



A Multiliteracy Learning Model as a Means to Address Language Dysphemism in Elementary School Children

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Abstract

Introduction to The Problem: Polite language creates positive value from speaking partners, while impolite language gives negative impressions. **Purpose:** This research aims to describe an appropriate multiliteracy learning model to address language dysphemism in elementary school children. **Design/methods/approach:** This study uses a qualitative approach based on Creswell (2015:291). Data sources include interviews with classroom teachers implementing existential humanistic approaches, elementary students, and principals from public and private schools in Yogyakarta. Documentation includes audio-visual materials (photos, videotapes, recordings) and observations with field notes and reflections. Data validity follows Creswell and Miller's (2000) five criteria: data triangulation, member checking, prolonged observation with repeated site visits, and peer review. **Findings:** This multiliteracy learning model can develop speaking skills in elementary-age children accountably, as multiliteracy competency includes oral idea production ability. School programs supporting multiliteracy implementation must be systematic, flexible, realistic, and sustainable. Infrastructure requirements include libraries, reading corners, literacy centers, and teaching materials. **Research implications/limitations:** Multiliteracy concept reflects awareness of diverse human communication methods and literacy activities in analyzing received materials and media. This implies extensive critical analysis for text interpretation. School implementation can include DEAR programs promoting active participation through greetings, songs, and topic discussions to develop speaking, listening, interaction, and sharing abilities. **Originality/value:** This multiliteracy research presents novelty as an appropriate learning model for addressing impolite speech in students.

Keywords : Language; Multiliteracy; Dysphemism; Literacy.

Introduction

Mastering a language (being able to use it fluently) differs from explaining its rules (Verhaar, 2012:07). Similarly with spoken language, meaning must be understood in speech context. Cummings (2007:19) considers context crucial in producing communication effects. Beyond Verhaar and Cummings, Yule (2006:61) emphasizes the need for cooperation between speaker and listener. Information conveyed by speakers carries meaning beyond mere words. For example, when a student in class says to a friend "Your champion won last night" and receives the reply "Of course! That's my champion for you".

This communication between speaker and listener demonstrates cooperation and contextual understanding about what and who their champion is. Yule (2006:62) defines implicature as a primary example of conveying more information than what is explicitly stated. For correct interpretation of implicature, early cooperation between both parties is essential. Irmer (2012) states that implicit meaning plays a crucial role in discourse and carries more meaning than what is explicitly conveyed.

Language politeness principles in elementary schools are a serious concern due to various violations found in student speech. Politeness and impoliteness occur during teaching and learning activities. Learning represents continuous change in human capabilities through ongoing processes. These activities are influenced by internal (student-related) and external (learning environment) factors that interact with each other (Tung, 2015:55).

Illeris (2011:11) analyzes crucial learning conditions, noting that all learning implies integration of two distinct processes: external interaction between learner and social, cultural, or material environment, and internal psychological processes of elaboration and acquisition. Illeris's research (2011) relates to Hill's study (2012:2-3), which describes the complex school atmosphere and situations students face. The complexity of students' learning situations exceeds psychological perspectives. Students are influenced by various classroom aspects, learning from teachers, books, curriculum, peers, and school physical arrangements.

Literature Review

Research by Lee (2011), Falemban (2012), Hobjila (2012), Gruber (2012), and Durackova (2013) analyzed language politeness in Slovakia and foreign language speakers within cognitive style contexts. Durackova compared politeness in speeches by Slovak, German, and English teachers. The striking results showed German language demonstrated better social distance and dominance due to advanced politeness elements in speech acts. Their research relates to the author's study of language politeness in learning, differing in the languages examined. Lee analyzed Chinese language politeness, Durackova studied Slovak language politeness with foreign speakers, while the author focuses on Indonesian language politeness.

Methods

This research uses a qualitative approach defined by Cresswell (2015:28) as a study investigating issues related to the marginalization of certain individuals. Data collection procedures follow Cresswell (2015:266), involving three strategies: observation, documentation, and interviews. Data analysis follows Miles and Huberman's (1984:23) interactive analysis steps: data collection, data reduction, data presentation, and conclusion drawing.

Result

The Multiliteracy Learning Model as an Approach to Address Dysphemism in Elementary School Children's Language

The fundamental essence of multiliteracy learning encompasses language skills, specifically reading, writing, and listening comprehension abilities. In its implementation, these four skills are integrated with information and communication technology competencies. In terms of content, these four skills are interconnected with various cultural aspects. Based on this foundational concept, these language skills undergo various semantic adaptations.

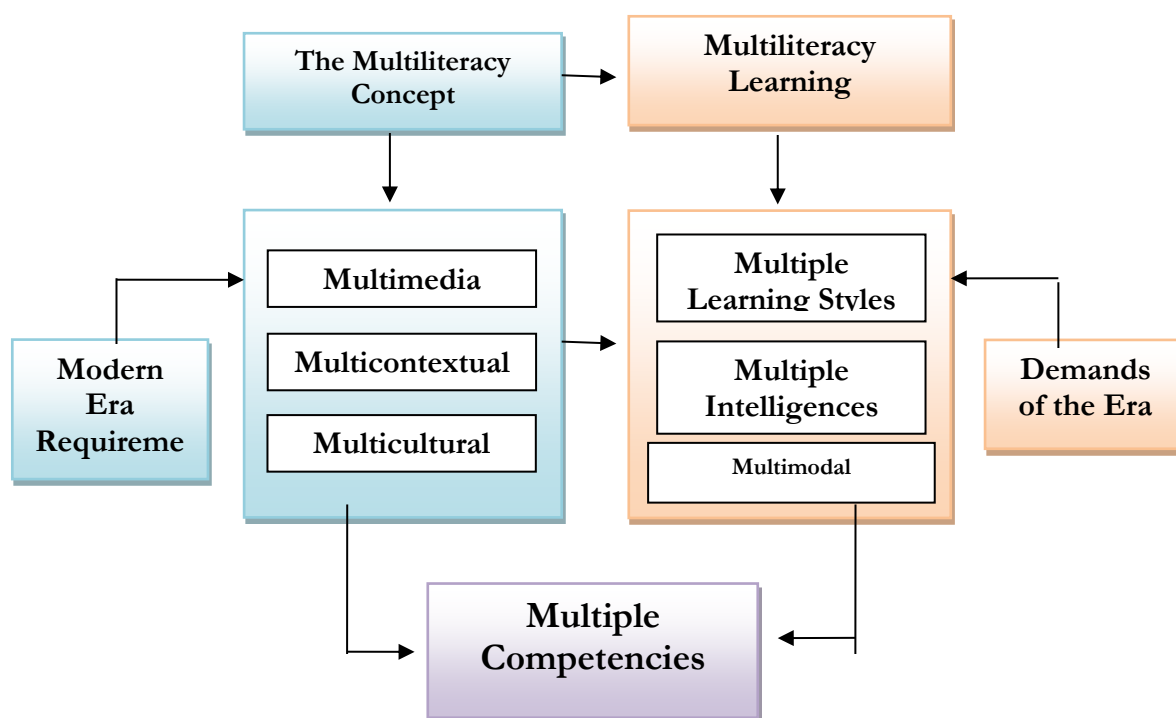


Figure 1. Fundamentals of Multiliteracy Design and Multiliteracy Learning

The multiliteracy approach encompasses multicontext, multimedia, and multicultural dimensions. It is considered multicontextual because these skills relate not only to a single context but to various contexts, including both situational and academic contexts. This learning approach is developed based on the diversity of student capabilities, considering their intelligence, learning styles, and learning capital by leveraging students' inherent intellectual strengths. Consequently, students acquire not just one competency but multiple competencies, including academic knowledge, critical thinking abilities, and character development.

Given this reality, multiliteracy and its instruction serve as a tangible bridge in developing students capable of living and thriving in the 21st century. This is due to the fact that multiliteracy

and its pedagogical approach aim to prepare students comprehensively for various aspects of their lives, whether in school, workplace, or society.

This multiliteracy learning model can effectively enhance speaking skills in elementary-age children in an accountable manner, as one of the multiliteracy competencies can be defined as the ability to produce ideas orally with substantial content and appropriate delivery channels. This is achieved through a system where children read books and report their reading to teachers. Students who read the most books within each three-month period receive recognition, serving as role models for their peers. Through this approach, students can expand their knowledge and improve their speaking skills while being accountable for discussing content based on their reading material.

The Compatibility of the Multiliteracy Model with Child Development Stages

Child language development represents a combination of social interaction, interactional development, emotional development, cognitive abilities, and physical/motor development. During elementary school age, known as the Robinson Crusoe period (named after the adventurer), children begin developing critical thinking, drive, competitiveness, interests, and talents. They exhibit a deep curiosity about everything, frequently asking questions and investigating their surroundings. In everyday social language, students often use unclear and inappropriate words and sentences. To address students' limited language proficiency, the selection of teaching models must be implemented precisely, as the choice of learning model is a crucial determinant of successful learning outcomes.

To achieve the intended multiliteracy learning outcomes, it is essential to engage with students' parents to discuss the multiliteracy learning concept as an approach to address children's language dysphemia. Parent meetings can serve as a discussion forum between teachers and parents regarding patterns of child language development, language acquisition, and methods to enhance children's language skills. In this context, teachers can implement the approach by collaborating with parents to help students process and comprehend the meaning of each word they acquire. This concept aligns with the 2013 curriculum's emphasis on character formation and higher-order reasoning through thematic methods, where multiliteracy takes precedence over basic literacy. Following parent engagement, multiliteracy instruction continues with the preparation of reading materials and models designed to enable students to read and comprehend the content. Subsequently, during the learning process, teachers begin implementing the multiliteracy learning model with students.

The Primary Foundation for a Multiliteracy School System

The first essential foundation for establishing a multiliteracy school is the teaching staff. In a multiliterate context, teachers play a vital role in implementing multiliteracy instruction as the core

of a multiliterate school. Within this framework, teachers must be developed into harmonious educators who can appropriately position themselves in relationships with students, fellow teachers, school principals, supervisors, and the community. During the learning process, teachers not only instruct but also learn how to create conducive learning environments for students. Beyond harmony, teachers must also be developed into quality educators capable of actively advancing their professional development.

The second fundamental component in establishing a multiliteracy school is the school principal. The leadership required for developing a multiliteracy school demands principals with genuine leadership capabilities, including idealism and conviction, visionary thinking, flexibility, communication skills, cultural awareness, and an orientation toward change (Craig, 2010).

The third essential foundation for a multiliteracy school is the school program. Programs that support the creation of a multiliterate school must be systematic, flexible, realistic, and sustainable. Additionally, facilities and infrastructure are necessary, including libraries, reading corners, literacy centers, teaching materials, and other resources. Regarding teaching materials, teachers should develop these based on students' abilities, motivation, and interests. In essence, schools should not solely rely on purchased teaching materials but should design independent special programs. Independently developed teaching materials are considered most effective as they are challenging and learning-directive, feature multimodal and multicontextual elements, and are oriented toward multiple competencies.

Furthermore, multiliteracy schools can be realized through programs such as Circle Time. This program is particularly effective for developing oral multiliteracy skills. Circle Time represents a literacy activity designed to train students' language skills (USAID 2015). During Circle Time, students practice describing objects or personal experiences in detail using their own words. Seating arrangements are organized in a circular formation to ensure equal participation opportunities, enabling all students to see and hear one another, maintain eye contact, and communicate effectively.

Learning through the Circle Time program is characterized by game-like activities designed to stimulate children's active participation. The learning session begins with greetings, songs, and discussion of themes and topics. The session concludes with a recalling activity, providing opportunities for each child to share their learning experiences through pictures or writing on a rotating basis. The day's activities culminate in congregational noon prayer, communal meals, and Quran recitation.

This approach positions children as active participants in the learning process. Teachers structure activities through play areas in learning centers using a thematic concept rather than

traditional subject-based instruction. The thematic activities in these centers operate on a rotating daily schedule according to a predetermined timetable.

DEAR (Drop Everything and Read) represents a strategic initiative to promote reading habits in children through synchronized silent reading sessions conducted simultaneously for several minutes (Nikki Heath in USAID, 2015). This program, also known as Sustained Silent Reading (SSR), is designed as a comprehensive school-wide activity. It requires participation from all members of the school community, including students, teachers, administrators, staff, and maintenance personnel, to create an effective reading environment. This inclusive approach ensures that the entire school ecosystem actively contributes to fostering a culture of reading.

This program can be implemented through a structured process that begins when the DEAR signal sounds, prompting all school community members—students, teachers, and other personnel—to immediately pause their activities and proceed to designated reading areas within the school, selecting comfortable reading locations. Once all participants are in position, a second signal indicates the start of the reading period, during which everyone engages in silent reading for 15-20 minutes, a duration specifically chosen to maintain student engagement without causing fatigue. Upon completion, a final signal sounds, at which point participants close their materials and record their reading progress (book titles and pages covered) in their reading logs before returning to their respective classrooms or workstations.

The program aligns with the Ministry of Education and Culture's Literacy Movement (GLS), which aims to strengthen character development as outlined in Ministerial Regulation No. 23 of 2015. It has been adapted as a 15-minute non-academic reading session before the start of daily instruction, intended for implementation across the entire school community. However, despite its adoption in several schools, the program has faced implementation challenges, primarily due to limited participation from school staff, teachers, and administrators, despite the critical need for their involvement as reading role models for students.

To ensure successful implementation, several strategic approaches have been developed. These include establishing unified perceptions among all school elements, conducting staff training on GLS importance and implementation, ensuring active participation from school leadership and teachers as role models, implementing mandatory library visits and borrowing systems, establishing mini libraries in classrooms, conducting weekly read-aloud sessions by language teachers, designating specific library time outside the 15-minute reading period, offering rewards through various competitions (writing contests for grades 5-6, storytelling for grades 1-2, summary writing, short story competitions), maintaining active bulletin boards for student work, implementing

reading logs to track progress, setting semester reading targets (initially 500 books, potentially increasing to 1,000), and facilitating book exchanges between schools.

Beyond these initiatives, numerous other programs can be implemented to develop multiliteracy schools and address language dysphemism among elementary school students. The success of these programs relies heavily on consistent implementation and active participation from all school community members.

Conclusion

The multiliteracy concept represents an acknowledgment of the diverse ways humans communicate and engage in reading and writing activities, particularly in analyzing various materials and media formats encountered during literacy activities. This diversity necessitates extensive critical analysis for text interpretation. In school implementation, the multiliteracy program can be realized through the DEAR program, which promotes active student engagement through structured learning activities including greetings, songs, and thematic discussions. These activities are designed to develop students' speaking, listening, interaction, and sharing capabilities.

This implementation framework recognizes that modern literacy extends beyond traditional reading and writing, encompassing a broader spectrum of communication methods and analytical skills. The program's design deliberately integrates multiple modes of engagement to ensure comprehensive development of students' communication abilities across various contexts and formats. Through this structured yet dynamic approach, students develop not only basic literacy skills but also the critical thinking and interactive capabilities essential for modern communication environments.

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