

Implementation of the Multiliteracy Learning Model in Advertisement Text for MTs Students

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ABSTRACT

Multiliteracy learning was learning that puts the ability of reading, writing, listening, and speaking to improve thinking skills including the ability to criticize, analyse, and evaluate. This study aimed to determine the planning and implementation of a multiliteracy learning model in advertisement text for MTs students. The type of research used in this study used descriptive qualitative research with a case study approach. The subjects of this study were Indonesian language teachers and students of VIII class. Data collection techniques were observation, interviews, and documentation. The interactive model analysis consists of four components, namely data collection, data reduction, data presentation, and drawing conclusions. The results showed that the planning for using the multiliteracy model that was prepared were lesson plans, observation guidelines, advertising media, student worksheets, and evaluations. The implementation of the multiliteracy learning model in advertising text applies four principles. Student learning outcomes were able to present advertising texts with creative ideas. The sentences in the advertisement were in accordance with the image, concise, clear, right-on target, interesting, and have used persuasive sentences.

Keywords: *multiliteracy model, text-based learning, advertising*

1. INTRODUCTION

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. The multiliteracy learning model is a learning model that optimizes multiliteracy skills in realizing a scientific learning process situation [1]. Multiliteracy learning as learning that places the ability of reading, writing, listening, and speaking as efficiently as possible to improve thinking skills including the ability to criticize, analyse, and evaluate information from various sources in various disciplines and the ability to communicate that information [1].

Text-based learning basically aims to make students able to communicate using language carefully and precisely. An act of communication that is carried out to achieve a certain goal is manifested in a concrete form in the form of text. For the same purpose, one text is not used which are the same, but vary in terms of content and form of language [2]. Advertising text is one of the effective promotional media in marketing various products to consumers because of its broad and massive

reach. The goal is to introduce a product, both goods, and services to the public, to attract people's attention to recognize, buy, and consume or use the advertised product [3].

Research conducted by [4] shows that the syntax of the multiliteracy learning model refers to the syntax of literacy learning models, both reading literacy, writing literacy, and oral language literacy. Therefore, the basic syntax of the multiliterate learning model consists of three major phases, namely the pre-activity phase, the activity phase, and the post-activity phase. Research by [5] & [6] that students' creative writing skills have been effective with the multiliteracy learning model. Students who study with the multiliteracy learning model give positive responses to the learning model that has affected reading and writing skills.

Research by [7], [8], & [9] The implementation of text-based learning is carried out by teachers using texts to understand text content, text structure and systematics, text-linguistic rules, guided text creation, and finally write down to self-generating text.

The implementation of this multiliteracy model is expected to be able to improve the ability of students to write advertisement texts so that students have the ability to present ideas, messages, invitations in the form of advertisement texts by exploring creative ideas. This study aims to determine the planning and implementation of a multiliteracy learning model in advertisement text for MTs students.

2. METHOD

The type of research used in this research is descriptive qualitative research with a case study approach. [10] case study research is research that is carried out intensively in detail and in-depth on an organization, institution, or particular phenomenon. The case study was carried out in the form of planning and implementing the multiliteracy learning model in advertising text. This research was conducted in MTs class VIII D.

This type of research is descriptive qualitative research that leads to a multiliteracy model in advertising text-based learning. There are three strategies in case study research, namely thematic analysis, categorical analysis, and narrative analysis. The thematic analysis strategy in this research is to provide reporting by emphasizing the answers to research questions. The categorical analysis strategy seeks to develop reporting on multiple case study research that results in planning and students' writing skills using a multiliterate model. The narrative analysis strategy is reporting that explains and redefines the data obtained during the implementation of the research based on the aims and objectives of the research [10].

The subjects in this case study were teachers and students of VIII class MTs. The main data sources in qualitative research are words and actions, the rest are additional data such as documents and others [11]. The source of the data obtained in this study is in the form of advertisement text.

The data collection techniques used in this research, firstly is observation, namely the technique of collecting data by making direct observations during the Indonesian language learning process of advertising text material with a multiliterate model. Secondly, interviews, namely conducting direct questions and answers with Indonesian language teachers and students of VIII D class MTs to obtain planning data, and implement multiliteracy models in advertising text-based learning. Thirdly, documentation, research documentation obtained from related parties, to determine the condition of the school, the number of students, and all matters related to classroom learning.

In this study, the validity of the data used was triangulation. triangulation in qualitative research is a validity test of data obtained from several sources, methods, and times [12]. Triangulation of source to test the validity of the data is done by checking the data that has been obtained from several sources, the data obtained from various sources of Indonesian language teachers and students. Triangulation of techniques to test the data is done by checking on the same source but with different techniques on the results of advertising text in writing skills. Meanwhile, the data collection was obtained repeatedly to obtain various data.

Data analysis techniques carried out in this study is an interactive analysis model. The interactive model analysis consists of four components, namely data collection, data reduction, data presentation, and drawing conclusions [13]. The steps of data analysis in research are, firstly, data collection by observation, in-depth interviews, and documentation. Secondly, data reduction by obtaining data from observations in MTs to provide an overview of the implementation of the multiliteracy model. Data obtained from the field, researchers reduce data by focusing on students on planning and implementation. Thirdly, the presentation of the collected data will be grouped into several parts based on the type of problem. And lastly, drawing conclusions. The research procedure is a series of step-by-step research activities from beginning to end [11]. The stages are preparation, implementation, and preparation.

3. RESULT AND DISCUSSIONS

The sub-focus of this study in this research are 1) planning a multiliteracy model in advertising text-based learning. 2) implementation of multiliteracy model in advertising text-based learning.

3.1 Multiliteracy Model Planning

Learning planning is important in implementing learning. Learning to write advertising texts using a multiliteracy model regarding to the Basic Competences of Lesson Plans (RPP) 4.4 Presenting ideas, invitation messages, in the form of advertisements, slogans, or posters orally and writing. Planning for the use of the multiliteracy model that was prepared such as: 1) lesson plans, 2) observation guidelines, 3) advertising media, 4) student worksheets, 5) evaluation. RPP contains information on learning activities that will be carried out. The information referred to: field of study, meeting time, SK and KD, indicators, materials to be taught, introduction to learning approaches, learning methods, action plans, evaluation plans, task plans, and remedial learning procedures. The learning procedure includes: introductory activities, core activities, and closing.

3.2 Implementation of Multiliteracy Learning Model

The implementation of multiliteracy model learning refers to the lesson plans that have been prepared, namely preliminary, core, and closing activities

3.2.1 Pre-Activities

At the beginning of learning the teacher carries out the following preliminary activities.

- 1) The teacher begins by greeting the students.
- 2) The teacher conditions the class
- 3) The teacher asks the students to pray and check the students' attendance.
- 4) The teacher sticks the advertisement on the blackboard.
- 5) The teacher asks questions related to advertisements pasted on the blackboard.
- 6) The teacher conveys the learning objectives
- 7) The teacher conveys the scope of the material and assessment.

3.2.2 Main Activities

Setelah melaksanakan kegiatan pendahuluan tersebut guru melaksanakan kegiatan ini. Kegiatan ini terdiri atas beberapa kegiatan berikut.

- 1) The teacher builds context with an illustration about presenting ideas, a message of invitation in the advertisement.
- 2) The teacher gives assignments to students to present ideas, invitation messages in advertisements in the form of writing ad text.
- 3) The teacher provides opportunities for students to present the results of writing ad texts and other students respond to friends who present.
- 4) The teacher appreciates students' work in writing ad texts.
- 5) teacher concludes the lesson on the steps in writing ad text.

Aspects of delivering learning materials that have been carried out by the teacher with several examples of advertisement texts through the media have been shown by the teacher and students respond enthusiastically. Next, the opinion among students about what students know about advertisement text. Providing opportunities for students to express their opinions about what they have learned.

Reading an example of an advertisement text by students aloud in front of the class. The aspect of reading advertisement text in front of the class is done by students clearly and precisely. The next step for the advertisement text-based multiliteracy model

is to analyse the advertisement text presentation pattern. In these steps, the teacher has allowed students to analyse the advertisement text that has been presented.

Writing skills in the multiliteracy model pay attention to several things, namely, firstly, writing activities must understand the advertising text. The type of writing that students can develop is in the form of text products and advertising images. Secondly, writing skills must be used to critique advertising content. Thirdly, the writing produced is clear and in accordance with the type of advertising text, students must understand the structure and linguistic features of the advertising text.

The next stage that the teacher does is assigning the task to the students to write the advertisement text independently according to the structure and linguistic rules of the advertisement text. This assignment is used as a formative test (as a final evaluation). During the process of giving the task, the teacher guides students around in compiling the advertisement text which is done independently by the students. The stage of communicating advertising text products is the final step of the ad text-based multiliteracy model. Pictures of the implementation of the task by students can be seen in Figure 1.



Figure 1. Students working on assignments

Multiliteracy learning model has several sub-skills as follows. (1) product writing skills. This product can be used as an alternative for teachers to assess students' ability to write advertising texts. (2) The skill of critiquing the text. This stage requires students to criticize an advertisement text that has been made by other students. (3) Skills to build the meaning of words. This stage requires students' understanding of the meaning of the words used in the product results of writing advertising text.

Teachers using attractive advertising media to teach advertisement can increase students' ability to make advertisements, students' activities and independent learning attitudes. Writing

advertisements requires understanding and creativity so that something will be made so that it can be accepted/attractive to the public.

At the stage of giving assignments, students are able to complete the task of making products in writing attractive advertising texts. Students use the advantages of goods and services offered in a practical and varied manner.

3.2.3 Post-Activities

In this activity the teacher guides students to conclude the material about writing advertising texts that they have learned. The next stage is the teacher guiding the students to provide feedback/reflection on the learning outcomes that have been achieved. The teacher informs the next material and closes the lesson with greetings.

This relevant research was conducted by [14] The results showed that the planning and implementation of text-based learning had been going well. The selection of learning components has been able to build a HOTS learning atmosphere.

This research is similar with the research conducted by [15]. The results of the study indicate that the application of the multiliteracy learning model can improve students' writing skills. Research conducted by [16] found that the application of the multiliteracy learning model as an effort to improve writing skills in Indonesian language learning has been carried out well. The success of using the multiliteracy model in every research action, carried out by researchers using newspapers, magazines, newspapers, microphones, videos, to assist students in learning.

3.3 Result Implementation of Multiliteracy Learning Model

The implementation of multiliteracy learning model can improve students' writing skills in learning Indonesian class VIII at MTs on writing advertisement text materials. The multiliteracy model can be used as an alternative for teachers in carrying out teaching and learning activities in the classroom, especially in learning Indonesian.

The following are the learning outcomes with the multiliteracy model in the form of students' ability to write advertising texts. The results in question are in the form of advertising text products created by students. This product is assessed at the end of the lesson. The assessment in question uses a qualitative assessment and the results can be seen in table 1.

Table 1. The Characteristics of Implementation of Multiliteracy Learning Model

No	Learning Aspects	Fulfilled	
		Done	Not Yet
1.	Students are able to present advertisement text with creative idea.	√	
2.	The sentences in the advertisement is appropriate on the picture.	√	
3.	The advertisement sentences are concise, clear, right-on target and interesting.	√	
4.	The accuracy of the use of the sentences are persuasive.	√	

Writing skills in the multiliteracy model pay attention to several things, namely, firstly, writing activities must understand the advertisement text. So, the type of writing that students can develop is in the form of text products and advertisement images. Secondly, writing skills must be used to critique advertising content. Thirdly, the writing produced is clear and in accordance with the type of advertisement text, students must understand the structure and linguistic features of the advertisement text. Writing skills as a means of expressing ideas in written form. The content of the writings made by students are various according to the structure contained in the advertisements with persuasive statements containing statements that encourage readers or listeners. Make advertisement according to the rules of the language so that the advertisement looks more attractive and memorable.

Based on the results of observations, it is known that referring to KD 4.4 Presenting ideas, invitation messages, in the form of advertisements, slogans, or posters orally and in writing students are required to be able to present advertisements by paying attention to the rules and language of the advertising text has been achieved. Students are able to write ad text. By using the multiliteracy learning model students are able to write interesting advertising texts. This learning fosters motivation and increases students' ability to express advertisements in front of the class. The results of students' creativity in making advertising texts can be seen in Figure 2.

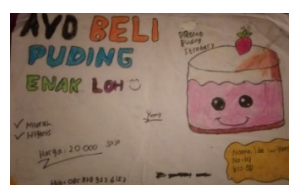




Figure 2 Example of student-written ad text

Based on Figure 2, the results of writing skills with a multiliteracy model must understand the advertisement text. The type of writing that students can develop is in the form of text products and advertisement images with varied writings. The image in the advertisement text are varies. The sentences in the advertisement are concise, clearly on target. Students can use appropriate persuasive sentences.

This research is in line with research conducted by [17] The results showed that the use of the multiliteracy learning model had a significant effect on improving literacy skills. The results show that the application of the multiliteracy model can improve reading skills [18]. Research [19] describes patterns and evaluation of language learning. Research [20] study aims to describe thinking skills in Indonesian Language Learning textbook.

4. CONCLUSION

Based on the results of the study, it can be concluded that the planning for the use of the prepared multiliteracy model is lesson plans, observation guidelines, advertising media, student worksheets, and evaluations. The implementation of the multiliteracy model in ad text learning applies four principles: understanding the ad text, writing the ad text, criticizing, and expressing it. Student learning outcomes are able to present advertising texts with creative ideas. Sentences in advertisements: according to the picture, concise, clear, right on target, interesting, using persuasive sentences.

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