



## The Implementation of Multi-literacy of Literature Based on Mother Tongue Model in Reading Historical Narrative Text to The Elementary Students' Higher Order Thinking Skill

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**Abstract.** High order thinking skill is a sign of intelligence that is needed the most in 21<sup>st</sup> century education. Meanwhile, the result of the research in real life like PISA, shows that students' thinking ability is still categorized to 'low'. This research is aimed to know the students' high order thinking skill through multi-literacy of mother tongue based model. Through literature study method, researcher find out that: (1) the use of multi-literacy model can improve the students' higher order thinking skill; (2) the syntax of multi-literacy based on mother tongue model; (3) benefit and minus of multi-literacy based on mother tongue model.

**Keywords:** high order thinking, multi-literacy, mother tongue

**INTRODUCTION** ~ In the 21<sup>st</sup> century, education has a big proportion in managing human research. By increasing the education, hopefully, Indonesian people can compete in national and international. The guidance of competition indirectly raises the awareness of the importance of education for nation. Seeing how important it was, the government applying some innovation in several sector including the substitution of the educational curriculum. Since 2004 government have changed the curriculum three times, that is competency based curriculum (KBK), changed into KTSP, and the latest is national curriculum or known as kurikulum 2013.

In facing this competitive era, 2013 curriculum implemented 21<sup>st</sup> century learning strategy. In Rahman (Rahman, 2018h) it was said that 21<sup>st</sup> century learning is education that focus on the effort to create young generation who have four main competencies, that is thinking competency, working competency, living

competency, and competency to master the tools for working. In 21<sup>st</sup> learning, students are supposed to have high order thinking skill (HOTS). It is intended that students who have high order thinking can face the competition era and compete in global stage. By learning high order thinking earlier at school, students are expected can have intelligence in facing this life which is more complex nowadays. They can also avoid all behaviors that deviated from the norm, that is social norm and religion norm.

It was mentioned in Rahman (Rahman, 2018f) that Indonesia occupy the 59<sup>th</sup> rank among 61 countries in literation based on world's most literate nations. Whereas based on PISA's survey in 2012, cited in rahman(Rahman, 2018h) that Indonesia occupy the 71<sup>st</sup> rank among 72 countries, in 2015 indonesia occupy the 64<sup>th</sup> rank among 72 country.

Regardless of the PISA's research above, it is a must in fixing educational system so



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that Indonesian students can improve their thinking ability until they can overcome the challenge of the era. But a good curriculum must be supported by the teacher as the practitioner who can apply the learning system and give the stimulation so that students have the high order thinking skill. 21<sup>st</sup> century teacher must be a smart and inspiring teacher, who can develop learning material that stimulate the students to participate as the subject in learning teaching activity. According to Rahman (Rahman, 2018d), the complexity of competency in 21<sup>st</sup> century sues the teacher to do continuous improvisation. In other words, whether a curriculum is functioned or not, depends on professionalism of a teacher. Victorious teachers will results victorious students too.

One of the sign of a professional teacher is that he/she can decide suitable model, method, or strategy that will be used in teaching learning process. When a teacher is proficient in using those kinds of ways, the learning objective will be achieved well. Of course by paying attention to some diversity that occurs in students themselves.

In elementary school teacher has important role in learning process, that is the teacher were sued to make the learning process in the class more lively, communicative, and has balance between affective, cognitive, and psychomotor. Because of the importance of the high order thinking so it would be best if this 21<sup>st</sup> learning developed since

the elementary school , because in elementary age is the beginning of the potential formation that must be scouted so that it develops in the next level of education smartly, independently, and creatively. Piaget (Robert S. Siegler, 2004) explain that "in the concrete operational phase children can pick another point from a problem, beside that children can find another perception or opinion in the same time. The chance to think with another perception potentially ends any kind of problems". These statement supports to doing the 21<sup>st</sup> century learning so that children have the ability to perform the high order thinking since elementary school.

The election of the suitable learning model is one of the factors that determine the successfulness of a learning process. The right learning model will make an effective and efficient of a learning process. On the contrary, if the learning model is incompatible with the criteria, then the one that will arise is any kind of problem in learning process. Learning model is a systematic design in organizing students' learning experience and has function as guidance in applying learning activity.

Based on demands of skill that must be acquired by the students in 21<sup>st</sup> century, the learning process in 21<sup>st</sup> century must be developed using suitable learning model. One of the learning model that can be used to develop those skills is multi-literacy. According to Abidin (Abidin, 2015) multi-literacy model is a learning model that



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oriented to the 21<sup>st</sup> learning skill which combined harmoniously with four base of literation that is reading literation, writing literation, oral literation, and media digital and information literation. According to Morocco (Morocco, Aguilar, Bershah, Kotula, & Hindin, 2012) skills that must be acquired by the students to create a multi-literacy is speaking skill, high understanding skill, good writing skill, and some kind of digital media mastery skill.

As explained before that a change in curriculum is an effort by the government so that education in Indonesia has advancement. That advancement is expected to happen in all layer of Indonesian people, citizens or villagers. As a part of the effort to advance the education in village, the writer modify the multi-literacy model by holding a study about multi-literation based on mother tongue. It is supported by the result of the research by BurhanOfzidan(Ozfidan, 2017) which describe that speaking in mother tongue at school can improve confidence, thinking skill, and freedom of speaking.

Mother tongue is an inseparable element from their culture and that everybody has a right to learn their mother tongue. This finding stated that mother tongue is needed as language of introduction in learning process. In ASEAN region, the application of mother tongue since first year of elementary school as language of introduction of education has held in several countries like in Cambodia,

Philippines, and Thailand. Erkan CER's research (Cer, 2018) about the benefit of mother tongue usage that in fact can increase high level thinking process become the reason for the writer to do the study about multi-literacy based on mother tongue. Rahman (Rahman, 2018b) convey that reading is foundation to enhancement and successfulness in every subject, especially in elementary school, but the average reading score of Indonesian people is still low, in Rahman (Rahman, 2018g) according to PISA research in 2015 shows that the average of reading skill of Indonesian people is 397, the lowest between the average of other country. Meanwhile in Rahman(Rahman, 2018a) reading is the bridge to open the insight and the science. Regarding the importance of reading lesson and the compatibility between the learning model that will be researched, to be a foundation for the writer to do the study of multi-literacy based on mother tongue in reading lesson.

With the use of multi-literacy model based on mother tongue, the writer hope that reading lesson would not be a boring thing again, but precisely can train the studentsso that they have the high order thinking skill like what the the 21<sup>st</sup> century lesson need. The multi-literacy model that is used and feels suitable to the reading fictional prose material is the multi-literacy of literature, because according to Abidin(Abidin, 2015) this learning model has special orientation to build up the students' appreciation to a literature work.



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Although the nature of literature work is to entertain but in its learning application must be according to the purpose that in 21<sup>st</sup> century the lesson must increase the students' high order thinking skill. By choosing this model and combined with mother tongue usage as language of introduction, the researcher hope that literature lesson become something critical and productive but easy to understand so that it can increase the students' high order thinking skill.

## METHOD

The method that is used in this research is literature review method. According to Nazir(Nazir, 2013) literature review is data collection technic by holding study research to books, literatures, notes, and reports that correlate to the solved problem. This method is used to get the thinking framework and written opinion that is held by studying any literature that correlate to the researched problem. It was also done to gather the secondary data that is used as foundation of comparison between theory and its application in the field. This secondary data gathered through browsing on the internet, reading several literatures, result of study from previous researcher, college notes, and any relevant sources.

## RESULTS AND DISCUSSION

Based on study literature from several research that was done to the model of multi-literacy lesson and mother tongue, it can be concluded that multi-literacy

method can improve the high order thinking skill.

In the concept of literacy, it was described by Abidin(Abidin, 2015) reading is defined as the effort to understand, use, reflect, and self-involvement in several kinds of text in order to achieve a purpose that is to develop the science and one's potential and to participate in society. In this definition, reading activity needs analytical skill and concluding the information so that the understanding that received has complex structure.

standard Test that is used by PISA has higher level of difficulties compared to the standard test that given by the teacher to the students in Indonesia. To do the PISA's test, high order thinking skill is needed. Skimming is usually used to train the high order thinking skill. According to Sisson and Sisson in Abidin(Abidin, 2015) skimming is reading process that is used repeatedly to the complex text which aimed to achieve three level of understanding that is literal understanding, inferential understanding, and evaluative understanding. According to Rahman (Rahman, 2017) one of the way to optimize the reading skill can be done through several steps: (1) students is accustomed to read and provided any kinds of reading material. (2) Students listen to teacher's story about the character in the story, like showing the cover of the book story; (3) the teacher matches the students' prediction with the content of the book story. (4) Students answer the question in written and; (5)



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students present their writing and the answer. Based on the theory above multi-literacy of reading rise, which is believed can build reader who has deep understanding, able to think critically, creatively, and has collaborative and communicative skill.

According to Rahman (Rahman, 2018e) multi-literacy is a term that is used to combine several kinds of literacy. From the twelve known multi-literacy model, the writer chooses multi-literacy literature for this research. The rationale is that multi-literature model is suitable for reading historical fiction prose. Abidin (Abidin, 2015) explains the procedural steps of this model as follow:

- a. Digging into schemata. This phase contains the apperception by digging students' idea about the material that will be learned, or about what they know about the materials. This phase may be done orally or written.
- b. Making a prediction, in this phase the students faced to a text from the opening until the climax of the problem. After that the students making a prediction about the continuation of the story.
- c. Reading the discourse, in this phase the students reading the discourse as a whole with concentration.
- d. Write and analyze the element of the text, in this phase the student is expected to be able to analyze intrinsic element as well as the extrinsic element in form of a graphic.

- e. Illustrate the characters and it's characteristic, in this phase students are able to illustrate the character and their characteristic visually, in form of a simple picture with the characteristic description below.
- f. Transforming the text, in this phase the students are able to retell the text that they have read, students are able to change the type of work to be a poem for example.
- g. Drawing the meaning from the text, in this phase the students must be able to draw the moral lesson related to real life.
- h. Producing the work, in this last phase students combining all their works to be a creative product, for example story calendar.

While the syntax of the multi-literacy method based on mother tongue is as follow;

- a. Digging the schemata, apperception in this phase is done through communication in mother tongue orally then put into written text in Indonesian language. The use of mother tongue orally can stimulate other students to understand the materials that will be discussed.
- b. Making prediction, in this phase students faced a chunk of text from the orientation till climax or peak of the problem. After its stop, then the students making a prediction about ending of the story. They make the prediction using Indonesian language.



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- c. Reading the discourse as a whole and full of concentration.
- d. Takes note and analyze the element of the text; in this phase students are able to analyze the intrinsic elements and the extrinsic elements in a form of graphic.
- e. Transforming the text, in this phase students are able to retell the content of the text that they have read, in this activity they can use their mother tongue so that other students who are not understand can understand too, students can also change the kinds of work in form of a poem for example.
- f. Drawing the meaning/moral lesson from the text, in this phase students must be able to take the oral lesson that correlate to the daily life, this activity can be done orally using their mother tongue.
- g. Producing the work, in this last phase students combine all of their work to be a creative product for example story calendar.

The syntax of the model above describing the lesson in the level of evaluating and creating a theory, not only memorizes and applying, in accordance with what was quoted inwidiawati(Leni Widiawati, Joyoatmojo, & Sudiyanto, 2018) that is higher order thinking skills is not an activity that memorize or applying a theory but activity about how to evaluate a theory (Jones , 2016: 262). The usage of mother tongue in communicating the theory, is intended that student are more easy to understand, and are expected to help the

students so that they are well understand with the concept so that it will make it easy to think critically and then they can solve the problem in the material lesson easily, according to what was written by Rahman (Rahman, 2018c) that students who are able to think critically and solving the problem, in the end they are able to build the high order thinking skill. In accordance with the research that held by BurhanOfzidan(Ozfidan, 2017) who has researched about mother tongue as an introductory educational language at elementary school, shows that mother tongue has significant effect to the students' thinking development, so does with the research that was held by Erkan CER (Cer, 2018) who researched about turkey's mother tongue curriculum, based on his findings that in turkey and other mother tongue user who take PISA test, were successfully develop their high order thinking skill. With that belief even in France the use of mother tongue begins in kindergarten and continues to be studied in elementary school(Dep, 2016).

The advantages of reading lesson using multi-literacy model based on mother tongue is as follow:

1. Connecting the theory that learned with something that is well known by the student because they communicate using the mother tongue.
2. Students involved actively in asking question and making a conclusion on their own with the help of mother



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tongue, students also performs confidently.

3. Multi-literacy model give chances to the students to learn the theory deeply and keeping the understanding in long term memory at once.
4. Multi-literacy model using collaborative work in constructing the meaning and point of view on the learning material, so that it can train the students to use high order thinking skill.
5. Multi-literacy model makes students to be a creative person.

Besides the advantages that have been described above, the multi-literacy model is also has some weakness as follow:

1. By the application of mother tongue in this model, so its use is limited to the areas that use the same of mother tongue. But according to the results of the study(Lartec et al., 2014) if the teacher has the ability to use a variety of mother tongues will make good points because that way students are seen
2. motivated, students are inclined
3. become very active in reading and other activities when teachers use various mother tongues in giving instructions and explaining lessons.
4. The use of the modification of this model in the city will be more difficult because they are no longer know their mother tongue because most parents in the city are afraid to teach their mother tongue children,

whereaes according to Lambert (Kioko, Ndung, Njoroge, & Mutiga, 2014) bilinguals who love and respect their first and second languages have been found to show more creativity and mental flexibility compared to one language or with those who look down on their home language (Lambert 1962 ).

5. This model is also difficult to use in the border area that use creole language as their mother tongue.

### CONCLUSION

High order thinking skill is the characteristic of the skill that is needed in 21<sup>st</sup> century lesson. The characteristic of 21<sup>st</sup> century learning is targeting the students to have 4C skill, which is (1)communication (2) collaboration (3) critical thinking and problem solving, and (4) creative and innovative. Those four skills, in fact, is based on the higher order thinking skill. Meanwhile the result of the study on the field shows that the result of PISA test show that students' thinking skill were still categorized as low. Based on literature review which has done by researcher, there are some research that are successful in advancing the high order thinking skill. For example, the study which was done by Elsner, Daniela(Elsner, 2011), who studied about the understanding of multi-literacy and transcultural using the MuVit (vital multi-literacy) project, shows that it takes effect to the students' thinking skill. Other findings about the importance of mother tongue that affect the students'



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thinking skill which was done by BurhanOfzidan(Ozfidan, 2017) becomes the material for the researcher in this literature review. With the expectation that this multi-literacy based on mother tongue will be more effective twice in enhancing elementary students' high order thinking skill.

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