



Multimodal Approach to Literation Practice in Primary School Students

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Abstract: This paper is a literature review that describes a multimodal approach to literacy practice in elementary school students. This approach provides opportunities for students to be creative and educative. Usually, the teacher when teaching is less active and students only watch and listen to what is being said, but the teacher does not activate the atmosphere, the child tends to be silent even just playing. Students are confused about getting ideas to tell stories freely and widely because students are only fixated on one reading book. In its implementation, a multimodal approach in elementary schools can be carried out by focusing on writing and drawing activities, assisted by digital technology that can provide interesting information. Digital technology provides many benefits in terms of linguistics, audio, visual, spatial, and gestures in creating a story. To learn something, students must be smart in literacy, namely in writing, reading, and listening. The four languages are interrelated. In life we are inseparable from communication, now it is not the only face to face but we can communicate via electronic media. Multimodal is a resource for children to build ideas and help students' minds more open. With a multimodal approach, it is a student's experience that is always remembered, this provision does not only apply to elementary schools but will be useful until later continuing with higher education.

Keywords: Multimodal, Literacy, Digital Technology, Elementary School Students.

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INTRODUCTION

Currently, the government is aggressively implementing a reading literacy movement. Reading literacy skills are practiced in various circles, including children, adolescents, and adults. Of course, this is adjusted according to the age stage and developmental tasks. Literacy is related to student life, both at home and in the environment. Doman explained that reading is one of the most important functions in life. All learning processes are based on reading skills. The reading and literacy interests of the Akita people must equal and even be higher than other developed nations so that the Indonesian nation also plays a role in the arena in the global era. The concept of literacy according to (Musthafa, 2014) explains literacy is reading, writing, and critical thinking. Through literacy, critical awareness will grow to learn something new or assimilate it with previous knowledge, in its function literacy can influence a person to add a critical culture to give birth to a smart, competitive society.

In this regard, Kern in Saomah (2012, p. 2) defines the term literacy comprehensively as follows. Literacy is the use of socially, and

historically, and culturally situated practices of creating and interpreting meaning through texts. The meaning of the text is that literacy includes written and spoken texts. Literacy in its use involves the practices of social, historical, and cultural situations in creating and interpreting meaning through texts. Karadeniz and Can (2015, p. 4058) linked the book reading habits and media literacy of students and their departments, grades, social media usage habits, average academic achievement indexes, and educational backgrounds of their parents. The result is that there is a positive correlation between reading habits, average achievement index, and media literacy, there is also a negative correlation between reading habits and social media use habits. We cannot see a link between the reading habits of students and their parents' educational background. Likewise, there was not any relationship between students' social media use habits and their parents' educational background, whereas there was a low level of correlation between their media literacy and average grade point average.



Literacy is an important element in dealing with the industrial revolution 4.0. Rapid technological advancement should be met with a high level of literacy skills. This was confirmed by the speech of the Minister of Research, Technology and Higher Education, Mohamad Nasir, who stated that one of the higher education policies in the 4.0 industrial revolution was to implement a reoriented curriculum by developing and teaching new literacy concepts (without neglecting the basic literacy concept). Basic literacy concepts of reading, writing and archiving. Furthermore, the literacy concept in the 4.0 industrial revolution is technology literacy and data literacy. Apart from these two new concepts, the quality of human resources is also needed.

Concerning the topic, higher education is required to produce graduates who can compete in the global era. That's a basic education program, therefore, which aims to produce quality teachers, it is necessary to put forward new literacy concepts in its classroom programs. The issue of literacy, currently, is receiving special attention from the Indonesian government. Compared to other countries, Indonesia's competitiveness is insufficient. The integration of new literacy concepts will equip students with high-level skills as literate people to cope with the rapid changes of this era.

Our world of education is familiar with various terms of technology or electronic facilities, such as e-learning, e-school, e-slate, virtual learning, online learning, web-based learning, or various other terms that are so familiar to us. Besides, we are also hearing the term digital library (digital library or e-library) more and more frequently.

Dadang Sunendar, Head of the Ministry of Education and Culture's Language and Book Development Agency, after opening the Literacy Reading Literature Reading Writers Meeting, in Jakarta, Wednesday (4/24/2019).

Dadang added, there is still a lack of interest in reading among students in Indonesia. Therefore, now is a good time to step up. "Our children must be added or introduced to more complex texts, must be familiar with texts that are critical, exploratory,

argumentative. Due to the weaknesses of our children there, which is not used to reading data, maps, graphics, long text, and so on. Therefore, this must be started, "he concluded.

Teaching and learning activities are inseparable from the demands of the increasingly modern times, learning can be equipped with the help of increasingly new and sophisticated technology, children today do not want to be left behind with gadgets or smartphones in which there are various kinds of applications with practical installation, also only with the touch of a hand, children are now smarter in operating it than adults, therefore in this digital era, 4.0 teachers should have more control than their students.

Lenters (2016, p. 280) also said that digital games on social media embodied with numbers show the way young adolescents are fully immersed and involved with the digital world and its materials, "writing too much" text officially and producing stories. - a rich story that the adults around her could not figure out. This is unfolding in unpredictable ways, and as it happens, literacy practices that carry deep and intellectual engagement, enjoyment and pride, and being in literacy practice can become a focus. Based on this, learning reading literacy requires all components of education, including language teachers, to continuously update their skills according to digital-based developments. The use of search engines via the internet can make it easier for teachers to access the latest information developments regarding the language field.

This multimodal approach has become a daily necessity with the development of digital technology that we use as a resource to make things easier, multimodal means a combination of modalities and media. Based on this, learning reading literacy requires all components of education, including language teachers, to continuously update their skills according to digital-based developments. The use of search engines via the internet can make it easier for teachers to access the latest information developments regarding the language field.



Ekşi, G. and Yakışık, B.Y. (2015, p. 464) in his research revealed that language teachers are required to have multimodal literacy knowledge and skills. Teachers should be able to interpret multimodal texts and design and communicate knowledge through these multimodal texts and be able to transfer their knowledge and abilities to students. The more time a teacher spends on the internet and the more often he designs and uses multimodal structures, the more his knowledge and ability to use multimodal literacy for language learning increases.

DISCUSSION

Education in the 21st century is an education in the information technology era that views knowledge as the main feature in the development of urban and rural communities. The role of primary school teachers in this digital era is very complex and challenging because primary schools are the foundation of further education which has special characteristics such as the classroom teacher system which requires teachers to be skilled in teaching and mastering various subjects. One of the main subjects that are the basis for mastery of other subjects is Indonesian which in elementary schools focuses on literacy skills (read-write) (Hartati, 2016).

Literacy is believed by developed societies to be a very important need for every human being as a citizen of the world who moves very fast. Most researchers consider literacy as a basic right of citizens that every country must facilitate. Therefore, many countries, especially those that are developing or developing, have made literacy the main development agenda which is costly. This is due to the government's awareness that literacy can provide opportunities for economic and social development towards the welfare of life, both individuals and communities (Hartati, 2010).

A literate classroom environment is a classroom environment rich in language and printed media (USAID Prioritas, 2014). Exploring the concept of literacy in early development, literacy is defined as the ability to read, write, listen, speak, see, present, and think critically about ideas. Subsequent developments suggest that literacy is related

to social situations and practices. Then, literacy was expanded along with the development of information technology and multimedia. Then literacy is seen as a social construction and is never neutral (Abidin, 2015). Another opinion says that literacy is not only related to reading and writing, but includes the ability to read, understand, and critically appreciate various forms of communication (Indriyana, 2016).

According to UNESCO (in Hartati, 2016) literacy is the ability to recognize, understand, predict, create, communicate, calculate, and use printed and written materials in various contexts. Literacy involves a learning continuum that allows an individual to achieve his goals, build his knowledge and potential, and participate in community development.

Currently, the world is in an era of industrial revolution 4.0 which is very closely related to technology (Rahman, Sakti, Widya, & Yugafiati, 2018). In this era, reading activities do not only use print media but also use digital media, such as using websites, e-books, e-commerce, or pdf journals. Various reading facilities in the digital era are an alternative for people to find the latest information or get entertainment practically without having to carry books (Rahman, 2020: 55).

Reading recognition for beginners can be done through technology but it needs to be interspersed with kinesthetic activities, namely reading using text or media so that students can interact with reading sources. Parents in the era of the industrial revolution 4.0 almost have cellphones and can access all information through the use of the internet. However, the digital literacy of parents as teachers in the family environment is still very low so that students' use of cellphones and internet access is not paid attention to. Parents still do not monitor, provide guidance, or limit internet access to students. This certainly affects students' reading motivation. Students who often play on their cell phones without guidance and supervision tend to grow into figures who have high egos, do not care about their surroundings, and are lazy to learn (Rahman, 2020: 56).



The multimodal approach is to provide opportunities for students to be creative and carry out various activities in it, interact as well as educate them to be able to explore and find their knowledge. The author observes the condition of the class, usually the teacher when teaching is less active and students only see and listen to what is said, but the teacher does not activate the atmosphere, the child tends to be silent even just playing. Students are confused about getting ideas to tell stories freely and widely because students are only fixated on one reading book or textbook.

Multimodal literacy learning targets are not limited to communication-based on traditional printed texts but multimedia and multimodal (Ryu & Boggs, 2016). Multimedia text and multimodal text include visual, audio, and technological elements to create meaning. So that the goal of multimodal literacy learning is to improve the capabilities of the 21st century (Industrial Revolution Era 4.0). The author will describe the points that we can take as follows.

Almost all children today can use smartphones easily without being taught, children can operate on their own because they often see their parents. (e.g., Statens Medieråd, 2017), mostly in informal settings where they read and create text which is often a combination of text, images, motion pictures, and sound, mediated through such digital devices. as computers and cell phones. However, formal settings, such as schools, often cling to traditional ways of making meaning through written and paper-based texts (e.g., Kress, 2010). Together with other social changes, such as increased flexibility in the labor market, with increasing objections, individualization, and multi-cultural societies (New London Group, 2000, Kalantzis and Cope, 2012), contemporary meaning-making influences teaching, learning, and education. This article aims to discuss how a multimodal approach to making meanings can contribute to improving children's language.

With a multimodal approach, mediation applies to the potential meaning of all modes. In other words, the meaning is created, distributed, interpreted, and reproduced by

multiple sources of communication (cf. Jewitt, 2008; Kress and van Leeuwen, 2001).

Objectives of Multimodal Literacy

The objectives of multimodal literacy learning are (1) to develop learning that is focused on multi-semiotic conceptual knowledge and understanding, and (2) to improve multi-semiotic professional practice. The two goals are reciprocal, namely, multimodal literacy learning can be used to develop multi-semiotics knowledge and understanding and increasing multi-semiotic knowledge and understanding will have an impact on increasing or improving practical activities.

Benefits and Multimodal Activities

The benefits of multimodal literacy learning are: first, learning is more efficient because students are introduced to multimodal text (visual, audio, and technology) so that learning leads to the use of text as a whole. Second, it can improve the capabilities of students who have multiple preferences because multimodal literacy learning is a combination of visual, audio, and motion. Third, multimodal literacy learning strategies include learning strategies to learn faster and at a deeper level so that later recall will be more successful. Fourth, multimodal literacy learning strategies can increase students' attention to learning. Fifth, familiarize oneself with various learning styles so that increased abilities are more effective.

In its implementation, a multimodal approach in elementary schools can be done by focusing on writing and art activities, namely drawing, assisted by digital technology that can provide interesting information to students. Digital technology provides many benefits in terms of linguistic, audio, visual, spatial, and gesture mode in creating a story. The ability to capture oral narratives offers clarity an opportunity to preserve children's stories (Mantei & Kervin, 2016).

Besides, students can capture many capacities such as photos, images, sounds, and effects. That way students can have a concept, idea, or idea that will automatically emerge. Students are enthusiastic about



being involved in multimodal digital creation when doing their assignments in class. Drawing will get meaning by using examples from picture books that have just been read (Herman and Rosie by Gus Gordon) and analogizing students when they are in a helicopter flying over the school, then students see with the bird's eye technique. The following is a description of their activities according to Lisa Kervin and Jessica Mantei (2017. Vol. 70 No.6).

Draw a Map on paper using colored markers

After seeing the map. Students select the elements that will be presented in the picture, then students discuss the state of the map they drew on large paper and colored markers individually then present the results in front of the class as follows: Shows a map created by two pairs of children reporting on the same topic. After they have completed the map, students draw themselves on small pieces of paper (such as the BP toy, Unloading, and Unloading). The cutout is used as a person's character. Children use the characters as "dolls" like two-dimensional (real).

The dolls are made using colored paper and markers

With the character puppets, students can move the dolls on the map image to help students recall their own stories on the map. In this practice, students can interpret the narrative and can talk to their friends and teachers when delivering them to the class.

Presenting Images with the Help of Digital Technology

Using Google Maps, children find their schools in the local community. (show the map to all students in the class using the interactive whiteboard). In another sense that our situation in Indonesia has not been facilitated by interactive whiteboards, therefore the authors conclude as follows. Color images, detailed roads on the satellite map are given to each pair (in print/print out or digital/in focus). On the in-focus screen, students found buildings, school playgrounds, parks, and even neighboring houses that were adjacent to the school's house. Satellite map image presentation is

useful for student stimulus. In the end, teacher learning can take photos of student results using cellphones then share them to a laptop and display them on the in-focus so that it looks big and students can see clearly. Of course, it is supported by school Wi-Fi facilities to make it easier for learning.

Thus, the steps of a multimodal approach based on the introduction of their environment, when learning students can write through drawing activities, students can read a picture, namely a map that is presented on drawing paper, students also get ideas or ideas when speaking through the pictures they make and then present them in front class with ready ingredients. Learning is no longer centered on the teacher, but students who are active and smarter to create, students can focus and process themselves according to their wishes, of course during class it is inseparable from teacher direction and supervision.

CONCLUSION

This study examines how technology has created new designs to create spoken, written, and visual texts. A new challenge for us as teachers that will produce individuals who are better and excel in all things in learning, especially those that are given when students are in school. To learn something, students must be smart in literacy, namely in writing, reading, listening, and listening. The four languages are inseparably related. In our life we cannot be separated from communication, communication among humans today is not the only face to face but we can communicate via electronic media such as cellphones, laptops, iPad / tablets, tv, etc. In this literacy practice, students can understand their surroundings or their experiences, students are smart about reading situations and situations, students can explain a map, students dare to speak and tell in chronological order that is intended in the map they have drawn, assisted by "paper dolls" depicting characters themselves so that when telling stories accompanied by body language, they also move according to the meaning they convey. Multimodal is a resource for children to build ideas and help students' minds more openly, students are



not fixated on reading books. Learning is not fixed on the teacher alone, but the teacher and students interact with each other. With digital assistance, students are more interested and active in knowing something. Then the multimodal approach is a student experience that is always remembered, provision is not only done in class but students can do it themselves when at home they will also get used to it until they continue to higher education.

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