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The Effectiveness of the Multiliteracy Integrative Learning (MULGRANING) Model on Students' Reading Skills in Indonesian Language Learning

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Abstract

Good reading ability is a fundamental skill in learning Indonesian, especially in understanding, analyzing, and evaluating scientific texts critically. However, various studies show that many students still have difficulty in understanding the structure, meaning, and content of the text in depth, which has an impact on their low analytical skills. Therefore, an innovative learning model is needed that can improve reading skills effectively, one of which is through the application of Multiliteracy Integrative Learning (MULGRANING). Using a quantitative approach with a quasi-experimental method, this study applied a one-group pre-test post-test design to 34 grade XI students at SMAN 2 Padang. The experimental class using the MULGRANING model was implemented with eight steps, namely experiencing, conceptualizing, analyzing, producing & creating, networking, applying, comparing, and synthesizing. While the control class was implemented with conventional learning. Data were collected through descriptive tests and analyzed using the Wilcoxon Signed-Rank Test in SPSS. The results showed that all students experienced an increase in reading scores after the MULGRANING model was applied. No students were found to have decreased scores or had the same pre-test and post-test scores. The Z value of -5.103 with a p-value of 0.000 indicates that this model is significantly effective in improving reading skills. These findings indicate that the MULGRANING model can be an innovative learning alternative to help students understand, analyze, and evaluate texts better. Therefore, the application of this model is recommended more widely to improve the quality of reading learning in secondary schools.

Keywords: Multiliteracy Integrative Learning, reading skills, Indonesian language learning

Introduction

Reading is one of the basic skills in education that plays an important role in the academic and social development of individuals (Ceylan & Baydik, 2018; Fitrawati & Syarif, 2021). This skill is an inseparable part of language learning because every learning process requires an understanding of written texts (Jinxiu & Zhengping, 2016). Through reading, a person can gain knowledge, improve literacy, and develop a broader way of thinking (Osei et al., 2016). As a crucial skill, reading allows individuals to adapt more easily to social and academic environments (Elghotmy, 2018; Akyol & Boyaci-Altinay, 2019). Therefore, mastery of reading skills is the main key to educational success (Owusu-Acheaw & Larson, 2014). However, many students still have difficulty understanding texts, which has an impact on their learning outcomes (Alnahdi, 2015; Rahmayani & Indriyani, 2024). This shows that the right strategy is needed in learning to read so that students can get maximum benefits

(Puteri, Faridah, & Zuraidah, 2017). Traditionally, reading is often viewed as a receptive skill that is passive and individualistic (Salem, 2017; Ramadhan, Indriyani & Sukma, 2022).

This activity is considered to occur separately, without considering other factors that can affect the reader's understanding (Reza & Mahmood, 2013). The concept of schema explains that reading involves a cognitive process in which individuals connect new information with existing knowledge (Atmazaki & Indriyani, 2019; Kartal, 2018). Thus, reading is not just an activity of seeing and recognizing letters, but also constructing meaning from the text being read (Çetin & Sidekli, 2018). This process requires active interaction between the reader and the text so that the meaning produced is in accordance with the context (Kao & Mzmela, 2019).

Reading is a complex process because it involves various cognitive stages in understanding the text (Linse, 2005; Indriyani et al, 2024). Readers must be able to decode language symbols, interpret meanings both literally and figuratively, and evaluate the messages contained in the text (Kartal, 2018). In this process, readers use their linguistic knowledge to understand the structure and language patterns used in the text (Çetin & Sidekli, 2018). In addition, reading is also a holistic process that involves sensory perception, interpretation, critical thinking, and deduction (Kao & Mzmela, 2019). All of these stages must occur continuously so that readers can understand the contents of the reading thoroughly (Alyousef, 2005). The reading process is also influenced by external factors such as learning methods, learning environment, and student motivation (Harji, Balakrishnan, & Letchumanan, 2016). Therefore, it is important for educators to create learning strategies that support students' reading skills (Imperial, Praises, & Robles, 2016).

Good reading skills are closely correlated with students' level of knowledge acquisition and academic skills (Moreillan, 2007). Students who have good reading skills tend to understand subject matter more easily than students who have reading difficulties (Owusu-Acheaw & Larson, 2014). Through effective reading, students can develop a deeper understanding of various disciplines (Levine, Ferenz, & Reves, 2000). Conversely, students who have reading difficulties will face obstacles in understanding the lesson, which ultimately impacts their academic achievement (Alnahdi, 2015). Therefore, improving reading skills is an important aspect in the education system (Puteri, Faridah, & Zuraidah, 2017). Proper reading learning can help students improve their understanding of texts and develop critical thinking skills (Barton-Hulsey, Sevcik, & Romski, 2017). Thus, effective reading learning should be a priority in education (Alsamadani, 2017).

In addition to playing a role in the acquisition of academic knowledge, reading also contributes to the development of other language skills (Altmisdort, 2016). Reading activities help students enrich their vocabulary, understand grammatical patterns, and improve their speaking and writing skills (Albdour, 2015). Exposure to written texts also allows students to understand the various cultural aspects contained in the language (Alyousef, 2005). By reading, students can develop better communication competencies in various contexts (Harji, Balakrishnan, & Letchumanan, 2016). Therefore, reading is not just a single skill, but also supports language skills as a whole (Imperial, Praises, & Robles, 2016). With increased reading ability, students will find it easier to develop more complex language skills (Barton-Hulsey, Sevcik, & Romski, 2017). This shows that reading has a broad impact on language acquisition (Alsamadani, 2017).

Furthermore, research shows that reading also plays a role in developing students' critical thinking skills (Johnson, Archibald, & Tenenbaum, 2010). Through reading activities, students are invited to analyze the contents of the text, connect information, and draw logical conclusions (Yildirim & Söylemez, 2018). Critical thinking skills are very important in the world of education because they help students solve problems and make the right decisions (Owusu-Acheaw & Larson, 2014). By reading, students can develop a more systematic and

analytical way of thinking in understanding various information (Puteri, Faridah, & Zuraidah, 2017). Therefore, effective reading learning must encourage students to not only understand the text, but also evaluate and criticize it (Imperial, Praises, & Robles, 2016). Thus, reading becomes a skill that not only improves literacy but also supports the development of critical thinking (Barton-Hulsey, Sevcik, & Romski, 2017).

Although reading has many benefits, many students still have difficulty in understanding texts in depth (Alnahdi, 2015). This difficulty can be caused by a lack of vocabulary, minimal reading strategies taught, or lack of motivation in reading (Puteri, Faridah, & Zuraidah, 2017). Therefore, a more effective learning model is needed in teaching reading so that students can get maximum benefits (Salem, 2017). With the right strategy, it is hoped that students can develop better reading skills to support their academic and social success (Owusu-Acheaw & Larson, 2014).

To overcome these problems, one alternative model that can be applied in learning Indonesian is the MULGRANING model (Indriyani, Atmazaki & Ramadhan, 2023). This model offers innovative learning in improving reading literacy by integrating various effective learning strategies. This model emphasizes the importance of active student involvement in understanding texts through various systematic learning stages. In the reading process, students are not only asked to understand the contents of the text, but also to analyze and evaluate the contents of the reading critically. Interactive strategies such as group discussions, independent reflection, and concept mapping are applied so that students can understand the text more deeply. In addition, this model encourages students to connect the contents of the reading with real-life contexts, so that they are more motivated to read. With this learning, students' reading skills can develop optimally in accordance with academic demands. Therefore, the MULGRANING model is an effective solution in improving students' reading comprehension at various levels of education.

The MULGRANING model offers a comprehensive solution in improving reading literacy through eight systematic steps designed to optimize text comprehension. The first step, experiencing, allows students to gain initial experience related to the text by connecting it to everyday life and personal experiences. Furthermore, conceptualizing helps students build conceptual understanding by identifying the main themes and structures of the reading. At the analyzing stage, students are invited to explore the text critically, identify arguments, and understand the relationships between ideas in the reading. The fourth step, producing & creating, encourages students to produce creative responses to the text, such as writing summaries, writing texts, creating concept maps, or compiling reflective questions.

The next stage in the MULGRANING model emphasizes the integration of understanding through interaction and application. In the networking stage, students work together in groups to share understanding and discuss different perspectives on the text. This collaboration enriches students' understanding because they can gain new insights from their peers. The applying stage allows students to apply the information obtained from the text to real situations, for example by creating reports, presentations, or reading-based projects. Furthermore, the comparing stage encourages students to compare various texts or points of view in the reading, so that they can develop deeper analytical skills. This process strengthens students' ability to understand texts from various perspectives and increases their critical thinking towards the information obtained.

The last stage, synthesizing, is the core of optimizing reading literacy because students are invited to connect all the information they have learned and draw broader conclusions. They can develop a holistic understanding by integrating various ideas from previously studied readings. In this stage, students also reflect on the reading strategies they have used and evaluate their effectiveness. Thus, the MULGRANING model not only helps students understand texts in depth, but also forms more active, reflective, and analytical reading habits.

The application of this model in language learning will provide an effective solution to improve reading literacy, enabling students to become critical, flexible readers, and able to adapt to various types of texts in today's information era.

Based on this explanation, the purpose of this study is to determine the effectiveness of the Multiliteracy Integrative Learning (MULGRANING) model on students' reading skills in Indonesian language learning in Secondary Schools.

Methods

This study uses a quantitative approach with an experimental method, specifically a quasi-experiment. This study compares learning outcomes before and after treatment is given using a one-group pre-test post-test design. This means that only one group is given treatment, and the results are measured through tests before (pre-test) and after (post-test) the treatment is carried out. The subjects of the study were grade XI students of SMAN 2 Padang. The population consists of 9 classes. The sample was selected based on the lowest standard deviation. Based on this, the class chosen was class VI.4 or F4 with a total of 34 students. The instrument used is an objective test that has been tested for validity. Based on the validity test, it was found that the objective test is categorized as very valid with a value of 88%.The treatment was carried out on scientific paper text learning. Research data were collected using descriptive tests, then analyzed using statistics with the help of the SPSS application. The steps for data analysis in SPSS include data normality tests and Wilcoxon tests to compare pre-test and post-test results in the same group (non-parametric statistics). The hypothesis of this study is as follows.

- H_0 : The Multiliteracy Integrative Learning (MULGRANING) Model does not have a significant effect in improving students' reading skills in Indonesian language learning in Middle Schools.
- Ha : The Multiliteracy Integrative Learning (MULGRANING) Model has a significant effect in improving students' reading skills in Indonesian language learning in Middle Schools.

The design of this study can be seen in the following table.

Table 1. One Group Pretest-Posttest Design

Pretest	Treatment	Posttest
T1	X	T2

Description:

- T1: Test to measure students' reading skills before learning using the MULGRANING model
- X: Treatment given to the research sample using the MULGRANING model
- T2: Test to measure students' reading skills after learning using the MULGRANING model

Result and Discussion

The results of this study were obtained in the form of descriptive tests to test students' reading skills. The results of the study obtained can be described as follows. First, describe the descriptive statistics of the data processed with SPSS. The following is a descriptive statistical analysis of the data in this study in Table 2 below.

Table 2. Student Learning Outcomes

Test	N	Minimum	Maximum	Mean	Std. Deviation
pretest	34	55.00	80.00	70.2941	5.35712
postest	34	80.00	100.00	92.2059	6.98387

Based on Table 2, there is a difference in the average learning outcomes between the pre-test and post-test. These results indicate that after being given treatment, there was an increase in the average value of the post-test compared to the pre-test. To ensure that this increase is statistically significant, a statistical test using SPSS needs to be conducted. This statistical test aims to identify whether the average difference between the pre-test and post-test is large enough to be considered a real increase in learning outcomes. The first step in statistical analysis is to conduct a normality test to ensure that the learning outcome data is normally distributed. This study uses the Shapiro-Wilk test with a significance level of 0.05 to test the normality of the data. This test is used because it is more accurate for small to medium-sized samples. If the significance value (p-value) is greater than 0.05, then the data is considered normally distributed, while if it is less than 0.05, then the data is not normally distributed. The results of the normality test of the research data can be seen in Table 3.

Table 3. Data Normality Test

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre Test	.272	34	.000	.833	34	.000
Post-test	.250	34	.000	.800	34	.000
a. Lilliefors Significance Correction						

Based on the results of the analysis of Table 3, the data normality test using Shapiro-Wilk shows that the pre-test and post-test data are not normally distributed. The Shapiro-Wilk test was chosen because the research sample was 34, which is still suitable for this method. In the significance column (Sig.), The pre-test value is 0.000, and the post-test value is also 0.000. In the normality test, if the significance value is less than 0.05, then the data is considered not normally distributed. Because both significance values are less than 0.05, it can be concluded that the pre-test and post-test data do not follow a normal distribution. Therefore, further statistical analysis must use non-parametric methods so that the results obtained are more valid. The use of non-parametric methods will ensure that the analysis carried out is in accordance with the characteristics of data that is not normally distributed. Based on the results of the analysis in Table 3, it is known that the pre-test and post-test data are not normally distributed, so the statistical analysis used must be based on non-parametric methods.

Therefore, this study uses the Wilcoxon Signed-Rank Test to compare two paired data sets that do not meet the normality assumption. If the Wilcoxon test results show a significance value (p-value) of less than 0.05, then H_0 is rejected and Ha is accepted, which means there is a significant increase in learning outcomes after treatment. Conversely, if the significance value is more than 0.05, then H_0 is accepted, which indicates that the treatment does not provide a significant difference in learning outcomes. Therefore, the Wilcoxon test is the right analytical step to ensure the effectiveness of the treatment in this study. The results of this test will be the basis for drawing conclusions regarding the effectiveness of the MULGRANING model on students' reading skills in Indonesian language learning in Secondary Schools. The results of the Wilcoxon test can be seen in table 4 below.

Table 4. Hypothesis Testing

Ranks				
		N	Mean Rank	Sum of Ranks
Post_Test - Pre_Test	Negative Ranks	0[a]	.00	.00
	Positive Ranks	34[b]	17.50	595.00
	Ties	0[c]		
	Total	34		
a. Post_Test < Pre_Test				
b. Post_Test > Pre_Test				
c. Post_Test = Pre_Test				

Test Statistics[b]	
	Post_Test - Pre_Test
Z	-5.103[a]
Asymp. Sig. (2-tailed)	.000
a. Based on negative ranks.	
b. Wilcoxon Signed Ranks Test	

Based on the results of the Wilcoxon Signed-Rank Test displayed in the table, it is known that all students experienced an increase in reading scores after being treated with the MULGRANING model. This is indicated by the number of Positive Ranks of 34 students, which means that all students obtained higher post-test scores than their pre-test scores. No students experienced a decrease in scores, which can be seen from the Negative Ranks with a value of 0. In addition, no students were found to have the same pre-test and post-test scores, indicated by Ties with a value of 0. The total number of positive ranks was 595 with an average rank value of 17.50, which indicates a significant increase after the implementation of the MULGRANING model. These results indicate that the learning model applied has a positive effect on students' reading skills. Furthermore, based on the Test Statistics table, the resulting Z value is -5.103, with a significance value (Asymp. Sig. 2-tailed) of 0.000. Since the significance value is less than 0.05, H_0 is rejected and H_1 is accepted, which means that the MULGRANING model is proven to be effective in improving students' reading skills. Thus, it can be concluded that this learning approach can be an effective alternative to improve students' understanding and reading skills in learning Indonesian in Secondary Schools. These results also strengthen the finding that this learning model can help students understand, analyze and evaluate texts better. Therefore, the implementation of the MULGRANING model is recommended to be applied more widely in reading learning.

The results of the study showed that students who learned using the MULGRANING model had better reading literacy compared to students who learned using the conventional model. This finding supports research conducted by Daulani et al. (2022), which states that a multiliteracy-based learning approach can improve students' cognitive abilities, especially in understanding and analyzing texts. The MULGRANING model, with its integrative syntax, encourages students to be actively involved in the learning process, combine various sources of information, and develop the critical thinking skills needed to improve their reading literacy.

The results of this study are in line with the findings of Hermawati, Fitriyani, and Khotimah (2021), which show that the multiliteracy learning model has a significant influence on the reading comprehension skills of grade V students of SD Negeri Cirea, emphasizing that there is an increase in understanding of text content after the application of this model.

With an approach that emphasizes the integration of various literacy sources and broader learning contexts, this model allows students to develop critical and analytical thinking skills in understanding texts. Therefore, the consistency of the results of this study with previous studies shows that the multiliteracy-based learning model can be an effective alternative to improve the quality of students' reading comprehension at various levels of education.

The multiliteracy learning model is a solution to improve students' reading comprehension skills by developing various forms of literacy, such as textual, visual, musical, and digital literacy. Research conducted by Harahap, Mardianto, and Nasution (2023) states that the multiliteracy model has been proven to be able to hone high-level thinking skills and improve students' writing skills. Through this approach, students not only understand texts conventionally, but also interpret information through various forms of broader and contextual representation. In addition, the use of digital-based learning resources in the multiliteracy model also contributes to improving students' analytical skills towards complex information. The results of this study confirm that with the application of the right learning model, students' reading comprehension and critical thinking skills can be significantly improved, so that they are better prepared to face challenges in the digital era.

Furthermore, research conducted by Hapsari (2019) explored the application of a multiliteracy approach in teaching English reading and writing in the Reading and Writing for Occupational Purposes (RAWFOP) course at the Islamic University of Indonesia. This approach emphasizes literacy as a socio-cultural practice, integrating various modalities of meaning-making, including linguistic, visual, audio, gestural, and spatial. In its implementation, multimodal learning environments such as WordPress, Padlet, Mendeley, and access to campus library e-journals are used to support the teaching and learning process. The evaluation results showed that 83.33% of students achieved the established achievement indicators, with an average score of perceptions of technology, pedagogy, and knowledge of 3.74, which is included in the good category. These findings indicate that despite some challenges, a multiliteracy approach can improve students' understanding of literacy concepts and confidence in using technology and develop their pedagogical skills.

The critical multiliteracies model combined with Directed Reading Thinking Activity (DRTA) has been proven effective in improving reading comprehension of nonfiction texts in elementary school students (Handini, Abidin, & Wahyuningsih, 2017). This finding shows that a multiliteracies-based learning approach can provide a more meaningful learning experience, because students are not only required to understand the contents of the text literally, but also to analyze and evaluate the information obtained. In addition, this model helps students develop critical thinking skills by actively involving them in the process of reading, asking questions, and drawing conclusions based on evidence in the text. Thus, this strategy not only improves reading comprehension, but also builds students' literacy awareness of factual information that occurs in their environment. The application of critical multiliteracies in learning to read comprehension can also overcome the problem of low reading interest and students' literacy skills, because this approach encourages active involvement and critical reflection in understanding the text. Therefore, the use of this model in learning to read nonfiction texts is highly recommended as an innovative strategy to improve the quality of students' understanding of written information.

The consistency of the results of this study with previous studies shows that the multiliteracy approach not only strengthens reading comprehension, but also encourages critical, reflective, and analytical thinking in processing information from various sources. Therefore, the implementation of the MULGRANING model in Indonesian language learning in Secondary Schools needs to be continuously developed and refined in order to provide a more contextual, meaningful learning experience that is in accordance with the needs of 21st century literacy. Furthermore, further research is needed to explore how this model can be

adapted in various types of texts and broader learning contexts in order to increase its effectiveness in supporting student literacy holistically.

Conclusion

The results of this study indicate that the Multiliteracy Integrative Learning (MULGRANING) model is effective in improving the reading skills of Middle School students. Data analysis using the Wilcoxon Signed-Rank Test showed a significant increase in the post-test results compared to the pre-test, indicating that all students experienced development in reading comprehension. This finding is in line with previous studies stating that the multiliteracy model is able to develop students' critical and analytical thinking skills in understanding texts. This learning approach allows students to interpret texts more deeply and relate them to various life contexts. In addition, multiliteracy-based learning provides a more active and collaborative learning experience, which contributes to improving students' literacy skills. Thus, the MULGRANING model can be a relevant alternative in improving the quality of reading learning in schools. Therefore, this model needs to be applied more widely and adjusted to various types of texts and more complex learning needs.

Based on the results of this study, teachers are advised to apply the MULGRANING model in reading learning to improve students' understanding and analytical skills. This approach can be combined with various other literacy strategies to optimize learning outcomes. In addition, schools need to provide teaching materials that are in accordance with the principles of the MULGRANING model with diverse texts so that students are accustomed to processing more complex information. The implementation of this model can also be strengthened by the use of digital technology to enrich learning resources and increase student involvement in understanding various types of texts. This study is still limited to measuring short-term effectiveness without assessing the long-term impact of the MULGRANING model on students' reading skills. In addition, the application of this model has not been tested on more varied types of texts and more complex learning contexts. Furthermore, this study can be developed by applying the MULGRANING model in integrating various fields of science to see its effectiveness in improving literacy skills as a whole. In addition, further studies are needed on the long-term impact of this model on students' academic skills. Thus, the application of the MULGRANING model is expected to be an innovative strategy in improving the quality of reading learning in the digital era.

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