

Multiliteration Learning Model on Narrative Writing Skills in Elementary School

Rayen Septi Arwita^{1*}, Jusmawati², Satriawati³, Waddi Fatimah⁴, Eka Fitriana HS.⁵ 

^{1,2,3,4,5} Pendidikan Guru Sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Megarezky, Makassar, Indonesia

ARTICLE INFO

Article History:

Received October 02, 2022

Accepted November 19, 2022

Available online November 25, 2022

Kata Kunci:

Model Pembelajaran Multiliterasi,
Keterampilan Menulis Narasi

Keywords:

Multiliteracy Learning Model,
Narrative Writing Skills



This is an open access article under the
[CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

Copyright © 2022 by Author. Published by
Universitas Pendidikan Ganesha.

ABSTRAK

Sebagian besar siswa mengalami hasil belajar yang rendah pada pembelajaran menulis karangan narasi dalam pembelajaran bahasa Indonesia. Hal ini dikarenakan model yang digunakan guru masih konvensional. Kegiatan pembelajaran yang masih berpusat pada guru sehingga kreativitas siswa tidak berkembang secara optimal. Oleh karena itu, diperlukan model pembelajaran yang dapat mengatasi permasalahan siswa dalam menulis karangan narasi. Penelitian ini bertujuan untuk menganalisis pengaruh model pembelajaran multiliterasi terhadap keterampilan menulis narasi di kelas V sekolah dasar. Penelitian ini merupakan penelitian kuantitatif dengan jenis penelitian eksperimen dalam bentuk pre-experimental one group pretest-posttest design. Sampel dalam penelitian ini adalah 27 siswa. Teknik pengambilan sampel menggunakan simple random sampling. Teknik pengumpulan data dilakukan dengan observasi, tes dan dokumentasi. Data dianalisis menggunakan analisis deskriptif dan analisis statistik inferensial dengan bantuan program komputer SPSS versi 20. Hasil penelitian ini menunjukkan bahwa kemampuan guru dalam menerapkan model pembelajaran multiliterasi berarti terlaksana dengan baik. Hasil pembelajaran keterampilan menulis narasi siswa kelas VB, sehingga hasil penelitian ini menunjukkan bahwa terdapat pengaruh model pembelajaran multiliterasi terhadap keterampilan menulis narasi siswa kelas V sekolah dasar. Dari hasil analisis dapat disimpulkan bahwa model pembelajaran multiliterasi terbukti berpengaruh terhadap keterampilan menulis narasi.

ABSTRACT

Most students experienced low learning outcomes in learning to write narrative essays in learning Indonesian. It is because the model used by the teacher is still conventional. Learning activities are still teacher-centered, so student creativity needs to develop optimally. Therefore, a learning model is needed that can overcome students' problems in writing narrative essays. This study aims to analyze the effect of the multiliteracy learning model on narrative writing skills in grade V elementary school. This research is quantitative with the type of experimental research in the form of a pre-experimental one-group pretest-posttest design. The sample in this study was 27 students. The sampling technique uses simple random sampling. Observation, tests, and documentation carry out data collection techniques. Data were analyzed using descriptive and inferential statistical analysis with the help of the SPSS version 20 computer program. The results of this study indicate that the teacher's ability to apply the multiliteracy learning model means that it is well implemented. The learning outcomes of students' narrative writing skills in class VB, so the results of this study indicate an influence of the multiliteracy learning model on narrative writing skills in class V elementary school students. From the analysis results, the multiliteracy learning model has proven to affect narrative writing skills.

1. INTRODUCTION

Nasional Education System state in Indonesian Republic Law No. 20 of 2003 article 1 defines "Education is a conscious and planned effort in order to realize a learning atmosphere and learning process for students to actively develop their abilities in order to have religious spiritual power, self-control, personality, intelligence, noble character, and skills needed for themselves, society, nation and

state" (Hermanto, 2020; Wicaksono & Sayekti, 2020). The importance of education for everyone to be able to compete in living life with the knowledge, attitudes and skills possessed (Albrecht & Karabenick, 2018; Bulqini et al., 2021; Pratidhina, 2020). Education can be obtained starting from the family environment, school environment and community environment.

A skill that really needs to be improved is language learning. The role of language, especially Indonesian for elementary school children, is very useful both oral and written (Cahyono & Rahayu, 2020; Forey & Cheung, 2019; Tuna & Razi, 2016). The learning process of Indonesian is all activities carried out by students with the aim of achieving language skills. An important language skill to learn is writing. Writing is a series of activities that are carried out for communication with others by means of writing (Fareed et al., 2016; Nappi, 2017; Ratnasari et al., 2017). The notion of writing is a person's way of giving others' ideas, thoughts, feelings, opinions, wills, and experiences. Writing requires time, practice, special skills and regular hands-on teaching because writing skills require practice at scale (Furwana, D., & Syam, 2019; Huy, 2015; Sudirman et al., 2020). Narrative writing skills are the skills of expressing ideas, ideas and feelings in the form of essays that tell a series of events or events chronologically or sequentially. The skill of writing a narrative essay involves students' mastery of several elements such as the organization of ideas, language structure, vocabulary selection, and the use of spelling students need to obtain deeper guidance from the teacher (Astutik & Yuwana, 2021; Martavia et al., 2016; Nugraha et al., 2018).

Based on observations when implementing the Field Experience Program (PPL) at SD Negeri Pannara Kota Makassar, researchers found a problem in class V of SD Negeri Pannara Kota Makassar that there were still many students who experienced low learning outcomes in learning to write narrative essays in Indonesian learning. This is because the model used by teachers is still conventional, namely learning activities that are still teacher-centered so that student creativity is not optimally developed. The difficulty experienced is because students still do not understand the use of punctuation and spelling so that the essay is irregular, and also the selection of vocabulary is not right so that it is difficult to determine the idea or idea of the essay to be developed. Seeing the difficulties experienced by these students, it is necessary to make efforts to apply the new learning model in order to improve student learning outcomes, especially the skills to write narrative essays in Indonesian lessons. Therefore, researchers chose a multiliteration learning model that can overcome the learning outcomes of skills from writing narrative essays that are still low.

The multiliteration learning model is used by researchers because this model is one of the learning designs used in the context of the 2013 curriculum. The learning model is designed to be able to connect 4 skills, namely, reading ability, writing ability, oral language and IT or the ability to use technology (Abidin et al., 2015; Nopilda & Kristiawan, 2018). Through this model, it will make students have the potential to think at a high level, the ability to think creatively, in learning and be more active because this model emphasizes students who are more active in learning (Nabhan, 2019; Nafi'a et al., 2021; Rahman et al., 2022). A multiliteration learning model is a way of teaching that develops scientific thinking skills with student-centered teaching strategies. The multiliteration model pays attention in encouraging students to develop problems. Multiliteration is a skill in using a variety of ways to express and understand ideas and information using conventional text forms as well as innovative texts, symbols, and multimedia (Abidin et al., 2015; Ginanjar & Widayanti, 2019; Nopilda & Kristiawan, 2018). In order to create good learning and students have multicompetence, the text in learning must be a challenging text in order to motivate students to learn (Jones & Lee, 2021; Star et al., 2014; Xiao et al., 2020).

Multiliteration learning was developed to link four multiliteration skills (reading, writing, spoken language, and IT) with ten learning competencies specifically in the 21st century. Previous study state there are ten competencies in question are (1) creativity and innovation, (2) critical thinking, problem solving and decision making, (3) learning to learn, metacognition, (4) communication, (5) collaboration, (6) information literacy, (7) information and communication technology (ICT) literacy, (8) civic attitudes, both local and global, (9) career living, (10) personal and social responsibility, awareness of competence and culture (Abidin, 2018). Thus, students not only have one skill but are able to have a variety of multi-skills. Related to those problem the researcher are interested in conducted a research with topic multiliteration learning model on narrative writing skills. The purpose of this study is to determine the influence of multiliteration learning models on skills, narrative writing in class V of SD Negeri Pannara Kota Makassar. This study used multiliteration learning cycle in narrative writing learning that divided into three stages, namely the pre-writing stage, the writing stage, and the post-writing stage. At each of these stages there are student activities.

2. METHOD

The type of research used in this study is experimental research. This type was chosen because the researcher will provide treatment to the experimental class. This study used Pre-Experiment form The One Group Pretest-Posttest. The population in this study was all grade V students of SD Negeri Pannara Kota Makassar as many as 56 students consisting of VA class and VB class. Meanwhile, the sample to be studied consisted of 27 students consisting of 17 men and 10 women. The sampling technique in this study is the simple random sampling technique which is simple because the sampling of members of the population is carried out randomly without paying attention to the strata in that population. This method is done when members of the population are considered homogeneous. Data collection techniques carried out are through observation sheets, narrative writing skills tests and documentation. The data analysed using narrative writing skills assessment criteria, as show in [Table 1](#).

Table 1. Narrative Writing Skills Assessment Criteria

No	Assessed Aspects	Maximum Score
1	Idea Content	30
2	Content Organization	25
3	Grammar	20
4	Style: Choice of Structure and Vocabulary	15
5	Spelling	10

3. RESULT AND DISCUSSION

Result

After going through the data processing process, a data analysis process is then carried out which includes: (1) Descriptive analysis consisting of teacher activity analysis and student activity analysis. (2) Inferential data analysis consisting of a data normality test, a data homogeneity test and a T test. Data analysis techniques on the ability to implement multiliteration learning models on narrative writing skills are used average analysis. This means that the teacher's ability level is calculated by summing the grades of each aspect and then dividing it by many aspects assessed. The criteria for implementing a multiliteration learning model for narrative writing skills are achieved if they are in the category of being carried out properly. Teacher activity assessment is show in [Table 2](#).

Table 2. Teacher Activity Assessment

Teacher Activity	Score	Categories
Meeting 1	2.7	Good
Meeting 2	3.0	Good
Meeting 3	3.8	Excellent
Meeting 4	3.9	Excellent
Average	3.3	Good

Based on [Table 2](#) show the results of observations of student activity activities in the table above, the score on student learning activities in the first meeting reached a score of 2.4, the second meeting increased to 3.2, the third meeting reached a score of 3.6 and in the fourth meeting it increased to 3.7 scores. So, the average score on student activity is 3.2 with a good category. Student activities in learning are the subject of treatment of learning activities so that students play a role in learning activities, so teachers should plan effective learning. The learning process carried out in the classroom is an activity to transform knowledge, attitudes, and skills that are important in teaching and learning interactions. The student activities observed by the researchers were activities related to the multiliteration learning model of narrative writing skills during the meeting seen in the category of student activities. Student activity assessment is show in [Table 3](#). Base on [Table 3](#), show the results of observations of student activity activities. The score on student learning activities in the first meeting reached a score of 2.4, the second meeting increased to 3.2, the third meeting reached a score of 3.6 and in the fourth meeting it increased to 3.7 scores. So, the average score on student activity is 3.2 with a good category.

Data on the results of narrative writing skills were analyzed using descriptive statistics, namely the average score. In the observation of narrative writing skills there are five aspects to be assessed, namely the content of the idea, the organization of the content, grammar, style: the choice of structure and

vocabulary and spelling. To see the results of the pretest and posttest of narrative writing skills, it is stated in the frequency distribution table is show in [Table 4](#).

Table 3. Student Activity Assessment

Student Activities	Skor	Kategori
Meeting 1	2.4	Good
Meeting 2	3.2	Good
Meeting 3	3.6	Excellent
Meeting 4	3.7	Excellent
Average	3.2	Good

Table 4. Frequency Distribution of Pretest Narrative Writing Skills

Interval	Frequency	Pretest Percentage (%)	Category
86-100	0	0	Excellent
76 - 85	0	0	Good
56-75	13	48 %	Enough
0-55	14	52 %	Less
Sum	27	100 %	

Based on [Table 4](#) show the narrative writing skills test in learning Indonesian VB class at SD Negeri Pannara Kota Makassar, which obtained a pretest score of 86-100 consisting of 0 people, a score of 76-85 consisting of 0 people, a score of 56-75 consisting of 13 people, a score of 0-55 consisting of 14 people. If calculated statistically, the score, mean, standard deviation, range, minimum data and maximum data are obtained. Based on data analysis, the narrative writing skills test in learning Indonesian class VB SD Negeri Pannara Kota Makassar, who obtained a posttest score of 86-100 consisting of 14 people, a score of 76-85 consisting of 12 people, a score of 56-75 consisting of 1 person, and a value of 0-55 consisting of 0 people, If calculated statistically, the score, mean, standard deviation obtained, range, minimum data and maximum data.

Based on data analysis, preliminary data (pretests) were obtained on VB class narrative writing skills at Pannara State Elementary School with a total sample of 27 people there was a mean value (average) of 58.1481, a median of 55.0000, a mode of 55.00, a standard deviation value of 7.09118, a variance value of 50.285, a range of 25, a minimum value (the lowest value) of 45 and a maximum value (the highest value) of 70. The number of students who get pretest scores, it can be concluded that the ability to write narratives in learning using a multiliteration learning model using test instruments, namely categorized as 86-100, 0 students who reached, category 76-85 with 0 students, category 56-75 with 13 students, and category 0-55 as many as 14 students who achieved the score.

Based on the data analysis, the final data (posttest) on narrative writing skills of the VB class at SD Negeri Pannara was obtained with a total sample of 27 people there was a mean value (average) of 86.8889, median (median value) 87.0000, mode 85.00 standard deviation value of 5.50757 variance value of 30.333, range of 20.00, minimum value (lowest value) 75 and maximum value (highest value) of 95.00. The number of students who get posttest scores, it can be concluded that the ability to write narratives in learning using a multiliteration learning model using test instruments, namely intervals of 86-100 with the number of students 14 people, 76-85 with the number of students 12 people, category 56-75 with the number of students 1 person, category 0-55 no students who achieve the score. On inferential statistical analysis is intended to test hypotheses on research. Before testing the hypothesis, a prerequisite test of the data is first carried out. In the prerequisite test, a data normality test, a data homogeneity test and a hypothesis test (t-test) are carried out. The normality test on the results of learning narrative writing skills is carried out with the aim of knowing whether the data obtained is normally distributed or not. Testing was performed using a one-sample Shapiro-Wilk on SPSS 20 software. The result of normality test is show in [Table 5](#).

Table 5 . Normality Test by Shapiro-Wilk

Class	Statistic	Df	Sig.
Pretest	0,936	27	0,095

After the normality test was carried out, the homogeneity test was then carried out with the help of the SPSS version 20 program using the test of homogeneity of variances. The homogeneity test is useful to know whether the data to be analyzed meets the variance constant (homogeneity). Based on data analysis, the test of homogeneity of variance with "Levene's Test". The P-value of > 0.069 is $0.069 > 0.05$. So homogeneity testing is met. Then on hypothesis test show the results of independent sample data; sig test (2 tailed), obtained a value of 0.000 which is smaller than the significant level of 0.05 which means that there is a difference in narrative writing skills so that H1 can be accepted, namely there is an influence of multiliteration learning models on narrative writing skills in class V SD Negeri Pannara Kota Makassar.

Discussion

Experimental research conducted at SD Negeri Pannara class VB with a total sample of 27 people consisting of 17 male students and 10 female students has been carried out well. This research process was carried out in 6 meetings consisting of the first meeting, namely pretest activities or before giving treatment to multiliterate learning models, at the second meeting, the third meeting, the fourth meeting and the fifth meeting were activities of giving treatment or applying the multiliteration learning model and at the sixth meeting was a posttest activity to see whether there was an influence or not by applying the multiliteration learning model (Abidin et al., 2017; Ginanjar & Widayanti, 2019). Multiliteration learning model is a learning model that connects The learning model is designed to be able to connect 4 skills, namely, reading, writing, spoken language and IT or the ability to use technology (Abdel Latif, 2022; Sadiku, 2015; Sharma & Puri, 2020). Through this model, it is suitable to be applied in learning to write narratives so that it will make students have a higher level of thinking ability, creative thinking ability, in learning and more active because this model emphasizes students who are more active in learning.

From the results of this study, the application of the multiliteration learning model in the learning process went well. This can be seen from the increase in learning outcomes, namely in the pretest results or before the treatment of the learning model, student learning outcomes are still relatively low, but after a posttest or after applying the learning model, the learning outcomes of writing student narratives have increased (Ingriyani & Fazriyah, 2017; Martavia et al., 2016; Nugraha et al., 2018). This is evidenced from the results of descriptive analysis, namely the teacher's activity in applying the learning model with an average score of 3.3 is in the good category. Likewise, student activities that achieve an average score of 3.2 are in the good category. The data from the inferential data analysis of the data normality test, which is 0.095, which is greater than the significance value of 0.05, the data is said to be normally distributed. Furthermore, for testing its homogeneity, which is 0.069 which is greater than the value of 0.05, it can also be said that the data is homogeneously distributed. For hypothesis testing, a value of 0.000 was obtained which means it is smaller than the significant level of 0.05 which means that the H1 hypothesis can be accepted, namely there is an influence of a multiliteration learning model on narrative writing skills in class V of SD Negeri Pannara Kota Makassar.

It is in line with research conducted by previous study The purpose of this research is to determine the effectiveness of *photo story* media usage in multi-literacies learning model towards narrative writing skills of the fifth grade of elementary school (Febriyanto & Yanto, 2019). The results showed that there were differences narrative writing skills in the experimental class and the control class. Supported by other study aims to determine the effectiveness of short story writing learning using multiliteracy models with public service advertising media based on the type of learning of senior high school students (Ayuningsih & Zulaeha, 2019). This research can provide alternative theories of the use of innovative learning models that fit the needs of 21st-century students. The implications of this study provide a description of the influence of the multiliteration learning model on narrative writing skills in SD Negeri Pannara Makassar City. Especially related to multiliteracy in narrative writing skills in class V SD Negeri Pannara Makassar City. The limitation of this research lies in the research scope which is still very limited. This research only involved one class in a school as the participant. It is hoped that future research will be able to deepen and broaden the scope of research and involve more variables.

4. CONCLUSION

The application of the multiliteration learning model can be applied in elementary schools because it is able to provide significant improvement in learning outcomes in narrative writing skills. Based on the results of descriptive analysis and inferential statistical analysis that have been analyzed, the teacher's activity in applying the multiliteration learning model obtained an average score from the four meetings. Furthermore, the results of the analysis of student activities obtained good categories. Hypothesis testing obtained a value that smaller than the significant level which means that there is a

difference in narrative writing skills so that the first hypothesis can be accepted. Therefore, based on the results of research that has been carried out, it can be concluded that the multiliteration learning model has an influence on narrative writing skills in class V of SD Negeri Pannara Kota Makassar.

5. REFERENCES

- Abdel Latif, M. M. M. (2022). EFL teachers' critical literacy instructional perspectives and practices: The case of the Egyptian university context. *Teaching and Teacher Education*, 115. <https://doi.org/10.1016/J.TATE.2022.103733>.
- Abidin, Y. (2018). *Pembelajaran Multiliterasi: Sebuah Jawaban atas Tantangan Pendidikan Abad Ke-21 dalam Konteks Keindonesiaan*. Refika Aditama.
- Abidin, Y., Mulyati, T., & Yunansah, H. (2015). *Pembelajaran Literasi Dalam Konteks Pendidikan Multiliterasi, Integratif, dan Berdiferensiasi*. Rizki Press.
- Abidin, Y., Mulyati, T., & Yunansah, H. (2017). Developing Literacy Learning Model Based On Multi Literacy, Integrated, And Differentiated Concept At Primary School. *Jurnal Cakrawala Pendidikan*, 36(2), 156–166. <https://doi.org/10.21831/cp.v36i2.13283>.
- Albrecht, J. R., & Karabenick, S. A. (2018). Relevance for Learning and Motivation in Education. In *Journal of Experimental Education*. <https://doi.org/10.1080/00220973.2017.1380593>.
- Astutik, W. B., & Yuwana, S. (2021). Development of Non-Fiction Text Digital Learning Media in Narrative Writing Skills for Fourth Grade Elementary School Students. *IJORER: International Journal of Recent Educational Research*, 2(3), 275–292. <https://doi.org/10.46245/ijorer.v2i3.99>.
- Ayuningsih, H., & Zulaeha, I. (2019). The Effectiveness of Learning Using Short Story Writing Multiliteracy Model with Public Service Advertising Media Based on The Learning Types of Senior High School Students. *Seloka: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 8(3), 70–77. <https://doi.org/10.15294/SELOKA.V8I3.35637>.
- Bulqini, A., Puspodari, P., Arfanda, P. E., Suroto, S., & Mutohir, T. C. (2021). Physical Literacy in Physical Education Curriculum. *ACTIVE: Journal of Physical Education, Sport, Health and Recreation*, 10(2), 55–60. <https://doi.org/10.15294/active.v10i2.47008>.
- Cahyono, B. Y., & Rahayu, T. (2020). Efl students' motivation in writing, writing proficiency, and gender. *Teflin Journal*, 31(2), 162–180. <https://doi.org/10.15639/teflinjournal.v31i2/162-180>.
- Fareed, M., Ashraf, A., & Bilal, M. (2016). ESL learners' writing skills: Problems, factors and suggestions. *Journal of Education and Social Sciences*, 8(2), 81–92. <https://geistscience.com/JESS/issue2-16/Article1/JESS1604201.pdf>.
- Febriyanto, B., & Yanto, A. (2019). The Effectiveness of Photo Story in Multiliteracies Learning Towards Narrative Writing Skills of Fifth Grade Elementary School Students. *Al Ibtida: Jurnal Pendidikan Guru MI*, 6(2), 191–203. <https://doi.org/10.24235/al.ibtida.snj.v6i2.4943>.
- Forey, G., & Cheung, L. M. E. (2019). The benefits of explicit teaching of language for curriculum learning in the physical education classroom. *English for Specific Purposes*, 54, 91–109. <https://doi.org/10.1016/j.esp.2019.01.001>.
- Furwana, D., & Syam, A. T. (2019). Improving Students' writing Skill On Descriptive Text By Estafet Strategy Of The Eleventh Year Students Of Sma 4 Palopo. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 7(1). <https://doi.org/10.24256/ideas.v7i1.722>.
- Ginanjar, A. Y., & Widayanti, W. (2019). Penerapan model pembelajaran multiliterasi untuk meningkatkan kemampuan literasi matematis siswa di SD/MI. *Primary: Jurnal Keilmuan Dan Kependidikan Dasar*, 10(2), 117. <https://doi.org/10.32678/primary.v10i02.1283>.
- Hermanto, B. (2020). Perencanaan sistem pendidikan nasional untuk mencerdaskan kehidupan bangsa. *FOUNDASIA*, 11(2). <https://doi.org/10.21831/foundasia.v11i2.26933>.
- Huy, N. T. (2015). Problems affecting learning writing skill of grade 11 at Thong Linh high school. *Asian Journal of Educational Research*, 3(2). <https://www.academia.edu/download/40668008/PROBLEMS-AFFECTING-LEARNING-WRITING-SKILL-OF-GRADE-11.pdf>.
- Inggriyani, F., & Fazriyah, N. (2017). The Influence of Critical Thinking on Narrative Writing Ability of Fifth Grade Students in Elementary Schools. *Journal of Elementary School Education*, 3(2), 105–116. <https://doi.org/10.30870/jpsd.v3i2.2132>.
- Jones, J. M., & Lee, L. H. (2021). Multicultural Competency Building: a Multi-year Study of Trainee Self-Perceptions of Cultural Competence. *Contemporary School Psychology*, 25(3), 288–298. <https://doi.org/10.1007/s40688-020-00339-0>.
- Martavia, R., Thahar, H., & Asri, Y. (2016). Relationship between reading interest and expository narrative writing skills for class VII students of SMP Negeri 11 Padang. *Indonesian Language and Literature*

- Education*, 5(2), 363–369. <https://doi.org/10.24036/10003-019883>.
- Nabhan, S. (2019). Bringing multiliteracies into process writing approach in ELT classroom: Implementation and reflection. *EduLite: Journal of English Education, Literature and Culture*, 4(2), 156–170. <https://doi.org/10.30659/e.4.2.156-170>.
- Nafi'a, M. Z. I., Kuswandi, D., & Wedi, A. (2021). Development of Tringo Based Multiliteracy Learning Model Design as an Effort to Improve Student Writing Skills. In *International Conference on Information Technology and Education (ICITE 2021)*, 172–176. <https://doi.org/10.2991/assehr.k.211210.029>.
- Nappi, J. S. (2017). The Impact of Teacher Efficacy and Beliefs on Writing Instruction. *International Journal for Professional Educators*, 84(1), 17. https://www.dkg.is/static/files/skjol_landsamband/bulletin_grein_jona.pdf#page=17.
- Nopilda, L., & Kristiawan, M. (2018). Gerakan Literasi Sekolah Berbasis Pembelajaran Multiliterasi Sebuah Paradigma Pendidikan Abad Ke- 21. *JMKSP (Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan)*, 3(2). <https://doi.org/10.31851/jmksp.v3i2.1862>.
- Nugraha, A., Zulela, M., & Bintoro, T. (2018). Relationship between Interest in Reading and Ability to Understand Discourse with Narrative Writing Skills. *Indonesian Journal of Primary Education*, 2(1), 19–29. <https://doi.org/10.17509/ijpe.v2i1.11647>.
- Pratidhina, E. (2020). Education 4.0: Pergeseran pendidikan sebagai konsekuensi revolusi industri 4.0. *Humanika*, 20(1). <https://doi.org/10.21831/hum.v20i1.29290>.
- Rahman, M. A., Melliyan, M., Handrianto, C., Erma, E., & Rasool, S. (2022). Prospect and promise in integrating multiliteracy pedagogy in the english language classroom in indonesia. *Eternal (English, Teaching, Learning, and Research Journal)*, 8(1), 34–52. <https://doi.org/10.24252/Eternal.V81.2022.A3>.
- Ratnasari, D., Sukarmin, S., & Radiyono, Y. (2017). Implementasi Pendekatan Konstruktivisme melalui Model Pembelajaran CLIS (Children Learning In Science) dan Pengaruhnya terhadap Aktivitas Belajar dan Kemampuan Kognitif Siswa. *Jurnal Penelitian & Pengembangan Pendidikan Fisika*, 3(1), 111. <https://doi.org/10.21009/1.03115>.
- Sadiku, L. M. (2015). The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour. *European Journal of Language and Literature*, 1(1), 29. <https://doi.org/10.26417/ejls.v1i1.p29-31>.
- Sharma, C., & Puri, S. R. (2020). The importance of four skills in English education. *The Genesis*, 7(4), 33–36. <https://doi.org/10.47211/tg.2020.v07i04.007>.
- Star, J. R., Chen, J. A., Taylor, M. W., Durkin, K., Dede, C., & Chao, T. (2014). Studying technology-based strategies for enhancing motivation in mathematics. *International Journal of STEM Education*, 1(1), 2. <https://doi.org/10.1186/2196-7822-1-7>.
- Sudirman, S. A., Nurmandi, A., & Bashori, K. (2020). English Writing Skills Through Perception of Siri'Cultural Values: Optimism, Social Support, And Academic Self-Efficacy. *Jurnal Cakrawala Pendidikan*, 39(2), 242–256. <https://doi.org/10.21831/cp.v39i2.26118>.
- Tuna, ýzlem K., & Razi, S. (2016). Integrating Culture into ELT Classes: What, Why, and How? *Procedia - Social and Behavioral Sciences*, 232, 41–48. <https://doi.org/10.1016/j.sbspro.2016.10.009>.
- Wicaksono, A. G., & Sayekti, I. C. (2020). Bagaimana perbandingan kurikulum 2013 dengan kurikulum Australia pada mata pelajaran IPA? *Natural: Jurnal Ilmiah Pendidikan IPA*, 7(1), 21. <https://doi.org/10.30738/natural.v7i1.8117>.
- Xiao, Y., Surasin, J., & Prabjandee, D. (2020). Development of a Training Module to Improve Initial ELT Proficiency Among Student-Teachers in Multi-Ethnic Community Schools. *Journal of Language and Linguistic Studies*, 16(1), 366–389. <https://doi.org/10.17263/JLLS.712849>.