DEVELOPING LITERACY LEARNING MODEL BASED ON MULTI LITERACY, INTEGRATED, AND DIFFERENTIATED CONCEPT AT PRIMARY SCHOOL

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Abstract: The main issue addressed in this research is the low writing skills of primary school students. One of the reasons for this condition is that the existing model of writing literacy learning is not appropriate. The purpose of this study is to explain MID-based literacy teaching model and the impact of the model in increasing primary school students' writing skills. This study used combined methods of exploratory type. The samples were elementary school students coming from six schools with three different characteristics. Based on the data analysis, it can be concluded that the implementation of MID-based literacy learning model has proven to significantly contribute to the improvement of students' writing skills. Taking place in all sample schools, the improvement may suggest that the model fits not only to students with high-ability but also those with low-ability. Therefore, the MID-based literacy learning model is needed to improve the ability to write various text types appropriately.

Keyword: *writing literacy ability, literacy learning MID model-based, elementary school*

PENGEMBANGAN MODEL PEMBELAJARAN LITERASI BERBASIS KONSEP MULTILITERASI, INTEGRATIF, DAN BERDIFERENSIASI (MID) DI SEKOLAH DASAR

Abstrak: Masalah utama dalam penelitian ini adalah rendahnya kemampuan literasi menulis siswa sekolah dasar. Salah satu penyebab muncul kondisi ini adalah bahwa pembelajaran literasi menulis belum menggunakan model yang tepat. Tujuan penelitian ini adalah untuk memaparkan model literasi menulis berbasis MID dan dampak penerapan model tersebut terhadap peningkatan kemampuan literasi menulis siswa sekolah dasar. Penelitian ini dilaksanakan dengan menggunakan metode kombinasi tipe eksploratori. Sampel penelitiannya adalah siswa sekolah dasar yang berasal dari 6 sekolah dengan tiga karakteristik yang berbeda. Berdasarkan hasil penelitian dapat disimpulkan bahwa model pembelajaran literasi berbasis MID terbukti secara signifikan memiliki kontribusi bagi peningkatan kemampuan literasi menulis siswa. Peningkatan ini terjadi pada seluruh sekolah sampel, yang berarti bahwa model pembelajaran literasi berbasis MID tidak hanya berfungsi bagi siswa yang berkemampuan tinggi tetapi juga bagi siswa yang berkemampuan rendah. Oleh sebab itu, model pembelajaran literasi berbasis MID sangat diperlukan guna meningkatkan kemampuan menulis dalam beragam jenis teks.

Kata Kunci: *kemampuan literasi menulis, model pembelajaran literasi berbasis MID, siswa sekolah dasar*

INTRODUCTION

The demands upon the development of literacy learning for cross-discipline is an important issue for the education system in Indonesia right now. This is in line with some of the important research has been widely publicized about the literacy education of cross-disciplines in other countries. One of the research on it was Concannon-Gibney and McCarthy (2012) study which concluded that the existence of a multiliteracy approach to learning has been proven to play an important role in a student's ability to equip communicate, solve problems, and thinking skills as a must-have capability of the students in the 21st century. The findings of this study are in line with Greenleaf, et al. (2010) statement that the need for an appropriate strategy to develop the learning multiliteracy which significantly integrate literacy abilities and academic ability so that students are able to have multicapacity in learning.

The need for learning multiliteracy in Indonesia is also reinforced with a variety of measuring results against Indonesia students' literacy abilities by several international institutions which always put Indonesia on the lowest order in the field of multiliteracy ability (science, mathematics, and language) compare with other ASEAN countries.

The survey is based on proven examples of Progress International Reading Literacy Study (PIRLS) in 2011, Indonesia students still ranks lower than other countries examined (TIMSS & PIRLS (2012). Multiliteracies assessment (literacy reading literacy, science, literacy and mathematics) performed by the Programme for International Student Assessment (PISA) has shown the same thing that Indonesia is a country with a low level of capability multiliteracy measurement since the year 2000 until the last measurement in 2012. (OECD, 2003; The OECD, 2004; OECD, 2007; OECD, 2010; OECD, 2013)

Based on empirical data before, efforts to improve the quality of learning literacy process of cross disciplines should be done as early as possible so that the competence of multiliteracy students can be increased. Multiliteracy upgrade efforts are also increasingly crucial to do in line with the establishment of the curriculum of 2013 which basically indeed developed to develop the competence of students Indonesia to be able to live in the 21st century. So anyway, in the context of the curriculum learning in 2013 Elementary School Literacy model developed by using cross-discipline or known by the term literacy-based academic content or multiliteracy (Ministry of Education, 2013).

Luke (Kist, 2005:41) has stated that multiliteracy is the ability of looking at knowledge (learning) are integrative, thematic, interdisciplinary, and multimodal. Baguley, Pullen, and Short (2010) States that multiliteracy as a way to understand more broadly the literacy curriculum studied in formal school that encourages students to participate productively in the community. Multiliteracy is a conceptually based which can be used to understand the various types of text and various forms of media produced a variety of new technologies through the concept of pedagogy which gives the teacher the opportunity to present information to students using a variety of text and media.

Efforts to develop the multiliteracy learning by integrate reading with the math has already been done by Shyyan, Thurlow, and Liu (2008). Based on this study it was concluded that the reading be integrated with learning mathematics has been able to develop the ability of teachers in producing a number of learning strategies and improve students ' ability in mastering the concepts of mathematics. Research study on reading content area based learning is also done by Janzen (2009). In practice, this research has been combining literacy learning with several subjects such as History, Hathematics, French, English, and Science in junior high school students and successfully showed that the ability of the students is increasing both in the realm of reading as well as the realm of the science study.

Other studies conducted to find out how the process of integrating literacy learning with the subject material on other subjects as well as the success of the integration is also done by some researchers. Concannon-Gibney and McCarthy (2012) who tries to combine learning, reading and science. The implementation of various strategies of reading in the context of scientific study has shown that between learning science and literacy learning languages have a clear connection. Greenleaf, et al. (2011) integrating literacy and Science Biology and a summary of his research proves that improved quality of learning science in middle school can be done through the efforts of professionals applying the concept of literacy in learning science. Further research did indicate that by integrating literacy learning with learning science can encourage the improvement of students ' ability in learning science especially in understanding learning and further material in the form of science literacy. In line with the findings of this study, Tan (2011) has been conducting research on integrating reading with math and science. Based on his research note students ' ability to understand the science and understand mathematical concepts are experiencing significant development. Based on these conditions, the application of literacy skills is capable of contributing positively to the mastery of other science literacy.

Other experts who develop the learning of reading-based multiliteracy is Bryant, et al. (2009). Bryant, et al. (2009) also concluded that the application of the learning-based content area

reading both in the subjects of science, history, as well as the social science which implicates against students ' ability to understand the factual discourse. This is shown by an increase in students ' ability in demonstrating knowledge in these three fields of the results of a variety of assessment activities undertaken. Swanson, et al. (2011) who is researching about the application of cohesive strategies in learning reading comprehension-based content area has also demonstrated that the learning of reading in the content areas have been able to improve the reading skills of students while enhancing the understanding of the students towards teaching materials being learned.

The development of learning multiliteracy is not only done by experts in learning to read. There was research done by Kennedy (1988) combines learning to talk with other subjects. Based on the results of his research, Kennedy (1988) has concluded that integrating carefully between tasks in the whole learning process is able to improve the students ' ability to communicate. Communication skills not only in one subject but in all subjects taught at the school.

In relation to writing, multiliteracy-based literacy learning is integrated with various fields of science conducted by Klein (2013). This research proves that the concept of the multiwriting literacy center and multimodal media based able to develop students ' ability to write in a variety of academic content. This research is reinforced by the findings of the study, Fuchs, Hauck and Hartmann (2012) stating that by learning-based multimodal and multiliteracy proven effective to develop literacy abilities of students. Navehebrahim (2011) stated that multiliteracy approach significantly enhances the role and involvement of the teachers and students during the learning process.

The success of integrating literacy learning with a variety of other subjects can be understood if it is reviewed from the standpoint of pedagogy. In this perspective, learning is believed to be successful if the learning materials have been packaged and arranged in accordance with students ' ability to learn. Existing learning material will be elusive if the students have not been carefully packaged and tailored to the way students learn. Therefore, pedagogical content knowledge term known as (PCK). In line with this perception, Moje (2007) which has developed a learning approach to research through the PCK

also concluded that the application of the PCK was able to use to develop the student's cognition and simultaneously cultivate students' habits into learning gradually to raise students ' ability in controlling their self. Essential in PCK developed based stages process of reading has been able to use in improving students ' understanding of mastery learning materials towards any lessons they had learned.

Based on some of the above research has noted that the efforts of developing ability learning and 21st century competencies in students can be done by applying the learning, multiliteracy, integrative, and differentiate-based. Through the application of literacy learning, Multiliteracy, Integrative, and Differentiate-based (MID) these students not only able to master the learning material but further able to think critically, creatively, and are able to also collaborate and communicate effectively

In order to being able to build a reliable literacy learning, the main steps that must be done is to re-engineer literacy learning model MID-based especially in the context of enhancing writing literacy elementary school students. Therefore, this study aims to describe the model of literacy learning to write with multiliteracy, integrative, and differentiate concept-based to suit the characteristics of elementary school students and expose the impact or contribution of the application of the model of learning writing literacy multiliteracy, integrative, and differentiate concept based towards the writing literacy ability of elementary school students.

METHOD

The research methods used in this research were mixed type exploratory methods (Cresswell, 2007). This research was carried out in the province of West Java. The determination of the location of the research conducted in seeded teams. Based on the draw then gained three districts as the location where research in Bandung Regency, West Bandung Regency, Bandung City, Majalengka Regency, Garut Regency and Cirebon Regency.

The subject of this research is the elementary school students in class V defined by way of purposive sampling. To test a limited experiment class assigned grade V SD on one randomly selected schools. To test the extensive experiments

selected grade V SD that came from three school districts from the three regions of the sample. Selected as a comparison also 3 school control. The determination of the location of the school is conducted in purposive with consideration of the location of the school and the academic ability of their students.

The instruments were used to collect the data of this research are (1) the semi structured questionnaire to collect data studies for search needs; (2) the semi structured interview guidelines to collect data about teachers' response model; (3) a test to measure the literacy abilities of students; (4) the assessment process of shaped scoring rubric to measure the activity of the students, (5) the Notes field to collect data on the results of observation; (6) the literacy learning process assessment guide: and (7) documentation to collect data implementation during the process of research.

Based on the types of instruments used, this research will produce two types of data i.e. qualitative data and quantitative data. Qualitative data will be analyzed using inductive techniques (Stake, 2010). The quantitative data produced in this research is data associated with three hypotheses posed namely the ability of reading comprehension, reading attitude, and learning attitudes of students. This three data's will be analyzed using statistical methods test of difference (t) (Minium and King, 1993).

RESULT AND DISCUSSION
Literacy Learning Model MID-based for Learning to Write
Model Orientation

Literacy Learning model MID -based for Learning to write basically a learning model that emphasizes on developing writing skills of students through writing multiactivity which done procedurally. The main purpose of this model is to encourage students to have a habit of writing ability and optimize it. Given this impetus aims to build students ' writing ability gradually starting from the stage of searching ideas, plan writing, the writing of the draft, to the stage of editing.

Syntax Literacy Learning Model MID-based

One of the components in the literacy learning model MID-based multiliteracy is a learning cycle or the cycle meaning creation. This cycle is a guide for conducting literacy learning in the classroom. In other words, this is the cycle that describes the stages of multiliteracy learning in general or in the language of the model known as the learning syntax. Syntax-based literacy learning model MID based is (1) capture an idea, (2) designing works, (3) write the drafts together, (4) review draft, (5) write individually, and (6) works performance. The material used in writing include materials on science, social sciences, and mathematics.

Implementation of the Model, The Reaction Principle, Environmental Systems, and Impact of Literacy Learning Model MID-based

The implementation of Literacy Learning Model MID -based in learning takes between 70-140 minutes within 1 – 3 times. For the effectiveness of its execution, schedule for each lesson carried out for 2 times in a week. The main reaction should be given is the teacher should always stir up the motivation to learn, develop critical thinking ability, creative, and productive, and familiarize students work in a cooperative, collaborative, and communicative. The reaction of the students is the students are prepared to work hard, meticulous, diligent, and take responsibility for the learning process.

In order to implement this model, learning environment system is expected to be available is the availability of basic ingredients that have been packaged in multidisciplinary science, media and relevant learning resources, a complete process worksheet both in individuals and groups, and supporting learning situation. Equally important is not that students should be aware of the true role and task for learning which include (1) optimizing the creative thinking ability, skills, and motivation to learn and work; (2) open to ideas, concepts, ideas, and input new; (3) is ready to work together in a collaborative and cooperative; and (4) to optimize the ability to communicate both the inside their group as well as between groups.

Literacy Learning model MID- Based is also developed with the hope of giving the instructional impact in terms of (1) to increase the literacy ability of students literacy especially writing, (2) to develop the students ' ability in carrying out scientific work during the process of learning, and (3) to increase the ability of students

in critical thinking, creative, and innovative. Next impact in terms of (1) developing character of students (2) form the life skills, (3) improve the scientific attitude and (4) fostering the student's ability to communicate, reason, and collaborate/ cooperate.

The effectiveness of Literacy Learning Model towards writing ability

In order to test the effectiveness of literacy learning model MID-based test carried out a limited experiment and a broad experiment types. Limited experiments with engineering test model performed as much as 3 times the test experiments. Based on the results of limited experimental test on the use of literacy learning model MID-based retrieved three types of data i.e. writing literacy ability on limited experimental test results first, second, and third. In order to find out the effectiveness of the application of the next model of the experimental results were analyzed and the third one is the mean difference. The results of the analysis by using the t-test are presented in table 1.

Based on the above table, the result of data processing of two average test result data against the first and third experiments obtained *value of t* of the significance level of 6.963 0.000. When compared to the real level of 0.05 submitted, it turned out that the significance level smaller than the extent of real (0.000 < 0.05). This means there is a significant difference between the writing literacy ability on the first limited experiments tests with the third limited experimental test. In terms of magnitude of the mean difference of two groups of data can be known that two groups of this data has the distinction of 28.68 points. Based on this fact the average improvement of

experiment 1 to experiment 3 can already be said very big. Thus, an increase in the writing literacy ability is very big were only occurs from experiment 1 to experiment 3. Therefore, it can be said also that increased the ability of great writing literacy can only occur if implemented at minimum three times the learning process.

Experimental test of the broad stage is carried out as a form of summative evaluation towards a fabricated model. At this stage the testing activities conducted at three schools with different characteristics in order to know the strength of the resulting model compared to the models used in the schools. From this three schools were determined three schools as a experiment class and three schools as control class. In order to test the student's ability in difference mean of control class with experiment class were conducted statistical test using t inferential testing. Calculation results can be presented in table 2.

Based on the above table, the average difference between the two groups of data of 10.36 unit value. The results of data processing towards the difference between the two rates of the students ability of class controls in writing literacy ability and in experiment class writing literacy ability's data retrieved *value of t* with significance level of 6.58 0.000. When compared to the real level of 0.05 submitted, it turned out that the significance level smaller than the extent of real level (0.000 < 0.05). This means there is a significant difference between the literacy ability of writing at class control and class experiment.

Based on the above data processing, can be expressed that with the use of literacy learning model MID-based can improve the student literacy in the writing. This can be reflected from the great value of the mean difference between the ability

Table 1. Test results of the difference of two means value of writing literacy Ability limited experiment test 1 to 3

			Pair 1 Experiment 3 - Experiment 1
Paired Differences	Mean		28.67647
	Std. Deviation		16.98155
	Std. Error Mean		4.11863
	95% Confidence Interval of the Difference	Lower	19.94536
		Upper	37.40758
T			6.963
Df			16
Sig. (2-tailed)			.000

Table 2. Test results of the difference of two means value of writing literacy Ability control Class and experiment class

		Value	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	9.450	
	Sig.	.002	
t-test for Equality of Means	T	6.577	6.552
	Df	199	184.006
	Sig. (2-tailed)	.000	.000
	Mean Difference	10.35911	10.35911
	Std. Error Difference	1.57506	1.58114
	95% Confidence Interval of the Difference Lower	7.25315	7.23963
	95% Confidence Interval of the Difference Upper	13.46507	13.47860

of the students in the class of the control and the ability of the students in the class of experiments as well as based on the test results using a different test. On the basis that it can be inferred that literacy learning model MID-based which developed were able to significantly develop the students' writing literacy ability.

Discussion

Based on the results of an engineering (limited experiments) and from test results of broad experiments on literacy learning model MID-based can be submitted, that literacy learning model MID-based have been effectively able to improve elementary school students' writing literacy ability. This happens both at the time of test limited experiments and broad experimental trials. The effectiveness of literacy learning model MID-based in developing students' writing literacy ability demonstrated by statistical test results that indicate that there is a significant difference between the students' writing literacy ability in control classes and experiments class generally good based on the school paired on the test.

Ability of literacy learning model MID-based that was engineered in increasing the writing literacy ability of students is a part from the long effort during an engineering model of learning. In the process of development with several times doing revisions on these literacy learning model MID based. The first revision was done based on consideration of the experts and the next revision is done based on the input of teachers in line with the questionnaire models eligibility proposed by the teachers during learning instruction.

The first revision is done mainly with regard to the adjustment of learning materials with the psychological condition of students and the level of ability of the students in General. The next revision is more concerned with the kinds of writing and the availability of time for implementation for study. This second revision is done based on the input from the teachers in terms of the feasibility of the model of learning. By the time the trial is limited to the first note that the theme of the early writings were considered less in accordance with the basic competencies that must be well mastered by students in science, social science, as well as mathematics. In line with the theme of the next article feedback intentionally used are tailored to the theme at a time when the learning takes place. The second limited trial results still leaves a number of issues particularly in regards to cultivate students ' ability to develop the idea of the readings. By the time the third limited trials based on the eligibility questionnaire input model, Note students must still stimulated in terms of developing the ideas that will be written as one of their draft by using a multimodal media such as good pictures, concept map, or other illustrations. On the input basis of students' capabilities in writing literacy that already corrected completely and growth optimally.

Literacy Learning Model MID Based

Literacy Learning Model MID Based developed in this study is a model of learning

writing literacy development were oriented in process and learning outcomes. In line with its objectives, the resulting model has a function and an important role in developing good learning, i.e. literacy learning to write the appropriate concept of proper writing, developing the ability to understand the text carefully and creatively, and will eventually have an impact on the improvement of students' writing literacy ability.

Literacy Learning Model MID Based also seen were able to build systematic writing literacy learning. This is in line with the fact that these models demand writing literacy learning always implemented by applying syntax that is relevant to the activity of writing. Based on this condition, the second thing that developed in students is his skill in writing that not only the skills but also physical skills are mental. In this case students are conditioned to examine the theme of writing through how to scientifically multiliteracy -based as sign of the understanding and also the resilience of the text of the structure would be better. Through learning, students are accustomed to acquiring knowledge-based skills already so that the more knowledge acquisition can be constructive and creative.

Shaped on the final construction of this Literacy Learning Model MID-based which developed it has some differences with the models that have been developed through previous research. At least there are four differences between model developed with the model that had been developed. The first difference is that Literacy Learning Model MID-based that are developed through the research compiled in line with the methods or models of learning to write. On the basis of the use of this exact model learning takes place more conducive and directly to increase the competence of students. Compared to research conducted Concannon-Gibney and McCarthy (2012); Greenleaf, et al. (2011); Tan (2011); Swanson, et al. (2011) which more focused on reading literacy model MID based, these studies focus more on writing ability.

The second difference is that Literacy Learning Model MID-based developed now only set aside on the process of writing so that the model was developed based on real activity students during writing. The process of writing has been done in accordance with the current condition of Indonesia so that the media used are not using ICT-based media due to elementary schools in Indonesia which have applied ICT is still very limited. The process of writing for students learning with this model made in multimodal i.e. in the form of graphic visual and verbal that blends a variety of skills including language, science, and art. The multimodal representation media form used is a mini book, calendar poster content, stories, books, and books of zig-zag. Based on this fact the conception of multimodal expressed as research on "Multiliteracy on Technology Based" Baguley, Pullen, and Short (2010) and "Multimodal Multiliteracies" Iyer & Luke (2010) can not be applied on the Indonesian context.

The third difference is that Literacy Learning Model MID-based developed not simply presenting activity of common things in learning but contains a number of activities that are oriented at the creating a good writing habits. The habit of writing in this study is not a habit of writing that is a physical/visual writing behavior but rather are thorough thought process in writing. The habit of writing is meant in this case is the form the habit of students in building knowledge based on his reading material, this includes the habit of revealing the idea carefully, refines the idea precisely as well as cooperative, as well as the habit of expressing ideas gained creatively and responsibly. Based on this fact, Literacy Learning Model MID-based developed this gave birth to the new thinking that the habit of writing not just physical/visual, but the more important thing is the nature of mental or cognition. The fact is certainly different to the research of Zou and Li (2014) that emphasizes the application of media in writing rather than cognitive processes during writing.

The fourth difference is that Literacy Learning Model MID-based developed comes with worksheets as it herding students work process based on the demands of learning model developed. Using the worksheet process will have an impact on improving the ability of students directly and gradually in line with the principle of gradual learning as expressed by Axfor, Harders, & Wise (2009:3) which States that through this gradual learning students will have a set of the complex skills, strategies, and knowledge. Use the worksheet in the form of simple but still effective at improving writing skills is a bit different than research Reed (2014)

the more important highlights ICT in practical pedagogy. In the context of the Indonesian nation, the simple worksheet is still the main tool for the development of students ' ability in particular writing skills.

The Contribution of Literacy Learning Model MID-based Towards the Development of Writing Literacy Abilities

Literacy Learning Model MID-based developed through this research also proved to be significantly contribute positively towards the improvement of elementary school students' writing literacy ability. This increase occurred in the whole school samples, which means that Literacy Learning Model MID-based not only works for students of high ability but also for students who are in low-level ability. Literacy Learning model MID Based developed in this study is packed through the activity of thinking. The reality that students are familiarized with many different ideas to explore the right strategy. This in line with the strategy used with the students to be able to express the idea within contextual and depth so the attitude and the ability to write will increase better. In this context, This research reinforces Fung and Ma (2014) findings which explained that the attitudes of students will contribute to the development of theirs generic capabilities.

Learning to write by optimizing the activity is in fact creating an authentic writing literacy learning model which based on the activity of students. This condition is the same with the research from Greenleaf, et al. (2010). Therefore, the then it was very reasonable if Literacy Learning Model MID -based in writing literacy learning developed in this research proves to be able to develop the students' writing skills.

In terms of the view of some teachers, teachers have a positive view of the process and the results of this research. Nevertheless, its application as a whole at the school still suffered many obstacles because of the status quo of the school that still looked at writing learning activity will require a lot of cost. Thus, this reality if juxtaposed with the research of Newfield and Stein (2000) about the views of teachers of South Africa towards the application of the literacy learning multiliteracy-based have in common that the teachers are still experiencing a lot of barriers in implementing literacy learning model.

In the end students can create more writing types based on their need. According to Rogers (2010) that media production complexity will benefit the students to develop their skills in the field of literacy whether it is inside and outside the class. In spite of this condition also in line with Iyer and Luke (2010) which stated that that multimodal, multiliteracies, is characterized by the multimodality of texts in the context of 21st century education.

Based on the above description, as the conclusion the need expressed that application-based multimodal literacy and multiliteracy is No. yet completely can be applied in the context of schooling in Indonesia. The three main things should have an immediate solution are first about the limited number of schools who have ICT media and view of teachers who still think that unnecessary for literacy learning need to be a multidisciplinary science and managed creatively.

Secondly, learning in the context of Indonesia is still focused with effort in pursuing on the value of the test rather than on the development of life skills and learning skills of the 21st century. The school's policy in terms of providing infrastructure multiliteracy still be major barriers in line with its optimal use of operational school funding for providing literacy learning infrastructure. Thirdly, all this matter are certainly cannot be solved unilaterally but there should be good cooperation between teachers, school leaders, officers of education ministry, and also the community.

CONCLUSION

Literacy Learning model MID based that are generated through research is a model of learning writing literacy that focuses on the development of the process and learning outcomes. Based on the results of the research note that the stages of learning writing literacy with concept multiliteracy, integrative, and differentiate based to suit the characteristics of elementary school students are writing process with pattern based in multimodal representational media. Multimodal representation media used in this research is the students' writing which is not only using verbal language but also in the form of visual images

and the language of art. In contrast to writing literacy learning used in various countries that are already using ICT-based multimodal, in the context of multimodal of Indonesian context still not using ICT due to the limited of educational infrastructure availability. However, this does not reduce the interest of students to learn writing literacy and they still capable creating positive attitudes toward learning to write.

Based on the school condition in Indonesian context, a form of literacy learning model MID-based has developed some differences with other models that have been developed to the experts via some previous research. This difference suggests that Literacy Learning Model MID-based should have special urgency for quality improvement process and also writing literacy learning outcomes specifically in the context of the Indonesian frame.

Based on the results of the research note that literacy learning model MID-based proved significantly contributed to the enhancement of literacy ability of writing students. This increase occurred in the whole school samples, which means that literacy learning model MID-based not only works for students of high ability but also for students with low ability. Supposed this reality, literacy learning model MID- based is indispensable to enhance writing skills in various kinds of text.

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