USE OF MULTILITERATION LEARNING MODELS IN READING COMPREHENTION IN CLASS V ELEMENTARY SCHOOL

(Quasi Research Experiments on Class V Students of Trajaya III Elementary School Palasah Subdistrict Majalengka Regency)

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Abstract: This study aims to determine the effect of multiliteration learning models on improving students' reading comprehension skills. This research was carried out by Trajaya III Elementary School, Palasah Subdistrict, Majalengka Regency, from January to April 2018. This study used a quasi-experimental method with the *Nonequivalent Pre-Test and Post-Test Control Groups Design*. The instrument used is a Process Worksheet (LKP) to measure the level of students' reading comprehension skills. The results showed that the normality test used the *Shapiro-Wilk* test that the posttest of the experimental class had a significance level of 0.165 or more than 0.05, so it could be stated that the data was normally distributed. Whereas for post-control data the control class has a significance value of 0.756 or more than 0.05, it can be said that the data is normally distributed. From the results of the normality test it can be concluded that the posttest data of the experimental class and the control class obtained were normally distributed. Subsequent testing using the homogeneity test in the posttest of the experimental class and the control class obtained a significance value of 0.053. From this explanation, it can be seen that the significance value is greater than 0.05. So it can be concluded that the population has a homogeneous variant. Next the results of the t test analysis show that the significance value is 0,000. The significance value is 0.05, so it can be stated that Ho is rejected, which means that there is a significant difference between the results of the experimental class and the control class. Thus, it can be concluded that there is a significant difference in the results of the experimental class posttest learning that uses multiliteration with control classes whose learning uses conventional methods. Furthermore, by using the gaint test, based on the control class data has an average gain index of 0.28 with the criteria being. The results of the gain index have medium criteria as many as 13 students and who have low criteria as many as 11 students. The gain index of the experimental class has an average of 0.63 with medium criteria, while the control class has an average of 0.28 with low criteria. Thus, there is a difference in increasing the ability to read students' understanding of the gain index between the experimental class and the control class.

Keywords: Multiliteration Learning Model, Reading Comprehention Ability

1. Introduction

Since 2000 the ability to read comprehension is one of the competencies that have been used as abilities possessed by students from elementary (elementary) to junior high (junior high) level. From thesurvey data *Progress In International Reading Literacy Study* (PIRLS)conducted in 2011 the average grade IV elementary school students in Indonesia scored 405 per 1000, so that they can be categorized as having "low" (400-474) competencies (Abidin: 2013) . Furthermore, Abidin (2013) also mentioned that as a comparison, more than 95% of students in Indonesia only reached intermediate levels, while more than 50% of Taiwanese students were able to reach high levels and *advance.* Thus referring to the statement that humans are created with all 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. Various findings in the classroom revealed that Indonesian Language and Literature learning in elementary school had not been as expected. Teachers tend to use learning techniques that are theoretical and memorized so that learning activities take place rigid, monotonous, and boring. The various reasons stated above are not without reason because the assessment of the ability to read comprehension conducted by the *Program for International Student Assessment* (PISA) shows that Indonesia is a country that has a low level of reading ability. Test results and the PISA survey, which in 2015 involved 540,000 students in 70 countries showed that Singapore was a country that was ranked 1st for all three materials in science, reading and mathematics. While the performance of Indonesian students is still relatively low. The average score of the achievement of Indonesian students for science, reading and mathematics was consecutively ranked 62, 61, and 63 of the 69 countries evaluated. Looking at the main indicators in the form of an average score of achievement of Indonesian students in the fields of science, mathematics, and science is indeed worrying (OECD. 2016). Based on the empirical data presented above, it is necessary to make a major change in the learning process, especially in reading comprehension learning.

2. Theoritical Review

Anderson, Pearson, and Teng in Alshumaimeri said that "reading comprehension is viewed as the process of interpreting new information and assimilating this information into memory structures. Next, Cline et.al (2006: 2) describes reading is decoding and understanding written texts. Decoding requires translating the symbols of writing systems (including Braille) into the spoken words which they represent. Understanding is the purpose of reading, the context, the nature of the text, and the readers' strategies and knowledge. Further Cline et.al (2006: 2) also states that reading is the process of deriving meaning from the text. For the majority of readers, this process involves decoding written text. Some individuals require adaptation such as Braille or auditorization to support the decoding process. Understanding is intended for reading, the context, the nature of the text, and the strategies and knowledge

Somadayo (2011) says that reading comprehension is a process of acquiring meaning that actively involves the knowledge and experience that the reader has and connected to the contents of the reading. As for Andayani (2009) reading comprehension or comprehension is the ability to read to understand the main ideas, important details, and all understanding. Fanany (2012) added that reading comprehension is reading which emphasizes the ability to understand and master the content of reading. Jhonson defines *"Reading is the practice of using text to create meaning"*. Reading is a practice activity by using readings to find the meaning contained therein.

Thus reading comprehension is a process of meaning acquisition that involves active experience and knowledge, mastering the content of reading and understanding the reading details that it reads. Therefore in the process of reading activities need to be directed to really involve students actively in order to obtain a comprehensive understanding. The active involvement of students here is intended so that students can build their own knowledge so that the process of reading comprehension can be carried out effectively and efficiently. Furthermore Abidin (2012) explained that the reading comprehension learning procedure was (1) the Prabaca Stage, (2) the Reading Stage, (3) the Post-Reading Stage. In line with the reading comprehension learning procedure, again Abidin (2016: 5) explained that reading learning has at least three goals. The three main objectives are (1) allowing students to be able to enjoy reading activities, (2) able to read silently with flexible reading speed, (3)

and obtain a sufficient level of understanding of the content of the reading. Furthermore, Abidin (2010: 5) explained in more detail the first goal, reading learning must be emphasized in efforts to support students so that they are able to enjoy the reading activities they do. This is very important because reading enjoyment is the basis for reading activities. Without a sense of pleasure felt by students, reading learning may not be able to achieve the expected goals. Thus, the initial step in reading learning must be aimed at motivating children to read so that they can make reading a fun activity. The first objective of learning to read more broadly can be interpreted so that students love reading. This goal is very important because seeing reading is the initial capital so students can read while still being readers Global changes in society make literacy practices in education less understand student achievement in the 21st century.

Therefore, Luke and Elkins (in Cumming and Potvin 2007) stated that " *Multiliteracies must allow students, school and communities to navigate unprecendented cultural, social, economic and political changes* "Multiliteration must enable students, schools and communities to show unprecedented cultural, social, economic and political directions. The concept of multiliteration learning was also put forward by other experts namely McKee and Ogle (in Abidin, 2016: 34) who looked at giving understanding of multiliteration learning, literacy at first must be seen as the ability to use reading, writing, listening, and speaking as efficiently as possible to improve ability to think and communicate.

The syntax of multiliteration learning models will basically refer to the syntax of literacy learning models both reading literacy, writing literacy and oral language literacy. Therefore, the basic syntax of multiliteration learning models consists of three major phases namely the phase of preactivity, activity phase, and postactivity phase. According to Abidin (2015: 105) the phases of the multiliteration learning phase can be explained as follows: (1) Preactivity Phase, (2) Activity Phase, (3) Post-Activity Phase**.** The preactivity phase of students carrying out various preparatory activities includes skemata bending; build predictions, make guides, and learning goals; linking the context to be learned with him, his life, and other contexts that have been studied; using strategies to guess; formulate hypothersis; find and assign various information; get to know the concept, structure and function of the media, determine the theme, topic, or problem learned; create a framework, thinking, ideas and concepts, and various types of other learning preparation activities.

In line with this, Abidin (2015: 8) states that multiliteration is a language ability that is related to context, culture and media. Multiliteration learning is learning that focuses on optimizing all aspects of learning. Based on a number of thoughts on multiliteration, Abidin (2015: 59) made a basic design of the concept of multiliteration and its implications for multiliteration learning, as follows:

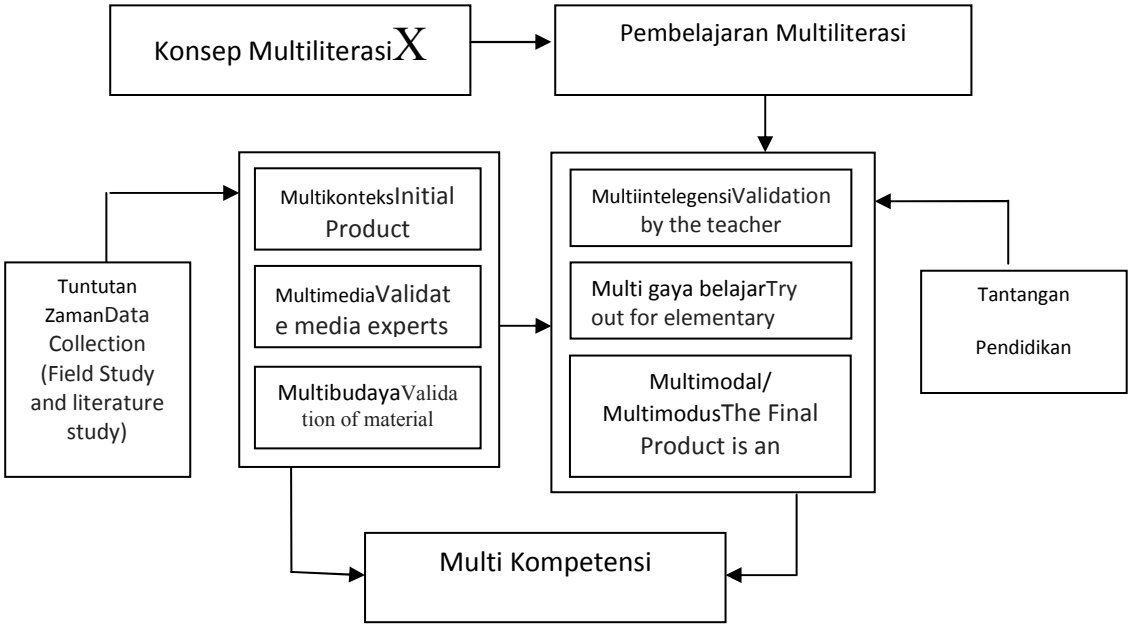

Figure 1
Basic Design of Multiliteration (in Abidin, 2015: 59)

The basic syntax of multiliteration learning models consists of three major phases namely the phase of preactivity, activity phase, and postactivity phase. According to Abidin (2015: 105) the phases of the multiliteration learning phase are (1) the Preactivity Phase; (2) Activity Phase; and (3) Post-Activity Phase.

3. Methods

Method used in this research is quasi-experimental methods *(quasiexperiment)*. This research was conducted with a view to testing the implementation of learning with a multiliteration model and then seen its influence on improving students' reading comprehension skills in the experimental class. The research design used in this study is *Pretest Posttest Control Group Design.* In this research design there are two classes, namely *select control group* and *select experimental group* (Creswell, 2008: 314). In this study, the study population were all fifth grade students of Trajaya III Elementary School, totaling 26 classes A and 24 class B. The tools used in data collection in this study were the Process Worksheet .

The data obtained in this study are qualitative and quantitative data. The technique used to analyze qualitative data is descriptive analysis. Descriptive analysis is used to find out and obtain an overview of the effectiveness of the multiliteration model in terms of the learning process. Furthermore, quantitative data analysis techniques are used to determine and answer research hypotheses relating to differences in reading comprehension skills between students who use multiliteration learning models with students who use learning rather than multiliteration learning models. The stages of quantitative data analysis will use a statistical method which is a different test (t) with the help of a *statistical package for social science (SPSS) 20 for windows*. Furthermore, to analyze differences in scientific literacy abilities using *N-Gain* with the help of SPSS Version 20. The stages of quantitative data analysis using statistics were carried out in several stages. These stages are (1) descriptive data analysis, (2) analysis of normality and homogeneity tests, (3) analysis of different tests using t test or other appropriate tests, and (4) analysis of different tests using *N-Gain*.

4. Research Results And Discussion

a. Normality Test

1) Class Pretest Experiment and Control

Normality test is used to determine whether the data distribution conducted by the researcher is normal or not. The results of the normality test can be seen in the following table:

Table 4.8
Class Pretest Normality Test and Control Results

	Kelas	Shapiro-Wilk		
		Statistic	Df	Sig.
Pretes Kemampuan Membaca Pemahaman	Kontrol	.916	22	.063
	Eksperimen	.910	22	.047

Based on the calculation of the table above, using the *Shapiro-Wilk test* that the experimental class pretest has a significance level of 0.047 or less than 0.05, it can be stated that the data is not normally distributed. While for the control class pretest data has a significance value of 0.063 or more than 0.05, it can be said that the data is normally distributed. Because there is one data that is not normally distributed, homogeneity testing is not carried out. Tests done next is test the hypothesis by using the parametric testtest Mann-Whitneyor test-U. This is because the sample comes from two free samples.

b. Nonparametric Hypothesis Test Hypothesis

testing was carried out by nonparametric test using *Mann*-Whitney test or U-test. The results of the normality test can be seen in the following table:

Table 4
Test Results for Normality Postes Class Experiments and Controls

	Kelas	Shapiro-Wilk		
		Statistic	Df	Sig.
Postes Kemampuan Membaca Pemahaman	Kontrol	.967	24	.756
	Eksperimen	.936	26	.165

Based on the table above, by using the *Shapiro-Wilk* test that the posttest of the experimental class has a significance level of 0.165 or more than 0.05, it can be stated that the data is normally distributed. Whereas for post-control data the control class has a significance value of 0.756 or more than 0.05, it can be said that the data is normally distributed. From the results of the normality test it can be concluded that the posttest data of the experimental class and the control class obtained were normally distributed.

c. Homogeneity Test Homogeneity

test is carried out to find out whether the samples with each other have similarities or not in the study. Homogeneity test is done for posttest data of experimental class and control class only because the pretest data is not normally distributed. The homogeneity test results can be seen from the *output test of homogeneity of variance*. The homogeneity test results can be seen in the following table:

Table 4.11
Homogeneity Test Results Postes
Class Experiments and Controls

		Levene Statistic	df 1	df2	Sig.
Postes Kemampuan Membaca Pemahaman	Based on Mean	3.977	1	42	.053
	Based on Median	4.016	1	42	.052
	Based on Median and with adjusted df	4.016	1	39.1 89	.052
	Based on trimmed mean	3.980	1	42	.053

Based on table 4.11, it can be seen that to test homogeneity in posttest experimental class and control class obtained a significance value of 0.053. From this explanation, it can be seen that the significance value is greater than 0.05. So it can be concluded that the population has a homogeneous variant or the data comes from populations with the same variant.

d. Parametric Hypothesis Testing

Testing the hypothesis in this study was conducted using parametric t-test analysis is by using two independent samples t test *(Independent Sample* Test). The results of the t test of two independent samples posttest of the experimental and control classes are presented in the table

Table 4.12
Hypothesis Test Results Postes Experiment and Control Classes

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	T	df	Sig. (2-tailed)
Postes Kemampuan Membaca Pemahman	Equal variances assumed	3.977	.053	-6.018	42	.000
	Equal variances not assumed			-6.018	36.513	.000

Based on the table above, the results of the t test analysis show that the significance value is 0,000. The significance value is 0.05, so it can be stated that Ho is rejected, which means that there is a significant difference between the results of the experimental class and the control class. Thus, it can be concluded that there is a significant difference in the results of the experimental class posttest learning that uses Multiliteration with the control class whose learning uses the conventional method of lecture.

Test Gain

The gain test is carried out for knowing whether the reading comprehension ability of the experimental class is an increase from the pretest score to post after being given *treatment* then analysis of the Gain index data from the results of the pretest was carried out and postes. The data obtained from the calculation of the gain index are as follows:

Table 4.13. Experiment Gain Test Results Experimental Class

No Urut Siswa	Skor		Indeks Gain	Kriteria
	Pretes	Postes		
1	53	83	0,6	Sedang
2	40	83	0,71	Tinggi
3	67	77	0,30	Sedang
4	50	87	0,74	Tinggi
5	50	80	0,6	Sedang
6	53	80	0,57	Sedang
7	20	67	0,5	Sedang
8	67	83	0,48	Sedang
9	57	80	0,53	Sedang
10	67	97	0,90	Tinggi
11	63	83	0,54	Sedang
12	67	93	0,78	Tinggi
13	40	93	0,88	Tinggi
14	30	77	0,67	Sedang
15	50	80	0,6	Sedang
16	47	77	0,56	Sedang
17	67	93	0,78	Tinggi
18	53	83	0,63	Sedang
19	47	83	0,67	Sedang
20	47	77	0,56	Sedang
21	40	70	0,42	Sedang
22	67	93	0,78	Tinggi
23	63	83	0,54	Sedang
24	67	93	0,78	Tinggi
25	40	93	0,88	Tinggi
24	30	77	0,67	Sedang
Rata-rata			0,63	Sedang

Based on the table above it can be concluded that the experimental class has an average gain index of 0.63 with the criteria being. The results of the gain index have high criteria as many as 9 students and those with medium criteria are 17 students.

Table 4:14. Results Test Class Data Gain Control

No Urut Siswa	Skor		Indeks Gain	Kriteria
	Pretes	Postes		
1	57	73	0,37	Sedang
2	67	83	0,48	Sedang
3	53	80	0,57	Sedang
4	70	67	-0,1	Rendah
5	37	70	0,52	Sedang
6	67	57	-0,30	Rendah
7	53	67	0,29	Rendah
8	20	53	0,41	Sedang
9	43	73	0,52	Sedang
10	40	63	0,38	Sedang
11	53	70	0,36	Sedang
12	50	63	0,26	Rendah
13	57	73	0,37	Sedang
14	37	53	0,25	Rendah
15	20	60	0,5	Sedang
16	47	63	0,30	Rendah
17	60	83	0,57	Sedang
18	47	47	0	Rendah
19	63	77	0,37	Sedang
20	53	63	0,21	Rendah
21	63	53	-0,27	Rendah
22	20	40	0,25	Rendah
23	63	77	0,37	Sedang
24	53	63	0,21	Rendah
	Rata-rata		0,28	Rendah

Based on the above table it can be concluded that the control class has an average gain index of 0.28 with the criteria being. The results of the gain index have medium criteria as many as 13 students and who have low criteria as many as 11 students. Thus, there is a difference in the increase in the ability to read students' understanding of the gain index between the experimental class and the control class, namely the gain index of the experimental class has an average of 0.63 with the criteria being. While the control class has an average of 0.28 with low criteria.

5. Conclusions

Based on the results of data analysis of classroom action research by applying a multiliteration learning model to improve students' reading comprehension skills in class V of Trajaya III Elementary School, Palasah District, Majalengka District, it can be concluded that:

1. Observation results obtained an average score of 80 with criterion A. While the average score obtained a score of 79 with criteria B. Thus, students who obtained learning using the Multiliteration learning model better influence than students who get conventional learning.
2. There is a difference in the improvement of students' reading comprehension ability significantly between students who get learning with the Multiliteration learning model with students who get conventional learning. This can be shown by the results of the gain test, namely the class that uses the Multiliteration learning model amounting to 0.63 with the criteria of being and students with conventional learning of 0.38 with the criteria being. Thus, between classes that use multiliteration learning models and conventional learning classes have a difference of 0.25.

Based on the research and conclusions obtained, then some suggestions that can be raised include the following:

1. Learning using Multiliteration learning models can improve students' reading comprehension because it is able to make active students involve physical activity skills, speaking skills, observation skills, and thinking skills to solve problems in constructing concepts. In other words learning using Multiliteration learning models can be used as learning innovations in the implementation of learning.

2. Teachers are expected to be able to apply Multiliteration learning models in some learning with subject matter or subject matter relevant to the characteristics of the model stage.
3. Suggestions for the next researcher are to develop more research especially in learning that focuses on the involvement of students' thinking skills.
4. skills in observation, and thinking skills to solve problems in constructing concepts. In other words learning using Multiliteration learning models can be used as learning innovations in the implementation of learning.

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