

CHAPTER II

REVIEW OF LITERATURE

In this chapter, the researcher presents the theoretical background of related reviews of this study. It covers the definition of multiliteracy, principles of multiliteracy, and steps in implementing multiliteracy.

2.1 Definition of multiliteracy

Literacies are understood only when they are situated within social, cultural and historical contexts and connected to social identities. The articles in our dataset shared the perspective that education and literacy are socially situated as the constructions of social groups rather than of individuals and cognitive skills alone (Lankshear and Knobel, 2006). From the literacy perspective, literacy is not only through print or technological format, but should also get the new representation by digital technologies which is developed to multiliteracy.

Multiliteracy is the ability to identify, interpret, create, and communicate meaning across a variety of visual, aural, corporal, musical, and alphabetical forms of communication. A major difference between multiliteracies and the conventional view of literacy is that in multiliteracies perspective, literacy is not restricted to printed or written forms of language but instead, it involves multiple modes of representation, such as music, gesture, and pictures (Perry, 2012; New London Group, 1996).

According to Palsa and Mertala (2019) multiliteracy is the competence to interpret, produce and make a value judgement across a variety of different texts, which will help the pupils to understand diverse modes of cultural communication and to build their personal identity

Multiliteracy concept is needed in the student learning process. The definition of implementation of multiliteracy according to the writer is a learning process and gives many benefits to almost all the students. Digital technology could make the student understand easily how to learn the lecture. Implementation of multiliteracy is useful for some students, especially those with low learning ability. In this era mostly teaching techniques use technology such as PowerPoint, ebook, learning video, etc.

2.2 Principles of Multiliteracy

According to Leander and Boldt (2013) noted that 'A Pedagogy of Multiliteracies' has been foundational to doctoral programs, published research, conference presentations and papers as the central manifesto of the new literacies movement. Multiliteracy of the media is in line with the multiliteracy concept which include visual literacy, textual literacy, performance literacy and digital literacy (Yunus Abidin, 2015). Implementing multiliteracy through the media such as, visual media, audio media, audio visual, and text. Visual media is colloquial expression used to designate things such as painting, photos, graph, bulletin board, etc. Audio media is a term used to describe any sound or noisy in a range the human ear is capable of hearing such as music, recording, and radio. Audio visual is electronic media processing both a sound and a visual component such as film, video, and television.

2.3 Steps in implementing multiliteracy

In the learning process, the integration of balanced literacy from all fields of science and culture as well as social is used as teaching materials that support learning materials to achieve student competence. Gunawan (2020) mentioned Based on the

things above, the implementation phases of the multiliteracy learning model in this study are as follows. From these explanation above, there are six phases in implementing the multiliteracy:

The first phase is the phase of receiving informative discourse related to social, cultural, and scientific issues and so on, both in writing and orally (audio-visual recording).

The second phase is the phase of digesting the discourse, in this phase students begin to work together with their groups to digest the contents of the discourse. They are asked to read, know, and understand the content of the discourse.

The third phase is the discourse transformation phase, in this phase students and their groups are asked to transform the contents of the discourse into written and oral texts to be conveyed to other groups of students.

The fourth phase is the scientific interaction phase. In this phase, groups of students exchanged texts resulting from the initial discourse transformation to be read and then analyzed in terms of the characteristics of the text genre previously determined by the teacher as well as the accuracy of the content and aspects of language use. In this phase, all groups of students are involved in community learning. That is, learning that both aim to achieve competence simultaneously and together. There are activities to exchange ideas and improve the concept of thinking among students.

The fifth phase is the reflection and reinforcement phase. This phase of re-learning is centered on the teacher. The teacher reflects on the aspects that are felt to be lacking and strengthens in that section. The discussion process is still ongoing, but there is only interaction between teachers and students. In this section, if possible, the teacher can bring experts related to the content of the discourse to strengthen the results of discussion and learning. The principle that must be understood in this phase is that

teachers and experts who are intentionally present when reflecting and providing reinforcement for learning do not use a cyclical judgment technique. He or they must try to be a counselor when reflecting and providing learning reinforcement to students. So that the anxiety experienced by students will be reduced.

Phase sixth is the phase to carry out the presentation. In this phase, each group of students is required to perform presentation actions to account for or explain their findings. Furthermore, in phase VII, class discussions were held to discuss the quality of each group's presentation to correct the shortcomings of each group.

