

**DEVELOPING PISA-BASED READING MATERIALS IN INDONESIAN
CONTEXT IN THE FORM OF CONTINUOUS TEXT**

A THESIS

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THESIS

**Submitted to the Faculty of Teacher Training and Education in Partial
Fulfillment of the Requirements
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State that:

1. All the data, information, interpretation, and conclusions presented in this thesis except for those indicated by the sources are the results of my observation, process and through the guidance of my advisors.
2. The thesis that I wrote is original and has never been handed in for another academic degree, neither at Sriwijaya University nor other universities.

This statement is made truthfully and if one day, there is evidence of forgery in the above statement, I am willing to accept the academic sanction of the cancellation of my magister degree that I received through this thesis.

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THESIS DEDICATION

This thesis is dedicated to my parents. Thank you very much for your love, support, prayer, and everything.

“Which of the favors of your Lord will you deny?” (Surah ar Rahman)

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The Writer

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**DEVELOPING PISA-BASED READING MATERIALS IN
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CONTINUOUS TEXT**

ABSTRACT

The aim of this study was to develop PISA-based reading materials in Indonesian context in the form of continuous text. The subject of this study was the tenth grade students of SMA N 1 Belitang. The procedure of the study consisted of three stages such as analysis, design, and evaluation. Instructional materials, students' need, learning environment, and students' reading level were analyzed. The results of the analysis became the basis for designing the product development. Formative evaluation was conducted to see the validity, practicality, and whether or not the developed product had potential effect to the students. Validity was evaluated in expert review phase for its content, instructional design, and language. The product was stated to be very highly valid (3.5). The practicality was evaluated in one-to-one evaluation and small group phases. The results showed that the product was highly practical since the average score in both phases were 2.7 and 2.8, respectively. Field test phase aimed to evaluate whether or not the developed product had potential effect. The judgment of potential effect was seen from the mean score of the students in the field test. The results showed that the average score of the English version was 78 and the average score of Bahasa Indonesia version was 83. It means that PISA-based reading materials in Indonesian context in the form of continuous text was categorized as had potential effect to the students.

Keywords: *PISA, PISA Reading Literacy, reading, reading material, Indonesian context, continuous text, developmental study, descriptive text, narrative text*

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CHAPTER I

INTRODUCTION

This chapter describes background of the study, problem of the study, objective of the study, and significant of the study.

1.1 Background

Reading is common activity in the teaching and learning process. Reading helps students get knowledge and information related to their learning subjects. It is in line with what Cline, Johnstone, and King (2006, p. 2) state that reading is the process of deriving meaning from the text. For the majority of readers, this activity involves decoding written text. This means, through reading students extract meaning from the written symbols in order to obtain information they look for. Students do the reading guided by or determined by the purposes of reading, the context, the nature of the text, and the students' strategies and knowledge.

As described in the previous paragraph, reading is very important for students because by reading they can open the door for factual information about subjects in the world. In Indonesia there is a saying *membaca adalah jendela dunia* (reading is the window to the world). Figuratively, this means reading can take students go to the places they have not visited. For example, when they are reading about Eiffel Tower in Paris, they not only get the information about the history of the tower and the architect, but also imagine the look of it or the scenery around it. Reading also helps students discover new things (Davis, 2016). It is because students can get new knowledge and more information by reading some sources. For example, when the text is about historical places, students can get not only the information about the historical places, but also their culture and the wisdom. The importance of reading also stated by Freedman and Vito (2004) who point out that reading is very important for students for their survival in the world of schools. Reading is also important in adult life because reading is another way for young adults to get the information about how to face the world. For example, when they are reading a history of famous people, they may learn a

moral lesson that they can apply. This is in accordance with what is pointed out by OECD (2003) that young adults must be prepared well to solve the problems that they will encounter in life beyond school.

Even though reading is very important, many students in Indonesia do not realize about it. It is proven by a study done by Puspita (2017) at SMA N 2 Metro showed that 80% of the students have constraints with respect to five aspects of reading two of them is finding specific information and understanding the meaning of words in comprehending English reading text. Another facts found by Harida (2014) in her study conducted in English Program IAIN Padang Sidempuan, the students' ability in understanding text was still low and they also had many problems in understanding English texts. This reality not only happen in regional of Indonesia, a study done by Mullis, Martin, Foy, and Drucker (2012) showed the report from an international study by Progress in International Reading Literacy Study (PIRLS) which investigate students' reading achievement, it is showed that Indonesian students in all level of education do not progress sufficient ability to understand the text.

Considering the significant role of reading as a source of knowledge, being literate is important. *Kementrian Pendidikan dan Kebudayaan* (Indonesian Ministry of Education and Culture) (2016) states that in the 21st century the ability of literacy of learners is closely related to the demands of reading performance that lead to the ability to understand information in an analytical, critical, and reflective. It means students are expected to have an ability to analyze the information they have spoken usage critically and reflectively. It is because being literate does not only allow people exchange information, but also provides the opportunities for lifelong learning (UNESCO, 2006). That is why students are expected to improve their reading literacy performance so that they can have that ability in understanding what they read. Reading enables societies to have literacy skill which plays important roles in improving information processing in a social, cultural and economic field and having international networks (Education for All Global Monitoring Report, 2006).

As described in the previous paragraph, reading is related to literacy. Kern (2000) states, literacy refers to the ability to read and write. In other words, when people have an ability to read and write it can be said that they are literate. Lawton and Gordon (1996, p.108) also define literacy as the level of skill in reading and writing that any individual needs in order to cope with adult life. It is crucial for adult life in informing decision-making, personal empowerment, active and passive participation in local and global social community. *Kementrian Pendidikan dan Kebudayaan* (Indonesia Ministry of Education and Culture) (2016) define literacy as the ability in accessing, understanding, and use the information intelligently.

Furthermore, the fact shows that Indonesian reading literacy is categorized deficient. It is proven by the data form EF EPI (Education First English Proficiency Index) (2015) shows that the score of Indonesian adult English proficiency only 52.91 and it is in the 32nd rank out of 70 countries which is categorized as moderate proficiency. Another fact shows from *Badan Pusat Statistik Indonesia* (Indonesian Central Bureau of Statistics) (2017) which declared that the national average of adult illiteracy rate was still 2.07% or 3.4 million illiterate people. Meanwhile, in South Sumatera there were 1.46 million people at the age > 15-year-old still illiterate. By the facts above, there must be hard effort done by the government as well as teachers in order to decrease the illiterate people in Indonesia.

In addition, the definition of literacy as defined by PISA (Programme for International Students Assessment) is an individual's capacity to understand, use, reflect on and engage with written texts, in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society (OECD, 2015). However, to reach the understanding, using, evaluating, reflecting on and engaging with a reading text is a challenge for students. One of the possible reasons is concerned with text readability (Hendri, Inderawati & Vianty, 2016)

In several years ahead, as OECD (2015) highlights, literacy provides access to literate institutions and resources, and it has an impact on cognition because it shapes the way in which people think. In relation to this assessing

students' reading literacy is important that it can provide information about what students' literacy performance (i.e., whether or not they understand what they have read).

One of the reading literacy tests which is conducted to see students' reading performance is the Programme of International Student Assessment (PISA) Reading Literacy conducted by Organization for Economic Co-operation Development or OECD every three years. It is a collaborative effort among the OECD member countries to measure how well young adults at age 15 are prepared to meet the challenges of today's knowledge societies (OECD, 2000, p. 12).

PISA Literacy Test was firstly conducted in 2000. Next, it was conducted in 2003, 2006, 2009, 2012 and 2015. The main focus of the test is different for each year. For example, in 2000 the emphasis was on reading literacy focusing on retrieving information, interpreting text, and reflecting on the text. Meanwhile, the emphasis of the test in 2003 was in mathematic literacy, in 2006 was science literacy, in 2009 the focus returned to reading literacy, in 2012 was in mathematic literacy and in 2015 was science literacy. In 2018 reading literacy will once again become the major domain of PISA Literacy test for the third time.

PISA Reading Literacy test is conducted in the national language of participating countries. This means that for Indonesia it is conducted in Bahasa Indonesia. Indonesia has been participated in PISA Literacy test since 2000. However, the results of the test showed that Indonesian students' literacy performances were below the average of PISA's standard score. For example, in 2000 Indonesia was at the 39th rank out of 41 countries, in 2003 was at 39th rank out of 40 countries, 2006 was in 50th out of 57 countries, in 2009 was at the 57th rank out of 65 countries, in 2012 64th out of 65 countries, and in 2015 was 64th out of 72 countries. In 2015, survey results dealt with the results of Indonesian students literacy test which were released on December 6th 2016. It showed the significant increase in educational progress in Indonesia which is 22.1 points. This results puts Indonesia at the fourth position in terms of the increase in students' improvement than the results of the previous survey in 2012, from 72 countries

which joined in PISA. Although there is an improvement in rank, it does not mean good for the score because it is still far from the average of OECD countries. For that reason, the fact about there is no improvement in Indonesia students reading literacy score is need to be concerned because next test in 2018 will be reading literacy test for the tird time.

The poor performance of Indonesian students in PISA Reading Literacy tests which were conducted in Bahasa Indonesia has been investigated by Tiro, Hamra and Sukarna (2010) who found that there were some diffculties that students had in doing PISA Reading Literacy test and two of them were the truth of meaning translation from English to Bahasa Indonesia and the form of questions and grammatical in Bahasa Indonesia. In addition, the low score in PISA test is highlighted by Zulkardi, Hartono, and Putra (2015) who claim the students' unfamiliarity about PISA test and the way how to solve PISA test as the reasons.

Referring to what Tiro et. al. (2010) and Zulkardi et. al (2015) have reported, the writer wanted to develop PISA-based reading materials in two versions which were in Bahasa Indonesia Version and English Version but in Indonesian context. The rationale was it was hoped that develop PISA-based reading materials in Indonesian context in the form of continuous text can give the contribution to the government in order to support the movement which stated in Indonesia 2013 curriculum and in increasing the students' score in PISA Reading Literacy Test. And then the product was written as the booklet as the reading materials in teaching and learning process. Another reason was to facilitate students in teaching and learning process in way to help them in solving the test. Moreover, Indonesian context was used, therefore students can be familiar with the topics.

It is important to use Indonesian context in reading materials because many students have problem on their interest on reading caused by the unfamiliarity of the context used. A study done by Kweldju (1996) found that the reasons behind the lack of students interest in reading included students limited background knowledge, inability to understand the content of the text, and

complicated organizational structure of the text. It is in line with the study done by Rukmini (2004) that the reasons behind students lack of interest in reading was students unfamiliarity with various genres employed in reading text. It can be said that the term unfamiliarity became a problem of the students in reading. Since PISA is something new to the students, the writer tried to conducted PISA-based reading materials which is in Indonesian context. It was expected that it would help students in knowing how PISA test works by having the texts used which in Indonesian context.

This product can be used by the teachers in teaching reading in class in order to guide the students to think by using HOTS (High Order Thinking Skill) as like the questions form in PISA. Based on the study done by Abdullah, Abidin and Ali (2015), students in Malaysia also have the problem in PISA test which was their ability in using HOTS since the questions tested in PISA involve the use of HOTS. By that fact, it is important for the teachers to improve the ways how teaching and learning processes held in the classroom. The ways can be supporting the students to have critical thinking and HOTS. Those ability advocated in the PISA test that have always been included as part of curriculum (Thien, Razak, Keeves, & Darmawan, 2016).

To start with, the writer chose SMA N 1 Belitang as the place where this present study is going to undertake. The reason is the the lowest average score of reading literacy is in the village (Tiro et. al, 2010). Furthermore, the writer did a small survey there. the data showed that from 23 sampled students, 74% stated they had high interest in reading in English, 82% of them also often have reading activity in English in their daily life. However, when they were asked about PISA Reading Literacy test, all of them or 100% of them have not known yet about it. The writer also gave them one of the reading text of PISA Reading Literacy Test 2009 entitle "Macondo" to the students. The result showed that most of the students had a problem in getting the meaning of some words; it was shown by 91% of the students argued that the vocabulary used in text were hard to understand and 78% of them stated that PISA questions were not easy to answer.

As stated in the previous paragraph, the focus of this study was to develop PISA-based reading materials within Indonesia context which can help students improve their reading literacy performance as measured by PISA Reading Literacy test. The writer's intention to develop PISA-based reading materials within Indonesia context was in accordance with what highlighted by Inderawati and Vianty (2017) that the development of teaching and learning materials, especially in reading literacy, still need greater improvement. Similarly, Diem and Atmanegara (2015) also suggest that teachers of English and schools can create a better learning process by providing students with more relevant instructional materials based on students' needs either in the form of printed or non-printed texts. Developing printed reading materials within Indonesian context, but share similar characteristics as PISA Reading Literacy test was an effort to provide students with the opportunity to improve their reading performance. It was because the students were expected to be able to face their real life after school. Cahyono and Widiati (2006) found in their study that students' needs to be actively involved in reading activities that have meaning and application to the real world.

The effort to develop PISA-based reading materials had been done by the postgraduate study students of Language Education Program (English Education) in 2016 by having a workshop on "Understanding the Reading Materials in PISA". The workshop was attended by English and Bahasa Indonesia teachers from some schools in South Sumatera. As stated by one of the speakers contributing in this workshop, to use texts with local-based context is important (Exley, 2016). In this workshop, the participants were guided to develop reading materials which shared similarities as demonstrated in PISA Reading Test. As suggested by Exley (2016), in developing the reading materials, teachers should consider the compatibility between the age of the students and the readability of the text. The writer herself had also practiced to develop PISA-based Reading materials (reading texts and the questions) in *Instructional Materials Writing and Evaluation* which was one of the subjects she enrolled in the academic year 2016/2017.

As stated previously, this study was focused on developing PISA-based reading materials based on the two types of text used in PISA. According to PISA frameworks (OECD, 2015), there are two types of text which are the focus of PISA reading literacy test: continuous text and non-continuous text. The continuous text includes narration, exposition and argumentation, while non-continuous text includes lists, forms, graphs, and diagrams. This study was focused on continuous text type, which is related to the descriptive text and narrative text. Descriptive text and narrative text were two of the text types stated in the Indonesian Curriculum of 2013 for English for the tenth graders of senior high school. This study was focused on developing PISA-based reading materials in the form of continuous text in Indonesian context. As stated by Australia Executive Summary (2006), the relevant skills are measured with assessment tasks that typically contain some texts describing a real-life situation and a series of two or more assessments for students to answer about the text. The tenth graders were the participants because as it is related to PISA Literacy test, most of the students who are in that grade are already in 15 years old.

1. 2 Problems of the Study

The problems of this study was in the formulated two research questions:

1. Were the developed PISA-based reading materials in Indonesian context in the form of continuous text valid and practical?
2. Did the developed PISA-based reading materials in Indonesian context in the form of continuous text have potential effect?

1. 3 Objectives of the Study

The objectives of this study were:

1. To find out whether or not the developed PISA-based reading materials in Indonesian context in the form of continuous text were valid and practical.
2. To find out whether or not the developed PISA-based reading materials in Indonesian context in the form of continuous text had potential effect.

1.4 Significance of the Study

This study was expected that the results of this study was developed a product of PISA-based reading materials in Indonesian context in the form of continuous text which was valid and practical. The reading materials which developed hopefully can give beneficial effect practically, that can give the contribution to the students, teacher, and school as the educational institution.

- a. For the students, it was hoped that PISA-based reading materials in Indonesian context in the form of continuous text, will minimize students' difficulty in solving PISA Reading Literacy test in the form of continuous text. It was also hoped that students are familiar with the PISA text by giving them a set of PISA-based reading materials in Indonesian context in the form of continuous text.
- b. For English teacher, it was expected that PISA-based reading materials in Indonesian context in the form of continuous text can be used as additional reading material and one of the students exercise in reading the materials.
- c. For the school, it was expected that develop PISA-based reading materials in Indonesian context in the form of continuous text can add materials sources at school and improve the rank of Indonesian students PISA Reading Literacy test.
- d. For the government it was hoped that develop PISA-based reading materials in Indonesian context in the form of continuous text can give the contribution to the government in order to increase the students' score in PISA Reading Literacy Test.
- e. For other researchers, it was hoped that this research will be beneficial as a reference for conducting another development research especially in developing a set of reading materials to improve the rank of Indonesian students in PISA Reading Literacy test.

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