

Multiliteracies Approach in English Language Teaching Paradigm in 21st Century

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Abstract- The multiliteracies approach in English Language Teaching in 21st Century Paradigm is a learning paradigm that has long been echoed in the world of education. However, there are still some people who are opaque about this multiliteracies. The teaching paradigm with a multiliteracies approach in this paper is defined as a strategic concept of English Language teaching that is not only limited to teaching language skills (listening, speaking, writing, and reading) but rather more complex in the practice of cultural and social accuracy. Thus, learning leads to cognitive, affective, and psychomotor enrichment through a variety of learning content that is integrated with social and cultural understanding of learners. For example, language learning is integrated with character education, value education, moral education, environmental education, multicultural education. In multiliteracies approach, it focuses on developing students' abilities. Indeed, the existence of multiliteracies learning is believed to be able to meet the demands of the times and challenges of English Language Education. So that each individual can maintain its existence in a society, it can even maintain the existence of its country.

Keywords: *paradigm, English Language Teaching, multiliteracies*

I. INTRODUCTION

Education is a conscious effort that is structured and systematic as an effort to improve the quality of human resources carried out at the level of education. Therefore, education emphasizes a process that requires a planned business in accordance with the rules of implementation that have been set. Regarding this, education carried out in developing the quality of human resources in question should be carried out in full and comprehensive. It aims to be able to make a better contribution in accordance with the educational goals expected for the progress of the nation going forward. The learning process in schools is one of the educational processes.

The use of learning models is one of the critical success factors of a learning process. Learning models that meet both criteria will give birth to an effective and efficient learning process. But on the contrary, if the learning model is not in accordance with the criteria, what will be born are various problems in the learning process. The learning model is a pattern that describes a systematic procedure in

organizing learning experiences and serves as a guide in planning and implementing learning activities.

Literacy (Lit-er-a-cy) is a noun means the ability to read and to write. Literacy traditionally defined by dictionaries is the ability to read and to write. In modern era literacy means the ability to use language, numbers, images, computers and other basic means to understand, communicate, gain useful knowledge solve mathematical problems and use the dominant symbol system of a culture. The concept of literacy is expanding across countries to include skills to access knowledge through technology and ability to access complex contexts.

Multiliteration is a new paradigm in learning literacy. Literacy itself has widened meaning it is not limited to reading and writing activities but is more complex to the practice of social and cultural accuracy that directs learners to recognize, understand, exert, and cultivate these socio-cultural values towards better. In fact, at present, literacy has led to diverse dimensions such as environmental literacy, literary literacy, media literacy, technological literacy, and even moral literacy. Literacy learning has implications for the emergence of the concept of multiliteration. Literacy according to Tomskin (in Resmini, 2008, p.7) is the ability to use reading and writing in carrying out learning tasks both at school and outside of school. The concept of multiliteration arises because humans not only read or write, but they read and write with certain genres that involve social, cultural, and political goals that are the demands of the globalization era, so this is the basis for the birth of multiliteration in the world of education.

According to Morocco (2008, p. 10) the skills that must be mastered in order to create multiliteration learning are high comprehension reading skills, good writing skills, speaking skills, and skills in mastering various digital media. The four skills will not be separated from the mastery of literacy and integration of language with other sciences to gain knowledge and be able to communicate that knowledge to others. With multiliteration learning, students can optimize their language skills so that critical thinking competence, conceptual, collaborative, and communicative competence arise and produce products in realizing the learning situation and be useful in creating conditions of inquiry-based learning and integrative thematic learning.

Indonesian language learning has a very important role not only to foster communication skills but also for the sake of mastery of science. According to Ghazali (2013, p. 168) language learning is "a process that runs linear / straight, that is preceded by mastering spoken language (listening and speaking) and then switching to written language (reading and writing). So, the four skills are interconnected and cannot be separated in the language learning process.

However, reading and writing are very important language skills, it is based because reading is a means to learn a thing so that it can expand knowledge and explore written messages in reading material that can ultimately be expressed in written form that is writing. However, reading and writing is not an easy job to do and need guidance through an appropriate learning process. The ability to read and the ability to write have links that can not be separated.

Based on the description above, multiliteration learning in Indonesian language learning referred to in this paper is not only on literacy learning but is integrated in universal reading and writing activities with all the socio-cultural aspects involved in it. Learning will not only be directed at mastering language skills but more complex with social skills or other knowledge. This learning model can also be said as an integrated social, cultural, value, moral, and / or character learning model.

II. FINDINGS AND DISCUSSION

A. *The important of multiliteration*

In meeting the demands of the era and the challenges of education, multiliteration learning is needed for each individual as the successor of the nation who can help him in maintaining existence in a society or even in the international world. Before discussing the importance of multiliteration learning in meeting the demands of the era and the challenges of this education, it must be known in advance about the roots of learning and multiliteration itself. Learning in general can be described as a deliberate and purposeful effort focused on the interests, characteristics, and conditions of others so that students can learn effectively and efficiently.

According to the Big Indonesian Dictionary (2007: 17) defines the word learning comes from the word teaching, which means instructions given to people to be known or obeyed, while learning means the process, method, act of making people or sentient beings learn. According to Kimble and Garnezy (Pringgawidagda, 2002: 20), learning is a change in behavior that is relatively fixed and is the result of repeated practice. Learning has the meaning that the subject of learning must be learned not taught. The subject of learning is students or also called learners who are the center of learning activities. Students as learning subjects are required to actively search for, find, analyze, formulate, solve

problems, and infer a problem. Brown (2007: 8) details learning characteristics as follows.

- Learning is mastering or acquiring
- Learning is memorizing information or skills
- The process of remembering involves a storage system, memory, and cognitive organization
- Learning involves active attention and acting according to events outside and within the organism
- Learning is permanent, but subject to forgetfulness
- Learning involves various forms of practice, perhaps training that is supported by rewards and laws
- Learning is a change in behaviour.

Learning in a nutshell as a learning process that is repetitive and causes changes in behavior that are based and tend to be permanent. While the term multiliteration is the final part in the development of the concept of literacy (Bill Cope and Mary Kalantzis, 2016). The term literacy itself basically often develops and changes in accordance with the changing times. According to Freire (2005), literacy is defined as social construction and is never neutral. Then literacy is also said to be a complex process involving the development of prior knowledge, culture, and experience to develop new knowledge and deeper understanding.

The term change from literacy to multiliteration basically has several reasons. The first reason underlying this term change is that literacy is a very important transformative design. Literacy is an effort to reveal the meaning contained in the design description of existing meanings and efforts to produce meaning by adding something as a result of our own thinking to the existing design so that the resulting transformative design is able to contribute to changing the world.

Therefore, to the literacy learning that has arisen previously must be added agency meaning that is hybrid is also another consideration that must be considered in adding an agency or design to the traditional literacy learning concept. The second reason, literacy in its natural condition is already multimodal, this multimodal nature is very important in the context of the current communication environment, because literacy extends from multimedia computer screens to supermarkets, which increasingly shows that text has been presented in a diverse and dynamic way in the form of sound, visual, spatial, or gesture.

On the other hand, globalization and local diversity in a balanced and progressive manner have also transferred meanings away from only aspects of language. In line with this reality, literacy learning must

be increased to interdisciplinary learning so that the boundaries of literacy with art, drama and music are not clearly defined. Third, the design of language has given rise to variations in the meaning of forms in relation to the variation of meaning functions.

Grammar has been used in different forms for different purposes. Grammar itself can not only be interpreted as a written language rule but rather as a rule for the use of language in a very broad scope by involving various types of media to convey meaning. Thus, there is almost no grammar that can be interpreted clearly the truth and error. The interpretation of this broad grammar meaning is very dependent on age, gender, region, ethnic background, social class, occupation, and so on. Here are three arguments for the emergence of the term multiliteration.

Baguley, Pullen, and Short (Wijayani, 2016) see multiliteration as a way to broadly understand the literacy curriculum learned in formal schools that encourages students to be able to participate productively in the community. Conceptually multiliteration is a platform that can be used to understand various types of texts and various forms of media that are produced as new technologies through pedagogical concepts that give teachers the opportunity to present information to students using various forms of text and media.

The New London Group (Wijayani, 2016) states that multiliteration pedagogy is built on four components or processes of knowledge namely practical situations, clear learning, critical frames and practical transformation. If viewed in a learning, multiliteration learning is carried out based on the students' initial conditions, not based on what students must achieve. The teacher must understand that each student has a different pace of learning, diverse initial knowledge, different strengths and interests, and ways to get varied knowledge. Based on an understanding of some of these things, the teacher must create opportunities for all students to learn, get high learning targets independently, and work intelligently to solve challenges, work hard both independently and in groups, achieve achievements beyond what students can, and believe that learning requires its own challenges, risks, and obstacles (Tomlinson, 2000: 2).

Multiliteration learning is learning that was developed on a scientific basis. Therefore, one component in multiliteration learning is the learning cycle or the meaning formation cycle. This cycle is a combination of the implementation of multiliteration learning in the classroom. In other words, it is this cycle that describes the stages of multiliteration learning in general which are imbued by a scientific approach to learning. The multiliteration learning cycle is generally detailed as follows:

1) *Involve*

At this stage the teacher must involve students in learning through the generation of schemata or initial knowledge that students already have. the next activity is that students are invited to link the topics to be discussed with themselves with the aim that students feel learning the topic is important to themselves. The third activity carried out at this stage is students under the guidance of the teacher make a variety of questions that are essential to which answers will be sought through a variety of critical inquiry work at a later stage. In order to prepare students to follow the next steps the teacher must also explain the learning activities that the students will do while at the same time describe the achievements of the activities that students must produce at each stage of the learning activities.

2) *Respond*

At this stage students individually respond to all learning challenges given by the teacher. Students actively begin to conduct various investigations, observations, or simple research activities related to the questions they have made in the first stage. In this stage, students can use the library, school environment, or learning media provided by the teacher in order to make temporary answers to the questions they make.

3) *Elaboration*

At this stage students elaborate individual findings with friends in the group. Initiated by this elaboration activity, multiliteration learning can be combined with a type of jigsaw cooperative learning model. The elaboration process must come to produce shared ideas that can be used to answer the questions raised. The results of this elaboration activity are outlined in a group report that must be owned by all group members.

4) *Reviewing*

At this stage, the group report's draft is reviewed for truth. The review process can be carried out by checking individual data, checking the validity of the source, and checking the accuracy of the results. If all content is believed to be accurate, then the group appoints a representative to present the work and other students are prepared to record the results of class discussions, revise the results of class input, and also the team tasked with maintaining or taking responsibility for the contents of the report.

5) *Presenting*

At this stage the group representative presents their work in front of the class. This presentation continued with class discussion and ended with a review, reinforcement and development of material from the teacher.

From the explanation of the steps of multiliteration learning above, it can be explained that the aim is to develop the ability of each individual as a whole by maximizing all situations and existing media. This multiliteration learning actually has priority in realizing multiliteration / multitasking individuals. So that these individuals will eventually be able to compete on the international scene and can certainly maintain their existence in society. Because in all the demands of the times and the challenges of education today learning is needed that is not only aimed at achieving a competency, but rather focuses on developing the ability of each individual.

This is certainly in line with the view of humanistic learning theory which holds that each individual is special and has their own characteristics as well as their respective strengths and weaknesses. Every individual cannot be generalized his ability. By seeing that each individual is special and has different abilities from each other. So it is certain, this can build individual confidence in their abilities.

The confidence possessed by each individual can have an impact on the learning process that will run smoothly and as a whole can meet the demands of the era and the challenges of education that are currently increasingly complex. The challenges of education at this time are more focused on education abroad which is considered quite superior compared to education in Indonesia. this of course can influence a country to produce young people who can compete on the international scene. As for the demands of the times themselves, none other than related to education. in today's demands, because of the many superior education abroad, overseas will also be faster in finding the latest technology and all the latest inventions that are for the progress of the country. This of course can make Indonesia be left behind from other countries. This lagging behind if undoubtedly will have an impact on the ease of foreign countries occupying Indonesia. Therefore, multiliteration learning is considered very important to be applied in meeting all the demands of the times and educational challenges. It can be explained as follows:

B. Literacy dimensions

According to UNESCO, which was quoted by Nasution (2013: 12-13), included six categories of literacy needs dimensions especially in the 21st century consisting of:

- 1) Basic Literacy, sometimes called Functional Literacy, is the basic ability of literacy or conventional learning systems such as how to read, write and perform numerical calculations and operate so that each individual can function and get the opportunity to participate in the community, at home, in the office or school.
- 2) Computer literacy, is a set of skills, attitudes and knowledge needed to understand and operate the basic functions of information and communication technology, including devices and devices such as personal computers (PCs), laptops, cellphones, iPods, BlackBerry, etc., computer literacy is usually divided into hardware and software literacy.
- 3) Media Literacy, is a set of skills, attitudes and knowledge needed to understand and utilize various types of media and formats in which information is communicated from sender to recipient, such as pictures, sounds and videos, and whether as transactions between individuals, or as mass transactions between a single sender and multiple recipients, or, vice versa.
- 4) Distance Learning and E-Learning are terms that refer to educational and training modalities that use telecommunications networks, especially the world wide web and the internet, as virtual classrooms rather than physical classrooms. In distance learning and learning, both teachers and students interact online, so students can complete research and assignments from home, or anywhere where they can get access to computers and telephone lines.
- 5) Cultural Literacy is cultural literacy which means knowledge, and understanding, of how a country, religion, an ethnic group or a tribe, beliefs, symbols, celebrations, and traditional ways of communication, creation, storage, handling, communication, preservation and archiving of data, information and knowledge, using technology. An important element of understanding information literacy is awareness of how cultural factors impact positively or negatively in terms of the use of modern information and communication technology
- 6) Information literacy, closely related to learning to learn, and think critically, which is the goal of formal education, but is often not integrated into the curriculum, syllabus and lesson plans, sometimes in some countries more often use the term information competencies or information fluency or even the term other.

C. Character Literacy in Learning

Character education as stipulated in Law No.20 of 2003 concerning National Education System article 3 states that National Education functions to develop capabilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming at developing the potential of students to become human beings who believe and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible. So that character education has become an obligation that must be given to students in all education units.

Education is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and country. Character is behavior that is based on values based on religious, cultural, legal / constitutional norms, customs, and aesthetics. Character education is a planned effort to make students know, care for, and internalize values so that students behave as human beings. Character education needs to be given from an early age. Why is that? Because this will be easily accepted and stored in the memory of children, and will bring influence on the character and personal development of children to adulthood.

The character values contained in the objectives of national education can be fostered through education, one of which is through literacy activities, which emphasizes reading, writing, and arithmetic, then the knowledge gained from these activities is utilized for themselves and the development of society based on values -the character values listed in the message and media literacy are utilized.

There are three guiding principles in order to help students to become literates to develop character values, namely motivation, integrated reading-writing learning, and independent reading and writing (Cooper, 1993: 30).

- 1) The principle of motivation, this principle can be built with a literate classroom environment (an environment rich in linguistic media), positive teacher attitudes, and parental participation.
- 2) The principle of integrated reading-writing learning, based on five important reasons (Cooper, 1993), namely: reading and writing are both processes of constructing meaning, together, covering the same process knowledge, increasing achievement, fostering communication development, leading to results that are not produced by one of the processes.
- 3) The principles of independent reading and writing, refining reading comprehension, broadening schemata, enriching vocabulary, fostering reading attitudes as lifelong learning activities. Self-writing is also important for developing students' skills in grammar and spelling. Independent reading and writing activities support the process of expanding authentic experiences as concepts in learning literacy as a whole

Literacy activities such as reading and writing can develop character values, including:

- 1) Religious attitude: can be obtained from readings that contain religious values (the story of the prophets, worship and good deeds, etc.),

- 2) Honest: able to review or explain the reading correctly.
- 3) Tolerance: being able to respect and appreciate the reader around him, read in a low voice, or read silently.
- 4) Discipline and Responsibility: diligently reading and returning books on time.
- 5) Hard Work and Curiosity: Always find out new facts with various reading sources.
- 6) Creative and Independent: creative in solving problems that arise by reading the experiences and stories of a character independently.
- 7) Democratic, national spirit, love of the motherland, love of peace: can be obtained by reading stories of heroism, defending the State, stories of successful people building the nation, and others.
- 8) Reward achievements: always take care and read a book by someone useful.
- 9) Friendly / communicative, fond of reading, caring about the environment, caring socially: this attitude is obtained from the content of the material / story content relating to humanity, nature, and mutual friendship in the literacy place (library, reading park, etc.).
- 10) Diligent writing: can be poured by providing comments, summaries, small notes, the core resume of the contents of the reading with the intention of the results of reading remain attached for a long time and become an automatic habit. and many more benefits from literacy activities in developing character values that are the hope of the Indonesian people.

Thus, it can be concluded that literacy activities can develop students' character values, with a note of the motivation, positive attitude of the teacher, and the participation of parents, besides that the material / content presented in literacy must contain religious values, ethics, good customs and culture, useful knowledge and positive value.

D. Science and Technology Literacy in Science and Learning

In 1993 UNESCO held an International Forum on Science and Technological Liability for All in Paris which was attended by nearly 500 participants as representatives from 48 countries including Indonesia, through input from participants it was agreed that one alternative to building a society that has scientific and technological literacy is use STS in learning in schools and counseling in the community. It was also agreed that teachers / lecturers develop students' abilities in implementing "far transfer of learning" which means being able to

transfer learning experiences into situations outside of the school namely the situation in the community (Poedjiadi, 2005)

Bloch E (Poedjiadi, 2005) states that scientific and technological literacy is a necessity and a challenge, because both play an important role in life, especially to improve the quality of life. Literacy in science and technology can provide basic information for developing decision making. This scientific and technological literacy focuses on the implications of problems in local, regional and national societies.

Furthermore, Poedjiadi (2005) states that someone who has scientific and technological literacy is who has the ability to solve problems using scientific concepts obtained in education according to his level, know the existing technological products and their impacts, able to use technology products and maintain them, creatively create simplified technological outcomes and be able to make decisions based on community values and culture. Basically the approach to learning science and technology society is learning in the context of society and containing values, with the hope that students can improve their quality of life as individuals and as social beings. Whereas technological literacy, that is: knowing to use technology products and maintaining them, being aware of technological processes in principle, being aware of the effects of technology on humans and society and being able to produce simple alternative technology results.

Paul de Hart (in Poedjiadi, 2005) argues that scientific literacy means understanding science and its application to people's lives. Then as a characteristic of people who have scientific literacy, namely: (1) have sufficient knowledge about facts, concepts, scientific theories and the ability to apply them. (2) have an understanding of science and science literacy, have a positive attitude towards science and technology. (3) appreciation of the value of science and technology in society and understanding the relationship of science and technology in society. (4) solving problems and making decisions using science process skills. (5) able to make decisions based on values about community problems, (6) able to apply work and play a role in society. (7) have a better view of the environment. Whereas technology literacy is having the ability to implement technology based on the ability to identify, realize the effects of technological results, have the attitude and physical ability to use tools safely, appropriately, efficiently and effectively.

Furthermore, Rubba (1993) states that the characteristics of individuals who have scientific

literacy are as follows: (a) being positive towards science, (b) being able to use the science process, (c) having extensive knowledge of research results, (d) having knowledge about the concepts and principles of science, as well as being able to apply them in technology and society, (e) having an understanding of the relationship between science, technology, society and human values, (f) being able to make decisions and skillfully analyzing values for solving community related problems with that science.

There is still a variety of literacy that can be integrated in learning. However, in this paper, the type of literacy described is only character literacy and scientific literacy. In essence, multiliteration learning is learning that directs a complex and universal understanding between the theory or subject matter itself and various aspects related to cultural practice.

III. CONCLUSION

One of the challenges of education and the demands of the era can be fulfilled by the application of multiliteration-based learning. This multiliteration learning is a learning which emphasizes the diversity of media, cultural diversity, diversity of scientific contexts, diversity of intelligence, diversity of learning styles, and diversity of capital and learning modes. So, in multiliteration learning is more focused on optimizing every aspect of learning. So it can be interpreted in this multiliteration learning aimed at realizing multitasking products. In addition, multiliteration learning also emphasizes acceptance of the differences of each individual. Each individual has intelligence that is certainly not the same as each other and different learning styles. So each individual can be interpreted as something special, there is no individual who is superior because the assessment system is based on several aspects. The application of multiliteration learning is felt to be able to meet the challenges of education and the demands of today's age which as a whole can assist an individual in maintaining his existence in a society. Therefore, multiliteration learning is considered very important to be applied in both formal and informal learning.

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