

Multiliteracy as The Dysphemism Handling Power of Elementary School Students

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Abstract - Nowadays, the existence of communication and information systems can not be separated from elementary school students' activities. In the other side, those components can not guarantee to improve students' reading motivation. According to the data of PIRLS 2011 (Progress in International Reading Literacy Study), the reading ability of elementary school students in Indonesia were placed in rank 42 among 45 detailed countries with the average score is 48. The aims of the research are (1) describing multiliteracy as the power handling dysphemism, (2) identifying the existence of compatibility of multiliteracy model with the students' achievements. The data collection is by library research, interviewing, and focus group discussion. The data analysis implemented the descriptive qualitative method. The research results are (1) multiliteracy which is dealt with multicontext, multimedia, multicultural, is able to overcome dysphemism utterance of elementary school students. Multiliteracy can be said as multicontext because it is not only related to one context but also varied contexts. The students that is related to language achievements in reading related to the choice of reading strategy in accordance with their development, the ability of understanding the organization of the text, criticizing of the text, and building the word meaning. So, the students are not only be able to get a competency, but also varied competencies whether competency of knowledge, competency of thinking, or competency of attitude and character, and problems, data collection, design of product, validation of the design, revision of the design, trial product, revision of the product, trial using, revision of the product, and production of the problem if it's possible.

Keywords - Multiliteracy; PIRLS; Student.

I. INTRODUCTION

A. Background

The twentieth century is knowledge century, a century which is distinguished by the massive transformation from agricultural society to industrial society and continued to knowledgeable society. (Soh, Arsyad, & Osman, 2010). So, the one of the remarkable characteristic of the twentieth century is the more and more related between knowledge world and technology. Education in this century will experience the shifting paradigm alteration from the study which is focused on knowledge mastering to holistic study. The information technology and communication progress will continually emerged even it is requested or not, although we reject it, the change will continue.

The existence of information and communication systems is one of the component that can not be separated from its activity. Beside as the information provider, information and communication systems also have the other roles such as information technology as skill and competition, information technology as educational infrastructure, information technology as material source, technology as the helper tools, and educational facility, and information technology as the supporting system of decision. As the result, the developed technology is started to have the effects both positive and negative.

Although information technology is continuously developed fastly and very influent in education, the reading ability of Elementary School Age Children in Indonesia is not developed yet and it is not significant as explained in PIRLS research (2011) which stated that the reading ability of Elementary School Age children in Indonesia reached the 42nd position from the whole 45

countries have been researched, with the average score is 48. It means that the reading ability of the children in Indonesia is still low. In education, reading is one important component that should be mastered by the students. If the reading interest is lack, how to understand, criticize, evaluate, something which are needed for literacy study that in this era reading is not only the activity reading a text but also understanding, criticizing, evaluating, applying, so it can build positive character toward the students which becomes the important thing in the twentieth century education to lead gold generation in 2045.

In 2045 Indonesia will earn demography bonus which in that year the number of productive age will be 43 million people (BPS data) and it becomes the biggest productive age in the history (*Business News*, 2014), so the population in this age becomes asset to build “gold generation” in the next 2045. If the golden opportunity can be managed and utilized well, the productive age population will be the real and precious demography bonus. But, if there is no good management it will be demography disaster. Here it is the role of strategic development in education sector to realize it becomes very important.

Educational development strategy, one of this component is related to literacy and it reaches the more attention. There are some problems which nowadays the elementary school age children speak in the rude way or using defamism in appreciating something without understanding the meaning of the statement they used. So, in multiliteracy study hold the important position in the education of elementary school age children so they can have the ability to think critically, processing, understanding, and applying toward something that has been received deeply so the early age children are not falling over in using defamism to appreciate something.

B. *Problem Statement*

1. How is the role of multiliteracy study as the power to overcome defamism of elementary school age children?
2. How is the learning compatibility of literacy model with the language development level of elementary school age children?

C. *The Purpose of the Research*

1. Describing the multiliteracy role as the power to overcome dysphemism of elementary school age children.
2. Analyzing the compatibility of multiliteracy learning model with the language development level of elementary school age children.

D. *Benefit of the Research*

1. As the new innovation to improve the multiliteracy ability of elementary school age children.
2. The government consideration to improve the twentieth century education in preparing the golden generation in 2045.

II. LITERATURE REVIEW

A. *Multiliteracy*

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The awareness of society diversity as the effect of mobilization rate which is not influenced by room and time boundaries have contribute to logical consequence for the life sustainability for the human. In this digital era, which completed by the service product, it becomes the effective way toward the alteration of communication way with the whole society in the world (Borsheim, Merrit, dan Reed, 2008; Williams, 2008; Graham, Benson, Fink, 2010). This is practically can be observed from the quantity of internet access utilization to get the knowledge and also spread the knowledge even it is through electronic book (eBook), electronic journal, blog, wiki, facebook and the other facilities.

The alteration of communication way cannot be separated from the concept of literacy (reading- writing) in this globalization era. The traditional view hint that a text is a symbol / printed text. Meanwhile, with various facilities that existed now, a text is not only a script that is printed but the script or article which is written in the internet, picture, film, video can be categorized into a text, and of course in the interpretation activity, the existence of the context should be concerned. It becomes the basic for the occurrence of multimodal concept in education world (multimodal education) which is New London Group (1996) as the pioneer and it is followed by various researcher or organization with the assumption of the material amount that can be used to hold learning process (Hassett dan Curwood, 2009).

In the learning context in Indonesia, the multicultural and multilingual treasures of Indonesia becomes the important variable that must be concerned. Moreover, based on socio economy aspect, Indonesia is categorized into development country that create the big homework to improve nation’s welfare. The curriculum performed in Indonesia especially for Bahasa Indonesia subject becomes the supporter of literacy culture that also give big contribution in this effort.

B. Dysphemism

Allan and Burrige (in Alvestad, 2014: 162) clearly defines dysphemism as follows: Dysphemism is an expression with connotations that are offensive either about the denotatum or to the audience, or both, and it is substituted for a neutral or euphemistic expression for just that reason. Allan and Burrige explained that dysphemism is the rude connotation statement about something of someone of both of them, and it is a substitution for neutral statement (orthofemism) and euphemism statement because of current reason. The connotation itself is defined by Allan and Burrige as semantic effect (nuances of meaning) which emerged because of encyclopedic knowledge about word denotative meaning and experience, belief and context the statement is used. In other words, dysphemism is chosen by the speaker to show the negative assessment about something or someone and create nuance of negative through the language used.

C. Golden Generation 2045

Year 2045 becomes the milestone of one hundred years of Unitary State of Republic Indonesia (NKRI) the seventh Konaspi which was held in Yogyakarta State University in 2012 is a forum that competently discussed the critical matters of national education. The big rendezvous becomes very important to reflect the implementation of education in Indonesia after 67 years has the independence and also as the source of inspiration to prepare program (strategic and operational) in order to build the next generation. The theme of the congress is "Establishing National Character Lead to Generation 2045". The predisted generation that will hold important roles in 2045 especially is the students in Elementary School, Junior High School, Senior High School including those who are in the university level.

Ideographic and nomothetic Generation of 2045 is faced to the complex challenge. Globalization with rapid information and technology support has create life become more complex so it is difficult to understand and predict. The mindset of the nation's statesman is far and far from smart component because he trapped into practical way of thinking. In majority among them are focused on the materialistic quantitative life and forget about qualitative spiritual life.

III. METHOD

A. Type of Research

The types of writing in this research is used qualitative descriptive that gives the whole description about a current developed problem with a problem that will be preventive solution

B. The Technique of Data Collection

The needed data in this research is the points related to the thought about education of literacy then in this writing the writer implemented Library research research method as the method of data collection by reading and studying the literatures which are related to the problems that have been mentioned above.

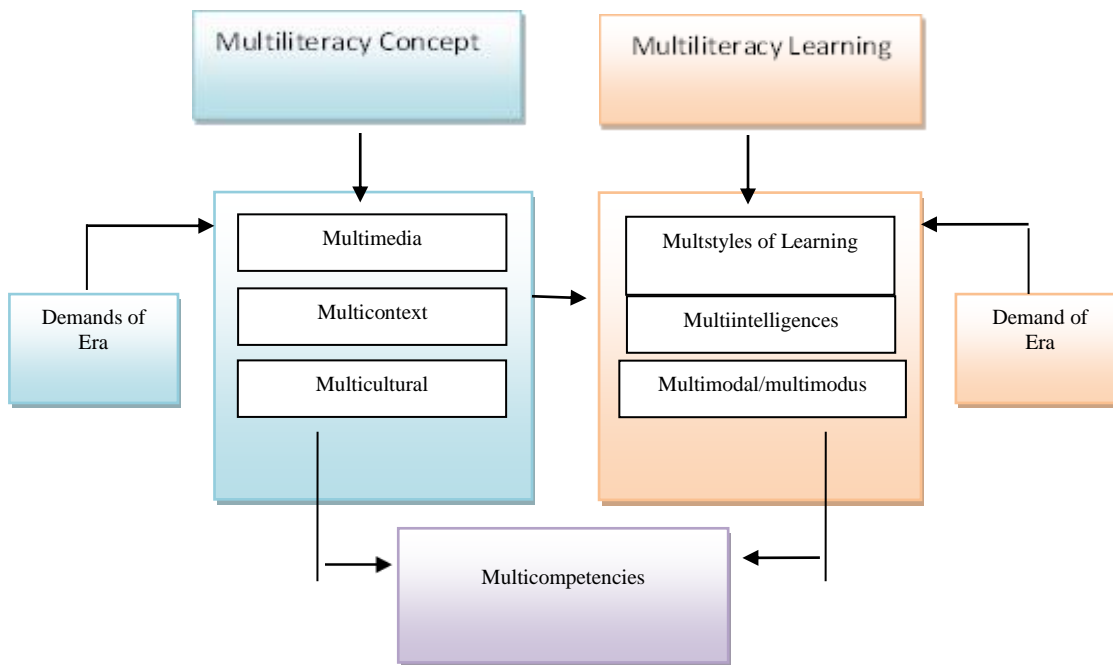
C. Analysis of the Data

Analysis of the Data of this research is by using qualitative descriptive method that is a method used to make the description systematically about the correlation between the phenomena that will be investigated and the result is not stated by numbers and qualitative which is the mixed analysis the data with qualitative analysis.

IV. RESULT AND DISCUSSION

A. Multiliteracy Learning Model as the Power to Overcome Language Dysphemism of Elementary School Age Children

The basic form of multiliteracy learning is language skill such as reading skill, writing skill, and listening skill. In the implementation, the three skills are combined by the skills of using information and communication technology. Related to the content, the three skills will correlate to various culture. Because of the conception of formation, the language skill experiences a lot of meaning accordance.



Basic Design of Multiliteracy and Multiliteracy Learning

Multiliteracy is related to multicontexts, multimedia, and multicultural. It is multicontext because this skill is not only related to one of context but various contexts whether context of situation or context of knowledge. This learning is developed by basic diversity of the students’ ability whether in the aspect of intelligence, learning only, or modal of learning by utilizing their own intelligence. So, the students are not only get one competence but also various competencies whether knowledge competence, thinking competence, or attitude and character competencies. According to this reality, multiliteracy and the learning is the real bridge to develop the students in order to be able to live and and life in the twentieth century. This is caused by the reality that multiliteracy and the learning are purposed to create students’ readiness in the whole aspects of life whether in school or working place, and in the society.

Multiliteracy learning can hone speaking skill of early age children accountability because one of the multiliteracy competence can be understood as the ability to produce idea orally with the mutual content and the correct way to convey by stimulating the children to read and submit to the teacher in accordance with the books that have been read. For the students who read the books more than the others in every three months they will be earned appreciation for them in order to be the example for the other students. By implementing the method, the students can add the knowledge and speaking skills and also can be responsible of what has been spoken by the children in accordance with the books have read.

B. The Sustainability of Multiliteracy Model with the Children Development Level

Headings, or heads, are organizational devices that guide the reader through your paper. There are two types: component heads and text heads.

The children language development is the combination among social interaction, interaction development, emotional development, cognitive ability, and their physical/ motoric developments. In the elementary school age is named with Robinson Crusoe (the name of an adventurer) nowadays is started to develop critical thinking, passion,, competition, interest and talnt. They want to know everything deeply, enjoy to ask something, and also investigating. In the daily social languag, it is often found that the students use the words and sentences not clearly and incorrect. In overcoming the students lack ability in using language, the selection of learning model must perform correctly because the use of learning model is one of the factor of success determination of a learning process.

In order to create multiliteracy learning, it is needed the approachment to the students’ parents to discuss the concept of multiliteracy leearning as the power to overcome dysphemism children’s language. The parents meeting can be the place to have discussion between the teacher and parents about children development pattern, children language acquisition, and the way to improve children language skill. In this case, the teacher can be the executor by having the cooperation with the parents so the students can be able to manage and understand the meaning of each word they have got. This concept is along with curriculum 2013 to improve character building and high level of reasoning by using thematic method tha the multiliteracy is more than

literacy. After having approachment with the parents, then it will be continued by multiliteracy learning by preparing the reading materials or models so the students can read and understand the content of the text. After that, in learning process the teacher is stated to implement the multiliteracy learning model toward the students.

The first basic model that is required to create multiliteracy school is the teacher. In the context of multiliteracy, the profile of teacher holds the important role in creating multiliteracy learning as the essence of multiliteracy school. In multiliteracy school the teacher has to be forged to be harmonic teacher, it means that a teacher must be able to place himself correctly whether in the relationship with the students, the other teacher, the headmaster, the controller, and also society. The teacher along the learning process does not only teach but also study how to create the conducive learning atmosphere for the students. Beside that, the teacher must develop himself actively to consistently improve his professionalism. The second basic model in actualizing multiliteracy school beside of the teacher is the headmaster. The headmaster required to actualize multiliteracy school is the one who really has the good leadership capability which is having idealism and visionary belief, communicative, cultured, and have the spirit of change. (Craig, 2010)

The third basic model that must be realized by multiliteracy school is school program. The school program that supports the realization of multilateral school is systematic school program, flexible, realistic, and sustainable. Beside of school program, the facilities and infrastructure are also needed in realizing multiliteracy school such as library, reading corner, literacy center, teaching materials, etc. In terms of teaching materials, it should be developed by the teacher with the ability basic, motivation, and students; interest. In other words, the school is not only depend on the brought teaching materials but also designing special program independently. The independent teaching materials is concerned more effective because that teaching materials is challenging and leaning guide, multimodus and multicontext featured, and multicompetencies oriented.

Beside that, in actualizing multiliteracy school, it can be created by the following programs such as:

1. Circle Time Program

One of the program that can be used to develop multiliteracy skill of spoken language are circle time. The circle time is one of literacy activity that is proposed to trained students' language skill (USAID 2015). In circle time activity, the students are trained to tell a thing or their own experience by using their own sentences in detail. The seating management is preferred done by shaping the circle so every student has the same opportunity, everyone can see, listen, they can have eye contacts and speak up to each other easily.

The learning by implementing circle time program is identical with the game that can stimulate children to be active which is by the way of learning is started by greeting, singing, discussing the theme, and topic. The activity is ended by recalling activity, giving the chance for the whole students to tell the experience in having taking turns games through a picture or text. The activity is ended by having congregating praying dzuhur, eating together, and reading Quran.

2. DEAR Program

DEAR (drop everything and read). "Leave out the whole activities and read!" is one of way of encouraging the children reading habit through the sustained silent reading together for few minutes (Nikki Heath in USAID, 2015). The other name that usually used to determine this way such as Sustained Silent Reader (SSR). This activity should be performed by the whole school elements whether for the students, teachers, headmaster, staffs, and cleaning workers to create the effective reading environment.

This program can be executed by some following steps, such as:

1. The time of DEAR is rung, as the sign of starting. Each student, teacher, and the whole school elements stop their activities simultaneously and directly go to the reading center emerged in school and take the comfort position to read.
2. After the whole positions are ready to read, the bell is rung. Everyone read simultaneously by sustained silent reader about 15 –20 minutes.
3. After the time is up, the bell rung again as the sign that the activity must be stopped. Simultaneously, everyone close the books, then each of them written down their list of reading (the title of the book and the page that have been read) in reading log.
4. Each of them go back to the classroom/ working places.

In accordance with the Ministry of Education and Culture, developing Literacy Movement (Gerakan Literasi/GLS) to strengthen the movement of characters growth as stated in Minister of Education and Culture Regulation Number 23, 2015. This program is adapted to be a part of fifteen minutes non subject reading material habituation before the learning process is started and it is performed by the whole elements in the school. Although it has been executed in some schools, in fact this program is not optimally done because it is only performed by the students. Not all the whole elements of school are involved such as

teachers, headmaster or the staffs. Eventhough the condusive environment is needed to reeach this program, especially the students whoo urgently need the figures that love reading especially from the teachers and headmaster to give the example.

In order to run this program well, there are some accurate strategies that can be implemented, such as:

1. The same perception from the whole school elements.
2. Staff training (for the teachers and staffs about the importance of Literacy Movement (Gerakan Literasi/GLS and being ensured that it can be implemented)
3. The headmaster, teachers, and staffs also practice reading to give the example
4. Attending obligation and Borrowing Obligation (students attendance list and the obligued schedule per class)
5. Mini library in the classroom (the books can be adopted from the library or the students can bring the books they wat to read and it can be used take turns with the other students.
6. Implementing Read Aloud activity (reading the story performed by the teacher by playing the theatrical in it) one time in a week encouraged by language teacher.
7. Assigneing 1- 2 hours of Library Time subject (outside the fifteen minutes reading).
8. Giving reward (Writing competition grades 5 – 6, Storytelling competition class grades 1,2), Resume competition, short story competition, etc.
9. Wall magazine activation to show the students creativities dan is switched periodically.
10. Creating Reading Log to record the reading target data.
11. Creating reading program with five hundred books reading target per semester as the beginning, if the program has been executed it can be improved to 100 books per semester.
12. Donating the book or having barter the books woth the other school.

V. CONCLUSION

The concept of multiliteracy is an awareness form toward human beings various ways to communicate and doing reading and writing activitis in analyzing types of materials and media that can be received for reading and writing activities. That point is implicated to the area of citical analysis that have to be done to interpret the text. Multiliteracy program in the implementation at school can actualized by DEAR program that can encoutage the students to be active through greeting, singing, discussing the theme, and topic learning ways in order to develop the students ability in speaking, interacting, and sharing.

The suggestions of this research are:

1. The parents should give contribution actively in implementing multiliteracy learning.
2. The parents should give special monitoring and attention toward children's speech and language when they are at home, giving the reading books in accordance with their age and reasoning, listening songs in accordance with their age, and giving the example of good speech to the children.

The school principals must be able to make the distighuished program, but it is multiliterated in growing and developing creative program to improve children multiliterated ability.

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