning are only printed texts even though in their daily lives students often listen to content on electronic media such as television shows, various social media platforms and YouTube (Aydın & Bağcı Ayrancı, 2018; Toro et al., 2018). Students prefer to watch short videos that are interesting, with little brain activity. Content with a variety of information can be accessed by students through their gadgets. Listening activities do not focus on information acquisition but more on the entertainment aspect. Listening and speaking activities through these sources can be included in learning according to the multiliteracy context so that it is more meaningful for students. The role of the teacher is also very important in helping learners overcome various obstacles that they may experience in developing speaking skills (Irhandayaningsih, 2020; Sułkowski et al., 2021). Thus, the ultimate goal of multiliteracies learning for primary school students is to provide students with the skills necessary to function effectively in an increasingly complex and diverse society in terms of communication, understanding and participation.

The implication of this research shows the importance of oral language skills in supporting multiliteracy learning. Therefore, elementary school curricula should include programs that specifically strengthen students' oral language skills, so that they are better prepared to face literacy challenges in the digital era. Teachers need to adopt more interactive and communication-based teaching methods to improve students' oral language skills. These include group discussions, oral presentations, and role plays that can improve students' confidence and speaking abilities. However, this research was conducted in a limited time period, so it could not observe the long-term development of students' oral language abilities and its impact on multiliteracy learning.

4. CONCLUSION

Listening activities do not focus on the acquisition of information but rather on the entertainment aspect. Listening and speaking activities through social media sources can be included in learning according to the multiliteracy context so that it is more meaningful for students. This shows that students not only learn to listen and speak from the text read by the teacher but also from other media that display images, graphics, audio, video, and other interactive media. In the speaking aspect, students' skills are limited to speaking non-formally. Learners must be trained to understand and convey information, but also criticize the content of listening activities. This is in accordance with the expectations of the curriculum which in learning Indonesian is expected to help learners have the ability to speak with various multimodal texts (oral, written, visual, audio, and audiovisual) for various purposes (genres) and contexts. This achievement makes students have the necessary skills to function effectively in an increasingly complex and diverse society in terms of communication, understanding, and participation.

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