



ICEE-2

Implementation of Techno Pedagogy Approach-Based Multiliteration Models in Improving the Skills of Writing the Narration of Elementary School Students

Sulastri¹, N. Tatat Hartati², Ignasia Anggi Herawati³

^{1,2,3} Universitas Pendidikan Indonesia

¹Sulastri1802497@upi.edu, ²tatat@upi.edu, ³anggiherawati22@yahoo.com

Abstract: Writing skills are a complex language activity. Writing activities are a combination of skills to use words and sentences, convey ideas and ideas coherently in a writing. This research is motivated by a problem that is the lack of narrative writing skills. This study aims to develop narrative writing skills with a multiliteration model based on the techno pedagogy approach. The method used in this research is the literature study method. The results of this study are: (1) The process of using a multiliteration model based on the techno pedagogy approach can improve narrative writing skills; (2) The syntax of applying a multiliteration model based on the techno pedagogy approach; (3) Strengths and weaknesses of the techno pedagogy approach based on multiliteration models.

Keywords: Narrative Writing, Multiliteration, Techno Pedagogy Approach

INTRODUCTION ~ Globalization will become the background of human development from various aspects of life. Not only that, the era of the industrial revolution 4.0 where information technology became the basis in human life (Kemristekdikti, 2018). Efforts in giving birth to quality human resources are not easy, it takes a serious effort from a nation. Strong human resources can only be realized with quality education. Therefore, efforts to improve the quality of education must be done as an effort to improve human resources. One of the competencies that must be possessed by reliable human resources is literacy (reading and writing) skills.

21st Century competencies include the ability to learn (learning and innovation skills), literacy (information, media and technology skills) and life skills (P21, 2015).

According to Rahman (2018a) 21st century learning is education that focuses on efforts to produce young people who have 4 main competencies, namely thinking competency, work competency, life competence and competence in mastering tools for work. To produce a young generation of 21st century educators there are several requirements namely thinking competence, work competence, life competence and competence in mastering tools. For this reason learning methods are needed that can be able to develop the competencies and potentials of students, one of which is by learning Indonesian. Indonesian language learning is very appropriate because it can develop students' ability to communicate. When students' communication skills are good, students will be able to convey the contents of their thoughts, work, life and can convey



ICEE-2

information obtained from all media both verbally and in writing.

According to Sigit, et al (2019) that the 21st Century Paradigm emphasizes the ability for students to think critically and connect science with mastering information communication technology correctly. Dr. Ahmad, et al (2019) Writing skills are not only productive speaking skills but representations made through writing. Heryanto, (2019) There are four skills of language, namely listening, speaking, reading and writing at the time of technological development, the four skills can be integrated using technology and communication so that it is easy to find narrative writing learning materials.

There are four skills that can be learned from learning Indonesian, one of which is writing. According to Ngurah (2014) Writing is a form of skill gained from the language learning process. According to Yanuarita, et al. (2014) writing is very important in this era, in line with the opinion of Zulela, et al (2017) who said that the writing skills of the final stage skills that will be mastered by students after listening, speaking and reading are well mastered. Writing skills are productive skills and are very useful for channeling ideas and regular thought patterns and pouring into writing that can provide useful information for others.

Writing is a complex activity, because writing is a combination of several stages, starting from the stages of thinking, then pouring thoughts into writing that are

arranged into words which then connect into a sentence that has a coherent meaning. In a writing there is certainly what is called narration, the term narration by Muhammad, (2016) is interpreted as one form of essay that is applied in learning Indonesian. Narration will be inspired by the characteristics and lives of the characters they read.

The survey results from the Program for International Student Assessment (PISA), (OECD, 2013) in 2012 showed the ability to read and write students in Indonesia ranks 64th country. Apart from these results, the ability to read and write is very important and must be mastered so that the education and literacy systems of students in Indonesia can continue to develop and be able to compete in the current era of globalization.

The selection of learning models becomes very important and determines the success of an effective and efficient learning process. The learning model will be a guideline in the learning process. One learning model that exists is techno pedagogy approach based multiliteration learning in improving narrative writing skills. This is supported by research results, according to (Erri, 2013) this model is a form of learning method on how to facilitate student learning from certain content through pedagogic and technological approaches.

Multiliteration can also be perceived as the use of a variety of media, both print,



ICEE-2

audio and spatial. According to Abidin (2015) the role of techno pedagogy based multiliteration approach is to build an epistemology of pluralism that provides access, without people having to erase and leave subjective differences, further this techno-based multiliteration teaches students about technology as a learning tool so that students are able to develop and advance in the world of learning in this 21st century.

METHOD

The method used in this research is literature study. According to Nazir (2013, p. 93) literature study is the search for data sourced from the literature, books, reports relating to the problem to be examined.

RESULTS AND DISCUSSION

Discussion of what is done about multiliteration learning methods and techno pedagogy approach can be concluded that the method can be used as a learning method for students aimed at developing students' writing abilities well and optimally, the writing process is a collaboration of observing, thinking and pouring activities exemplary a writing.

According to Subandi, (2017) that Globalization is defined as a global process that is interconnected between communities, countries and individuals. This process is assisted by several parties who have advanced in technology. Rapid technological changes can have an effect on the development of human resources because the state cannot cope

with the influx of technology into the work environment. Joel et al. (2018) argue that training in education is expected to develop quality human resources and prepare workers to make the country a competitive income economy. According to Balaman, (2018) that the important application to be applied to the development of the 21st century is the application of technology in which students can learn by utilizing sophisticated technological tools to find as much information as possible in the learning process and construct the meaning of their own experiences. According to Lee (in Shona, et al. 2014) that education documents the difficulties and failures of a technology in learning to change pedagogically and learning outcomes. Due to various reasons, there is a tendency for many teachers to incorporate and replace new technology into learning practices. Julianda, et al (2018) This situation makes a teacher to carry out learning in the classroom that is able to provide writing, filtering and utilizing information to students according to their needs.

According to Bal, M (), the teaching process does not only discuss the views of students but must be collaborated between technology with traditional writing and will produce interesting writing. Akhmad, (2019) argues that the teacher learning process must apply an approach, strategy, technique and learning model that can deliver students achieve the



ICEE-2

competencies to be achieved. Learning this model is based on literary works, especially in local culture or can be known by the local color Ahmad, et al. (2019).

The concept of multiliteration explained by Abidin (2015) explains that writing is interpreted as a process that contains a series of student activities in order to produce a complex and careful writing under the guidance, direction, and motivation of the teacher. In accordance with the statement above, the learning process of writing multiliteration should be developed through a clear process stage. The teacher must also teach various writing strategies at each stage of the writing activities undertaken by students. through the collaboration of teacher and student writing learning will achieve satisfying results.

Putu, et al (2015) argue that writing skills really need an insight and knowledge to produce writing that matches the spelling. Likewise, writing narrative form of writing aims to convey and tell an event that students experience. Moh, et al (2017) that in the aspect of writing competency skills that must be achieved by students is writing based on their own experience and paying attention to vocabulary that matches the spelling. According to Febrina (2017) that the multiliteration model can be used as a model in language learning because multiliteration links various sources in learning and places the ability to read and write as effectively as possible to be able to improve students' thinking abilities

in accordance with other sciences. Multiliteration learning will optimize all skills to create an effective and enjoyable learning situation Ani, et al (2018)

Writing competence as stated in the new common core standards (Haven, 2015) confirms that learning to write must make students have the ability to write that is not only concerned with the spelling concept of other technical writing, but rather to translate the intentions of ideas and emotions into writing. Therefore, the teacher must know that these skills are related to technical writing of spelling, grammar, sentence structure, punctuation and vocabulary usage. This means that learning to write must be fun so students have effective knowledge of writing to communicate something they want to write.

Abidin (2015, p. 105.) explains the procedural steps in implementing this model as follows:

- a. schemata generation
- b. build predictions
- c. making guides and learning goals
- d. use strategy
- e. putting together a framework
- f. place themes and topics
- g. reading text
- h. write a draft
- i. edit draft
- j. communicating the work

While the syntax of the multiliteration model based on the techno pedagogy approach is as follows:



ICEE-2

- a. schemata generation
apperception at this stage is carried out communication about the text of narrative essay by using existing media technology in the classroom or in the environment of students.
- b. build predictions
at this stage the teacher will broadcast a narrative teks using laptop media and infocus in class, then students are asked to pay attention and make predictions about a narrative text that they have watched.
- c. making guides and learning goals
at this stage students create guides and learning objectives that they will write in a narrative text.
- d. use strategy
At this stage the teacher uses a techno pedagogy approach based multiliteration model strategy to train creative children to write narrative texts by finding information through technology media that has been prepared in schools and the environment of students.
- e. putting together a framework
at this stage the students make a narrative text framework that they will make as interesting as possible.
- f. place themes and topics
at this stage students determine the theme and topic they will create into a narrative text. Students can determine the topic through searching for information from a media, interviewing other students.
- g. reading text
at this stage the participants read the text from the example that the teacher displayed in front of the class with the help of technology media to make children more active and interesting for them to read.
- h. write a draft
at this stage students gather as much information and follow the flow of thought to pour into writing in the form of narrative text as interesting as possible.
- i. edit draft
at this stage students with the help of their friends and teachers to check the results of the writing they have made. Then the other students correct their friend's writing errors that are not in accordance with the correct spelling. Furthermore, students will edit the narrative text composition in accordance with the input that other friends have given.
- j. communicating the work
at this stage the teacher asks students to communicate their work by asking students to display their writing in front of other students.

The advantages of learning to write using the techno pedagogy approach model are as follows:

1. Linking the material learned without having to erase or leave differences that are subjectivity. Looking for material or information through a technology media.



ICEE-2

2. The way of learning is facilitated with computer media by displaying narrative text.
3. Technology makes students more active, and creative in making narrative texts.
4. Techno pedagogy approach based learning model enables personalized learning activities.
5. Learning material is more easily updated because the learning is assisted by technology provided by the teacher.

Instead the weaknesses of the techno pedagogy approach are as follows:

1. The success of learning based on the techno pedagogy approach depends on the ability of motivation.
2. Access to learning by using the techno pedagogy approach is often a problem in learning.
3. Students get bored and get bored quickly
4. Guides are needed who are able to find relevant information.
5. One of the biggest weaknesses in a technology learning will eliminate the interaction between educators and students.

CONCLUSION

Globalization is the background of human development. Humans must be competent in terms of information literacy, communication and technology. Writing skills and speaking skills as a unit to express the meaning contained in a writing. In

addition, the skills to read and understand the purpose of an article are important. Narrative writing skills are the ability to communicate facts presented by the author in a coherent narrative writing, using characters, settings and written using the correct spelling of narrative vocabulary and clear language so that it is easily understood by the reader.

using a multiliteration learning model based on the techno pedagogy approach can improve narrative writing skills. make children more active, creative, innovative, independent to find information and sources of learning materials with the media technology that the teacher has prepared. write narration according to correct vocabulary and according to spelling.

REFERENCES

- Abidin, Y. (2015). *Pembelajaran Multiliterasi Sebuah Jawaban Atas Tantangan Pendidikan Abad Ke-21 dalam Konteks Keindonesiaan*. Bandung: PT. Refika Aditama.
- Ahmad, B, Agung, N. (2019). *Multiliterasi dalam Pembelajaran Bahasa Indonesia Untuk Penutur Asing (BIPA) Berbasis Sastra Warna Lokal Betawi At Uin Syalam Pembelajaran Bahasa Indonesia Untuk Penutur Asing (BIPA) Berbasis Sastra Warna Lokal Betawi At Uin Syarif Hidayatullah Jakarta*. Jurnal bahasa :BSIP. Vol 1 no 1.



ICEE-2

- Akhmad,B,R.,Has,H.S.(2019). Keefektifan Model Multiliterasi Digital dan Modek Kreatif-Produktif Pada Pembelajaran Menulis Teks Cerita Fantasi. *Dwijia Cendekia: Jurnal Riset Pedagogik*. vol 3 no 2.
- Ani, Y. G., Wita. (2018). Penerapan Model Pembelajaran Multiliterasi Untuk Meningkatkan Kemampuan Literasi Matematis Siswa Di Sd/Mi. *Jurnal Keilmuan Dan Kependidikan Dasar*. Vol 10 no 2.
- Balaman, s. (2018). Digital storytelling: a multimodal narrative writing genre. *Jurnal of language and linguistic*. Vol 14 (3). (ERIC No. EJ1193109).
- Bal, M. (2018). *Improving Informative and Narrative Writing Skills Associated With Multimodal Literacy Of Middle-School Students*. *Cypriot Journal Of Educational Science*. vol 10(4). (ERIC No.EJ1193801)
- Dr.Ahmad, I.M.,Dr. Mohammad,N.K, (2019) *Employing TBL And 3PS Learning Approaches To Improve Writing Skill Among Saudi EFL Students In Jouf University*. *International Journal Of Linguistics, Literature And Translation (IJLLT)*. vol.2 (1). (ERIC No.ED593452)
- Eri Wahyu P, Sony Sunaryo, & Erma Suryani. (2013). Pemodelan Technological Pedagogical Content Knowledge (Tpack) Berbasis Teknologi Informasi Dan Komunikasi (Tik) Dengan Pendekatan Structural Equation Modeling (Sem). *Prosiding Seminar Nasional Manajemen Teknologi Xviii Program Studi Mmt-Its, Surabaya* 27 Juli 2013.
- Febrina, D. (2017). Implementasi Model Multiliterasi Pada Proses Pembelajaran Membaca Pemahaman Siswa Kelas Iv Sekolah Dasar. *Jurnal Sekolah (JS)*. vol 1 (2).
- Heryanto, G. (2019). Implementasi Model Pembelajaran Multiliterasi Pada Perkuliahan Pembelajaran Berbicara. *Jurnal Metabasa*, vol 1, no. 1.
- Joel, S. M., Christina R. (2018). *Eliciting In-Service Teachers' Technological Pedagogical Content Knowledge For 21st-Century Skills In Tanzania*. *University of Dar es Salaam, Tanzania*. vol. 5(3). (ERIC No.EJ1197522).
- Julianda., Utami., W., Ery,T.D. (2018). Pengaruh Strategi Pembelajaran Inkuiri Berbasis Keterampilan Multiliterasi Terhadap Kemampuan Berpikir Kritis Siswa. *Jurnal Pendidikan*, vol. 3, no. 4.
- Kemristekdikti. (2018). *Presiden Jokowi: Tantangan Kita Kedepan, Revolusi Industri 4.0*. Retrieved Oktober 28, 2018, from <https://www.ristekdikti.go.id/preside>



ICEE-2

n-jokowi-tantangan-kita-kedepan-
revolusi-industri-4-0/

- Moh,A. Y., Anang, S., dkk. (2017).Peningkatan Keterampilan Menulis Narasi Melalui Penerapan Model Stad Berbantu Media Gambar Seri Pada Siswa Sd. *Jurnal Pendidikan*, vol 2, no. 11.
- Muhammad Nur Ahsin. (2016). Peningkatan Keterampilan Menulis Karangan Narasi Dengan Menggunakan Media Audiovisual dan Metode Quantum Learning. *Jurnal Refleksi Edukatika* vol 6 (2), hlm 159).
- Nazir, Muhamad. (2013). *Metode Penelitian*. Bogor: Ghalia Indonesia.
- Ngurah, A. P.,. (2014). Pengetahuan Media Gambar Seri Untuk Meningkatkan Keterampilan Menulis Narasi Pada Mata Pelajaran Bahasa Indonesia Siswa Kelas IV SDN Moahino Kabupaten Morowali. *Jurnal Kreatif Tadulako Online* vol.2 (4), hlm. 231.
- OECD. 2013. *PISA 2012 Results: What Students Know and Can Do* Volume I. Canada: OECD.
- P21. (2015, May 15). *Framework for 21st Century Learning*. Retrieved December 28, 2016, from P21 Partnership for 21st Century Learning: www.p21.org
- Putu, N.D.P., Ni N. G.,dkk. (2015). Penerapanan Metode Picture And Picture Berbantuan Media Gambar Berseri Untuk Meningkatkan Keterampilan Menulis Narasi . *e-Journal PGSD Universitas Pendidikan Ganesha*. Vol 3, no. 1 .
- Rahman. (2018a). *Problematika Rendahnya Kemampuan Literasi Siswa Sekolah Dasar. Kapita Selekta dalam Konteks Pedagogi Abad Revolusi Industri 4.0*. Bandung: Sekolah Pascasarjana, Universitas Pendidikan Indonesia.
- Rahman. (2018b). *Multiliterasi dalam Life Skills Pendidikan Dasar. Kapita Selekta dalam Konteks Pedagogi Abad Revolusi Industri 4.0*. Bandung: Sekolah Pascasarjana, Universitas Pendidikan Indonesia.
- Shona, W., Julie, A. (2014). Implementing tasks with interactive technologies in classroom computer assisted language *Learning (CALL): Towards A Developmental Framework Vers Un Cadre De Developpement Pour La Mise En Oeuvre De Tacher A l'aide De l'apprentissage Des Langues Assiste Par Ordinateur (ALAO)*. *Canadian Journal of Learning and Technology*. Vol 40(1). (ERIC No.EJ1030370).
- Sigit,V. S., Tia, R. (2019). Penerapan Model Multiliterasi Untuk Meningkatkan Keterampilan Menulis Karangan Persuasi Pada Mata Pelajaran Bahasa Indonesia Di Sekolah Dasar.



ICEE-2

Jurnal Cakrawala Pendas vol 5 no
1.

Subandi, (2017). *Hr Quality Improvement Strategy Of Education In Indonesia Based Systems And Broad Based Education High Based Education: Perspective Of 21st Century Challenges*. Lecturer Of Institute Of Islamic Studies (IAIN) Raden Intan Lampung. vol 8(5). (ERIC No. EJ1133058).

Yanuarita widi astuti, ali mustadi,(2014).
Pengaruh penggunaan media film animasi terhadap keterampilan

menulis karangan narasi siswa kelas V SD. Jurnal prima edukasia vol 2 (2), hlm 251.

Zulela MS., Yulia E.Y.S, Reza, R., & Prayuningtyas A.W, (2017). Keterampilan Menulis Narasi Melalui Pendekatan Konstruktivisme Di Sekolah Dasar. JPD:Jurnal Pendidikan Dasar. vol 8 (2). hlm 113.