

## The Implementation of Multiliteration Learning Models in Improving The Ability of Reading Comprehension for Fifth Grade of Primary School

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**Abstract:** This research is motivated by the low reading comprehension ability of students in learning Indonesian. This study aims to improve students' reading comprehension skills in class V of Talaga Kulon 1 Primary School by using multiliteration learning models. The research method used by researchers is classroom action research in collaboration with fifth grade teachers at Talaga Kulon 1 Primary School, with a total of 30 students in class V consisting of 16 male students and 14 female students. This research took place in 3 cycles, each cycle consisting of 3 actions. The techniques used in data collection are observation, tests, interviews, documentation, and field notes. The results showed that the implementation of the multiliteration model could improve students' reading comprehension skills in class V of Talaga Kulon 1 Elementary School.

**Keywords:** Multiliteration models, reading comprehension, learning models

### 1. Introduction

Reading comprehension is one of the abilities that must be developed in an effort to increase students' knowledge of science and information that is constantly evolving. Since 2000 reading comprehension ability is one of the competencies that have been made as abilities possessed by students from elementary (elementary) to junior high level (Junior high). From the survey data Progress in International Reading Literacy Study (PIRLS) conducted in 2011 the average grade IV elementary school

students in Indonesia obtained a score of 405 per 1000, so that it could be categorized as having "low" competence (400-474) [1].

Starting with the statement above, the ratio of more than 95% of students in Indonesia only reaches the middle level, while more than 50% of Taiwanese students are able to reach the high and advance level [2]. Thus referring to the statement that humans were created with all the perfection and have the same ability, it can be concluded that the teaching process applied in Indonesia is not the same or different from what has been set or standardized (in testing) by the International.

The various reasons mentioned above are not without reason because the assessment of reading comprehension skills carried out by the Program for International Student Assessment (PISA) shows that Indonesia is a country that has a low reading ability level. Based on PISA's assessment in 2000 that Indonesia has a score of 371, it places Indonesia as the third lowest ranked country with a low level of reading comprehension [4].

According to Sari, Martias, and Yunus reading comprehension is a complex intellectual process that includes two main abilities, namely mastery of the meaning of

words and the ability to think about verbal concepts [5]. Furthermore Tarigan states that reading comprehension (reading for understanding) is a type of reading to understand literary standards or norms, critical reviews, written drama, and fiction patterns in an effort to gain understanding with respect to text, readers use certain strategies [6] [7].

Based on the description above, the efforts made to develop an active, creative, and fun learning system, one of which is the implementation of a multiliteration learning model. Learning to read comprehension must also be directed towards honing skills both critical thinking skills, creative, and metacognitive.

As another consideration, the multiliteration model has the advantage of being able to develop a high level of creativity with learning focused on the concept of multiliteration. The concept of Multiliteration is used as an intellectual tool and technique that will enable students to be able to access, process, and communicate important information or ideas and enrich students' critical inquiry. Multiliteration characteristics that are multi learning styles, multi context, multi capital, and multi culture lead students to not only be skilled in reading, not only critical and creative in reading, not only have a high level of understanding in reading, but also students gain and deepen with regard to culture or local wisdom so that the learning process runs in a perfect way.

Based on the explanation above, the researcher needs to conduct a scientific study of the implementation of the Multiliteration Learning Model in Improving Students' Reading Ability Ability in Class V Elementary Schools.

## 2. Material & Methodology

This study uses classroom action research methods by observing elements of activity, actions aimed at correcting problems in the learning process, and the same class receiving lessons from a teacher [8], [9]. Data collection was carried out

through: observation, interviews, documentation, and student learning outcomes of 30 people. Data analysis techniques are done through data reduction, data tabulation of observations, data analysis, and data exposure. The criterion for success in this study is if the students' reading comprehension score reaches at least 75% or 22 of the minimum completeness criteria. This research was carried out through four cycle phases including: planning, implementing actions, observing and reflecting. The classroom action research model used is the John Elliot model.

## 3. Results and Discussion

### 3.1. Result

This study uses a classroom action research approach where the research will discuss the results of each cycle given action. The following diagram shows the results of this study:

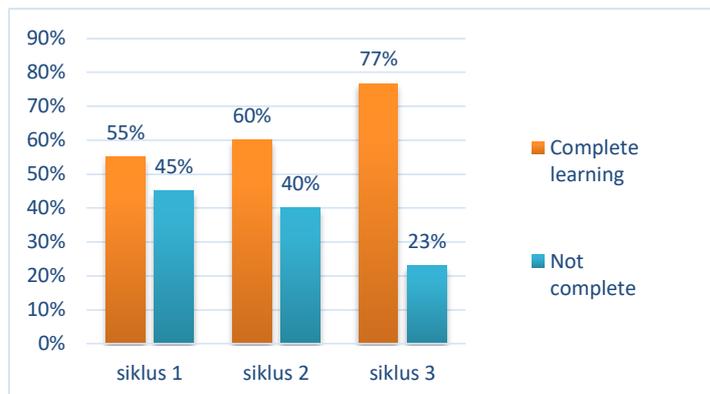


Figure 1. Percentage value for each cycle

### 3.2. Discussion

The results of this study indicate that there is an increase in each cycle. In the first cycle students who complete as much as 55% and the unfinished as much as 45% with an average grade reached 66.10. Cycle II experienced improvement, students who completed it became 60% and those who had not completed 40% with the average grade reached 72.71. While the third cycle of students who complete as much as 77% and the unfinished 23% with the average grade reaches 76.33.

It can be understood that the multiliteration learning model is one of the learning models developed based on multi learning styles, multi context, multi capital, and multi culture directing students to not only be skilled in reading, not only critical and creative in reading [10]. With a multiliteration model, students can optimize language skills so that critical thinking competencies, conceptual, collaborative, and communicative competencies arise and produce products in realizing learning situations and are beneficial in creating conditions of inquiry-based learning and integrative thematic learning in elementary students [11]. It was further stated that, the multiliteration learning model has advantages including: (1) always connecting the material learned with what students already know, (2) connecting the material learned with real life and contemporary issues, (3) involving students to get involved active in asking questions and making their own conclusions, (4) provides many opportunities to study learning material in depth while storing understanding gained in the long-term memory of students, (5) using collaborative work in constructing meaning and viewpoints of the material being studied, (6) involves a variety of learning as a means of constructing new understanding, and (7) involves many learning strategies [12],[13].

#### 4. Conclusion

Based on the results of the research described, it can be concluded that the multiliteration model can improve students' reading comprehension skills in fifth grade elementary schools. Increasing the value of students' reading comprehension ability is influenced by the activities of students and teachers in the learning process in the classroom. multiliteration learning models have a positive impact on students' enthusiasm for learning because formulating learning techniques is so fun that students do not feel bored while studying the material.

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