The Impact of the Multiliteration Learning Model on the Ability to Read Comprehension and Creative Writing of Fifth Grade Elementary School Students

Ahmad Wahid Fudhaily[1]*, Rahman[2]

[1,2] Program Studi Pendidikan Dasar, Sekolah Pascasarjana, Universitas Pendidikan Indonesia, Bandung, Indonesia

ABSTRAK

Kemampuan membaca dan kemampuan menulis merupakan kemampuan yang penting dimiliki oleh siswa sebagai bekal dalam mengenyam pendidikan, hanya saja kenyataan dilapangan menunjukkan bahwa kemampuan membaca dan menulis siswa masih berada dalam kategori rendah. Adapun tujuan dari penelitian ini yakni untuk mengetahui bagaimana pengaruh model pembelajaran multiliterasi yang digunakan oleh guru terhadap keterampilan membaca pemahaman dan menulis kreatif. Penelitian ini menggunakan pendekatan kuantitatif dengan metode ekspos fakto. Populasi dalam penelitian ini yakni siswa kelas V SD yang berjumlah 155 orang. Penarikan sampel dalam penelitian dilakukan dengan teknik sampling incidental dengan jumlah sampel akhir yakni 15 orang siswa kelas V SD. Pengumpulan data dalam penelitian dilakukan menggunakan teknik tes dan non tes dengan instrument penelitian berupa lembar observasi dan tes kemampuan membaca dan menulis siswa. Adapun hasil penelitian menunjukkan bahwa uji koefisiensi korelasi mengindikasikan bahwa nilai R adalah 0.377, dimana dengan demikian variabel X memberikan pengaruh kepada dua variabel sekaligus yaitu variabel X dengan Variabel Y1 dan Y2 secara simultan. Berdasarkan hasil tersebut dapat disimpulkan bahwa model pembelajaran multiliterasi lebih berpengaruh terhadap kemampuan membaca pemahaman dari pada kememapuan menulis kreatif siswa meskipun pengaruhnya tidak begitu signifikan.

ABSTRACT

Student's ability to read and write is important in obtaining an education. It's just that the reality on the ground shows that students' reading and writing skills are still in the low category. The purpose of this study is to determine the influence of the multiliteracy learning model used by the teacher on reading comprehension and creative writing skills. This study uses a quantitative approach with the method of exposure to facts. The population in this study was fifth-grade elementary school students, totaling 155 people. Sampling in the study was carried out by incidental sampling technique with a final sample size of 15 fifth-grade elementary school students. Data collection in the study was carried out using test and non-test techniques with research instruments such as observation sheets and tests of students' reading and writing abilities. The study results indicate that the correlation coefficient test indicates that the R-score is 0.377. The X variable affects two variables simultaneously: the X variable with Y1 and Y2. Based on these results, it can be concluded that the multiliteracy learning model has more influence on the ability to read comprehension than the creative writing ability of students. However, the effect is not so significant.

1. INTRODUCTION

Reading is one of the language skills that students must master, so reading activities must be taught from an early age. Learning to read in elementary school is divided into preliminary reading and advanced reading (Huda, 2018; Lestari et al., 2021; Nurani et al., 2021). Beginner reading is learning in reading that will enable students to recognize letters, sound letters, and sound symbols (Aisyah et al., 2020; Gustiawati et al., 2020). While reading comprehension is a reading activity that requires the reader to capture the content and interpret the meaning of the ideas in the reading (Aprilentina et al., 2020; Ariawan et al., 2018; Sari et al., 2018). Reading comprehension aims to understand better the ideas in a reading (Sugiharti et al., 2020). Reading

Corresponding author
*E-mail addresses: ahmadwahidfudhaily@upi.edu (Ahmad Wahid Fudhaily)

comprehension learning that is applied in high grades is more focused on students' skills in understanding and mastering the contents of a reading (Anjani et al., 2019; Prawiyogi et al., 2021). Reading comprehension itself can be said as an activity to find meaning actively by using knowledge about the world of texts, to understand every new thing that is read (Rahmi & Marnola, 2020).

In addition to reading skills in learning Indonesian, there is also something called writing skills. Writing skill is a skill that students must master because this activity is related to students' ability to formulate ideas orally and in writing (Siddik, 2018; Suprayogi et al., 2021). Writing is an activity to express ideas and thoughts in linguistic symbols (Budiana & Kamil, 2021; Suci et al., 2018). Writing activities involve several aspects, such as punctuation and spelling, use of diction and vocabulary, sentence arrangement, paragraph development, idea processing, and essay model development (Safitri & Dafit, 2021; Sukirman, 2020). In addition, writing activities are also considered productive activities because through writing. A person can produce products in the form of writing containing the results of creative and critical thinking (Ati & Widiyarto, 2020; Heriyudananta, 2021). So in learning to write, students need attention from the teacher because writing skills are one of the most complex language learning activities. Students with good writing skills will be considered as students with good creativity and thinking (Pradnyawathi & Agustika, 2019; Rinawati et al., 2020).

It's just that the reality shows that the aspect of language learning that students dislike the most is writing (Ummami, 2019). Writing is considered a tedious activity and requires a long thought process. The results of a survey from the (IEA) on the literacy skills of Indonesian children, it turns out that around 50% of sixth-grade elementary school students in the six provinces targeted by the Primary Education Quality Improvement Project (PEQIP) cannot write (Kharizmi, 2021). In addition to the lack of interest in writing, the ability of students to read is also relatively low. Students tend to be lazy to read and write. It is in line with observations and interviews conducted in the fifth grade of SDN 053 Cisitu. The observations and interviews showed that students' interest in reading and writing was still relatively low. This then impacts the low learning outcomes of students, especially in Indonesian subjects.

Efforts can be made to overcome these problems by applying a learning model to increase students' interest in reading and writing. One of the learning models that can be used is the multiliteracy learning model. The multiliteracy model is a complex learning model for developing students' skills (Irfan et al., 2021). Multiliteracy learning as learning that puts the ability to read, write, listen and speak optimally and effectively to create a better learning situation to improve collaborative, communicative competence, creative thinking, critical thinking, analysis, evaluate information from various sources in various disciplines and the ability to communicate the information (Ginanjar & Widayanti, 2019; Resnani, 2021; Rifai & Setyaningsih, 2019). This learning model emphasizes students' reading and writing skills because writing skills are also very important in teaching and learning activities (Wulandari et al., 2021). In the process of learning using a multiliteracy model, it should be directed to hone students' creativity and ability in writing.

The concept of multiliteracy emphasizes the ability to read, write poetry, share, paint, dance, write novels, or the ability to contact various media that require literacy so that literacy can be seen as a way to find and make meaning from various forms of representation that are around (Khoimatun & Wilsa, 2021; Kristiyani, 2020). The multiliteracy learning model can be used as a model in learning to read and write because the multiliteracy learning model is a learning model that is associated with the use of various learning resources and places the four language skills as efficiently as possible and integrated with other sciences (Dafit et al., 2017). Learning by applying the multiliteracy model places the ability to read, write, listen, and speak as efficiently as possible to improve thinking skills, including the ability to criticize, analyze, and evaluate information from various sources in various disciplines and the ability to communicate information (Dafit et al., 2018b).

Several previous studies have revealed that the multiliteracy learning model can significantly improve the mathematical literacy skills of elementary school students (Ginanjar & Widayanti, 2019). Other studies also reveal increased students' speaking skills after being taught using the multiliteracy model (Gunawan, 2020). Subsequent research also revealed that the critical multiliteracy model mostly succeeded in the learning process and outcomes (Rahman & Damaianti, 2019). Based on some of the results of these studies, it can be said that the multiliteracy model is a model that is very suitable to be used, especially to improve students' language skills. In previous studies, no studies specifically discussed the effect of the multiliteracy learning model on the ability to read, understand and write creatively in fifth-grade elementary school students. So, this research is focused on this study to know the effect of the multiliteracy learning model used by the teacher on the reading and writing skills of fifth-grade students.

2. METHOD

This research belongs to the type of correlation research (ex-post facto). Ex post facto research is directed to investigate causal relationships based on observations of the effects and look for factors that cause them through the data collected. The population in this study were all fifth-grade students at SDN 053 Cisitu, totaling 155 students. It's just that because of the covid 19 pandemic, which is still not over, the implementation of learning is not full, so the learning process is divided into two stages by dividing students into two parts in

each class. Sampling in the study was carried out using the incidental sampling technique. Incidental Sampling is a sampling technique based on chance. Anyone who coincidentally/incidentally meets a researcher can be used as a sample if it is deemed that the person who happened to be met is suitable as a data source. The number of samples used in this study was 15 students in the VC class. Data collection in the study was carried out using test methods such as surveys and non-tests. The research instrument used consisted of two parts. Where the first instrument is a teacher learning survey instrument in the classroom to identify whether the teacher uses a multiliterate learning model or not. And the second instrument is a student assessment instrument. Student assessment consists of two assessment instruments: an assessment of reading comprehension skills and an assessment of students' creative writing work. The data obtained in the field is then processed using SPSS software and tests such as testing the data feasibility prerequisites, correlation coefficient tests, and determination coefficient tests.

3. RESULT AND DISCUSSION

Result

The research, which was conducted at SDN 053 Cisitu, was conducted using a data collection tool or a research instrument, namely a learning survey used by teachers. The survey was conducted through a google form, where the teacher answered and explained the questions posed by the researcher regarding the learning model used by the teacher and whether or not it met the syntax and requirements of the multiliterate learning model. The answers the teacher fills in in the google form are then interpreted into numbers. The data collection results indicate that the teacher has used the multiliteracy learning model, so the researchers conducted a survey of the results of the teacher's learning on students' creative reading comprehension and writing skills in the classroom. The researcher assessed the students' reading comprehension ability and students' creative writing ability. In writing skills, students are asked to write creatively in the form of fairy tales. The results of the assessment carried out by the researcher were then processed using the help of SPSS software along with the data from the teacher learning model survey results. The data processing process in SPSS is to perform a descriptive analysis test, normality test, and homogeneity test, followed by a correlation coefficient test and a determination coefficient test. The first analysis is the descriptive analysis test, which is presented in Table 1.

Table 1. Descriptive Analysis Test Results

Statistic		Teacher Multiliteracy (X)	Reading Comprehension (Y1)	Creative Writing (Y2)
N	Valid	15.00	15.00	15.00
	Missing	0.00	0.00	0.00
Mean		81.000	81.0667	79.2000
Std. Error of Mean		3.28053	1.92346	2.21080
Median		80.0000	82.0000	79.0000
Mode		80.00	90.00	79.00
Std. Deviation		12.70545	7.44951	8.56238
Variance		161.429	55.495	73.314
Range		40.00	23.00	35.00
Minimum		60.00	67.00	60.00
Maximum		100.00	90.00	95.00
Sum		1215.00	1216.00	1188.00

Based on the results of the descriptive analysis test carried out using the SPSS Statistics 25 software in the table above, it can be seen that the multiliteracy learning model variable used by the teacher (variable X) in this study has an average score of 81, the average standard error of 3.280, the mean score is 80, the most common score is 80, the standard deviation is 12,705, the variance is 161,429, the range score is 40, the smallest score is 60, the largest score is 100. The total score for the X variable is 1215. The variable reading comprehension (variable Y1) has an average score of 81.067, an average standard error of 1.923, a mean score of 82, the score that appears the most is 90, the standard deviation is 7.45, the variance is 55.495, the range score is 23, the smallest score is 67, the largest score is 90, and the total score for the X variable is 1216. Meanwhile, in the creative writing variable (variable Y 1) in this study, the average score is 79.200, the average standard error is 2.211, the median score is 79, the most common score is 79, the standard deviation is 8.562, the variance is 73.314, the range score is 35, the highest score is 35. the smallest is 60, the largest score is 95, and the total score for the X variable is 1188. From the data above, it can be seen that among the three variables in this study, the creative writing variable is the variable with the lowest total amount of data compared to the reading comprehension and reading variables—the multiliterate learning model used by the teacher. Through the results of this descriptive analysis test, researchers can find the important or basic scores of the research data, such as the average score, median, mode, and total score of the data they have. The second test is testing the data

analysis requirements. At this stage, it is divided into two stages of testing, namely the normality test of the data and the data homogeneity test. The results of the data normality test are presented in Table 2.

Table 2. Data Normality Test Results

	Tests of Normality					
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
X	0.202	15	0.101	0.909	15	0.131
Y1	0.126	15	0.200	0.930	15	0.271
Y2	0.112	15	0.200	0.978	15	0.950

Due to the researcher's data, there are only 15 data, so to find out the results of the normality test, it is recommended to refer to the results of the Shapiro-Wilk Tests of Normality. Based on the table of the results of the data normality test carried out using the SPSS Statistic software above, it can be seen that the sig score in the X variable (multiliteracy learning model) is 0.131, the sig score in the Y1 variable (reading comprehension) is 0.271, and the sig score in the variable Y2 (creative writing) of 0.950. From these data, it can be seen that the Sig score of all variables is greater than the Alpha score (0.05); if it is greater than 0.05, the data is classified as normal or normally distributed. After testing the data's normality and classifying it as normally distributed, it is continued with the data homogeneity test, which is the second test of data analysis requirements. The results of the data homogeneity test are presented in Table 3.

Table 3. Results of Data Homogeneity Test

	Test of Homogeneity of Variances			
		Levene Statistic	df1	df2	Sig.
Nilai	Based on Mean	1.354	2	42	0.269
	Based on Median	1.036	2	42	0.364
	Based on Median and with adjusted df	1.036	2	31.597	0.367
	Based on trimmed mean	1.394	2	42	0.259

The data homogeneity test in research using a quantitative approach was carried out after the data normality test, which aims to determine the data testing owned by the researcher using parametric or non-parametric tests, where if the Sig score is greater than 0.05, then data testing is carried out by parametric tests. Based on the data results in the table above, it can be seen that the Sig score of the data owned by the researcher is greater than 0.05. Thus, it indicates that the data owned by the researcher is classified as homogeneous and can be continued with parametric tests. Because this data meets the requirements to continue using parametric testing, the analytical test used in this study is the correlation coefficient test and the coefficient of determination test. The results of the correlation coefficient test on the research data are presented in Table 4.

Table 4. Correlation Coefficient Test Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	0.377	0.142	0.000	12.70862	0.142	0.997	2	12	0.398

Based on the table of results of data analysis using the SPSS software above, it can be seen that the R-score is 0.377. The R-score here is multiple correlation scores or the correlation score between variables. The multiliteracy learning model simultaneously influences the variables of students' reading comprehension and creative writing skills, which is 37.7%. After knowing the correlation between the variables X with Y1 and Y2, the analysis of the coefficient of determination was calculated to determine the effect of the X variable on Y1 and the X variable on Y2. The results of the coefficient of determination test between Variables X and Y1 are presented in Table 5.

Table 5. Coefficient of Determination Test Results between Variable X and Y1

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	69.633	12.931		5.385	0.000
	X	0.141	0.158	0.241	0.894	0.387

Referring to the table of results of the analysis of the coefficient of determination between the variables of the multiliteracy learning model (variable X) on the variable of reading comprehension ability (variable Y1) above, it can be seen that the sig score between variable X and Variable Y1 is 0.387. Thus, there is a low relationship between the X and Y1 variables, which is only approximately 38.7%. The results of the coefficient of determination test between Variables X and Y2 are presented in Table 6.

Table 6. Coefficient of Determination Test Results between Variable X and Y2

Coefficients[a]					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	59.237	14.252		4.156	0.001
X	0.246	0.174	0.366	1.417	0.180

Based on the results of the analysis of the coefficient of determination between the variables of the multiliterate learning model (variable X) on the variable of creative writing ability (variable Y2) in the table above, it can be seen that the sig score between variable X and Variable Y2 is 0.180. Therefore, there is a very low relationship between the X variable and the Y2 variable, which is only 18%. The opinion is categorized as moderate according to the interpretation of the correlation coefficient, which explains that if the coefficient interval score is 0.00 to 0.199, it is said to be a very low correlation, if 0.20 to 0.399 is said to be low, and if 0.40 to 0.599 is said to be moderate, 0, 60 to 0.799 is said to be strong, and the last is if the coefficient interval is 0.80 to 1,000 it is said to be very strong.

Discussion

Based on the test results that the researchers have conveyed above, it can be seen that the multiliteracy learning model affects the students' reading comprehension and creative writing skills in class V. This then shows that the multiliteracy model is a suitable model to use to improve children's language skills, especially on reading and writing skills. Reading and writing are skills that students must master during the learning process through reading and writing. Students will understand the content of a presented text. Reading activities are divided into preliminary and comprehension activities (Aisyah et al., 2020; Gustiawati et al., 2020). Where in the initial reading activity, students are taught to recognize various letters and how to read these letters, while at the reading comprehension stage, students have been taught how to read properly and understand the contents of a reading (Aprilentina et al., 2020; Ariawan et al., 2018; Huda, 2018; Lestari et al., 2021; Nurani et al., 2021; Sari et al., 2018).

After being able to read well, learning Indonesian will continue at the writing stage. Writing is a complex learning process because it involves reading and speaking skills (Safitri & Dafit, 2021; Sukirman, 2020). Writing is an activity to express ideas and thoughts in linguistic symbols (Ati & Widiyarto, 2020; Heriyudananta, 2021). Writing activities involve several aspects, such as punctuation and spelling, diction and vocabulary, sentence arrangement, paragraph development, idea processing, and essay model development (Sukirman, 2020). In addition, writing activities are also considered productive activities because through writing. A person can produce products in the form of writing containing the results of creative and critical thinking (Siddik, 2018; Suprayogi et al., 2021). To maximize the learning process of reading and to write students, teachers must use various learning models that follow the characteristics of students' needs. Where in the language learning process in elementary schools, students need learning models that can help improve abilities and attract students' interest in learning to read and write.

The application of the multiliteracy learning model is believed to be able to improve students' reading and writing skills. This is because the concept of multiliteracy emphasizes the ability to read, write poetry, share, paint, dance, write novels, or the ability to contact various media that require literacy so that literacy can be seen as a way of finding and making meaning from the various forms of representation that exist around (Ginanjar & Widayanti, 2019; Resnani, 2021; Rifai & Setyaningsih, 2019; Wulandari et al., 2021). The multiliteracy learning model can be used as a model in learning to read and write because the multiliteracy learning model is a learning model that is associated with the use of various learning resources and places the four language skills as efficiently as possible and integrated with other sciences (Dafit et al., 2017).

The results obtained in this study are in line with previous studies, which also revealed that the multiliteracy learning model could significantly improve the mathematical literacy skills of elementary school students (Ginanjar & Widayanti, 2019). Other studies also reveal increased students' speaking skills after being taught using the multiliteracy model (Gunawan, 2020). Subsequent research also revealed that the critical multiliteracy model mostly succeeded in the learning process and outcomes (Rahman & Damaianti, 2019). So based on the results of this study, it can be said that the multiliteracy model is a very feasible model to use, especially to improve students' language skills.

4. CONCLUSION

Based on the results of tests that have been carried out with the help of SPSS software, it can be seen that the multiliteracy learning model has more influence on the ability to read and understand students' creative writing skills. However, the effect is not so significant.

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