

**READING LITERACY PERFORMANCES OF STATE
SENIOR HIGH SCHOOL STUDENTS IN ILIR BARAT I
DISTRICT AS MEASURED BY PISA READING
LITERACY TEST 2009 IN ENGLISH AND BAHASA
INDONESIA**

A Thesis by

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Language and Arts Education Department



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

PALEMBANG

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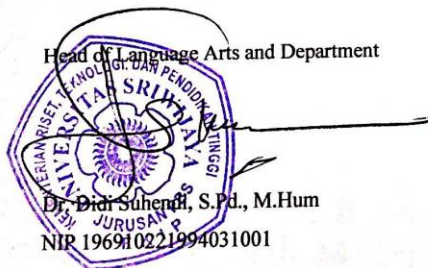
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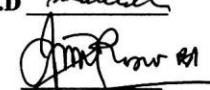
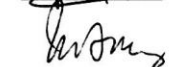
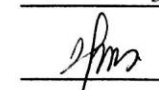
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Certify that thesis entitled " Reading Literacy Performances of State Senior High School Students in Ilir Barat 1 District as Measured by PISA Reading Literacy Test 2009 in English and Bahasa Indonesia" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

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DEDICATION

This thesis is dedicated especially for...

- To the One and Only, who has given me uncountable favor, bless and guidance, who always helps me in every situations, who always reminds me to get the straight paith, The Almighty God, **ALLAH SWT.**
- To my undying love, Mama, Reni Marsiana.
- To my super hero, Papa, Fachrurrozie Sjarkowi.

Thank you for all your love, supports and never-ending pray for me.

“The more you believe in your own ability to succeed, the more likely it is that you will.” -Shawn Achor

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Last, I hope that this thesis will be useful for the readers. However, I realize that this thesis is far from being perfect. Therefore, any criticisms, ideas, and suggestions for the improvement of this thesis are greatly appreciated.

Palembang, July 2018

The Writer,
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ABSTRACT

This study was aimed to find out the descriptions of students' PISA reading literacy performances in English and Bahasa Indonesia and whether or not there was a significant difference between students' performance in PISA literacy reading test in English and Bahasa Indonesia. The population of this study was state senior high school students in Ilir Barat I district in Palembang and the sample of study was selected by using purposive sampling. PISA reading literacy 2009 tests written in Bahasa Indonesia and English were used to collect the data which were analyzed statistically by applying Descriptive Statistics and Independent Sample t-test. The result showed that the average scores of students' PISA reading literacy test 2009 in Bahasa Indonesia and English were 39.18 and 24.86, respectively, suggesting they were far below from the standard of National Education in Indonesia (75.00). The result also showed that the students' PISA reading literacy performance in Bahasa Indonesia was categorized in Level 3, and in English was Level 2. The Independent t-test showed that there was a significant difference between students' performance in PISA reading literacy test in English and Bahasa Indonesia.

Keywords: Reading literacy, PISA reading literacy

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CHAPTER I

INTRODUCTION

This chapter presents (1) the background of the study, (2) the problems of the study, (3) the objectives of the study, and (4) the significance of the study

1.1 Background

Reading is essential to get information. People read many kinds of written materials to get information that they may need for supporting their lives. As Khairuddin (2013) states, “Living in a largely literate society, we are surrounded by written materials covering almost all aspect in our lives.” (p.2). Reading is necessary for people as the more they understand what reading is for, the better the knowledge they can get through it.

Literacy is the power to comprehend and use printed information in daily activities to get one’s objectives and to expand one’s knowledge and potential (OECD, 2000). By the definition of literacy, it can be inferred that literacy plays important part in people’s lives as literacy can be found in any context of social life and also, literacy includes all the process or skills that people normally have.

Someone needs to be literate in reading in order to develop the knowledge through reading skill. Reading literacy is the ability to understand, use, reflect on and engage with written texts for the purpose of achieving someone’s objective, evolving his/her knowledge and potential, and cooperating him/her effectively in society (OECD, 2009). The word understanding represents reading comprehension as it is stated by Dallmann, Rouch, Char and DeBoer (1978) that reading is all about comprehension whether it is in English or Bahasa Indonesia. Reading comprehension is defined to get the proper meaning from the thinking process (Harris & Sipay, 1980). Comprehension itself depends on one’s basic cognitive knowledge, prior knowledge, vocabulary mastery, knowledge concepts and the knowledge of English (Syatriana & Hamra, 2011). The relationship between meaning the symbols of words, the choices of appropriate meaning based on context, the structure of words and the ability to give arguments are required in reading comprehension.

For Indonesian students, reading in both English and Bahasa Indonesia are important. Both Bahasa Indonesia and English are compulsory subjects for Indonesian secondary school students. Peraturan Menteri Pendidikan dan Kebudayaan (Regulation of Ministry of Education and Culture) Number 59 (2014) states that the purpose of learning English in high school is to develop the potential of students. Students are asked to have communicative competence in interpersonal, transactional, and functional spoken and written English text which applies accurate and acceptable linguistic elements.

Reading is one of the language skills that are of utmost importance to the process of communicative approach in language teaching. To make students competent readers, various instruments are needed to test their reading competence. Those instruments can be a test that will show students' competence in reading skills which will enable the process of communicative approach used in the curriculum, one of which is that the students can read in a communicative way.

Assessing students' reading skills is an important part of the teaching and learning process of the language. Afflerbach (2016) states that when teachers assess, they make inferences about the nature of a student's reading from a sample of reading behavior. These inferences about students' reading ability can be useful in helping teachers understand students' needs and in helping students become better readers. Without a proper reading assessment many of teachers' decisions would be informed only by guesswork. Assessment helps teachers make more informed and effective decisions.

PISA (Program of International Students' Assessment) reading test is the test conducted to measure students' literacy in terms of reading. OECD (2009) shows that the function of PISA itself is as the government's responsibility in overseeing education systems' outcomes by monitoring students' performance internationally. This survey is conducted by OECD in three-yearly cycles since 2000 which has translated into native language, with one subject area becoming

the main focus of the assessment in each cycle. Reading was the main focus of the assessment when PISA was first conducted in 2000 and 2009.

In relation to the education quality, the study of PISA (Program for International Student Assessment) shows that Indonesian students have low quality. The reports of program show that the students of Indonesia are lack of critical, analytic, and procedural competences. The latest PISA data (2015) reports that more than 86% of Indonesian 15-year old read at PISA Level 2 or below. Indonesia's reading problem matters because literacy is vital for navigating daily life, accessing jobs and services, and participating in political processes, and also because of the sheer pleasure and enrichment that reading can bring. Improving literacy across Indonesia also matters hugely because reading is arguably the learning tool par excellence, through which most other skills and knowledge are acquired.

In Indonesia the PISA test is being translated into Bahasa Indonesia, then is analyzed by Indonesian National Education Department in 2004. Yusuf, Sundayana and Gunawan (2004) as the reading literacy team of the analyses in reading literacy domain states that there were many words and phrases which were not corresponded with students' prior knowledge. This might be one of the reason why Indonesian students have low scores in PISA. Another reason why Indonesian students have low scores in PISA might be the higher order thinking skill. Reading literacy takes into account the higher order thinking skill. Higher order thinking skill (HOTS) is a crucial thing which is emphasized in *Kurikulum* 2013 (Kemendikbud, n.d.). It includes creative, metacognitive, reflective, logical and critical thinking (King, Goodson & Rohani, n.d.). Higher order thinking skill's measurement involves the unfamiliar questions for the students which need to be solved by enabling and applying their higher order thinking skill (King et al., n.d.). Similarly, the students' assessment in PISA reading literacy 2009 includes the items asking the students to identify and apply their knowledge in some unfamiliar situations, which lead them to use their higher order cognitive processes (OECD, 2009).

The Progress of International Reading Literacy Study (PIRLS, 2006) shows that Indonesia stays in the 41st position of the 46 countries related to reading. In addition, PIRLS measures student's reading comprehension in English. In conclusion, from the both facts, Indonesian students' reading comprehension is still low.

This study saw the students' ability in reading as measured by using PISA reading test 2009 in English and Bahasa Indonesia focusing on comparing student abilities within English and Bahasa Indonesia. Four state senior high schools, accredited A in one district, participated in this study (SMAN 1, SMAN 2, SMAN 10, SMAN 11).

1.2 Research Questions

1. What were the descriptions of students' PISA reading literacy performance in English and Bahasa Indonesia?
2. Was there any significant difference between students' PISA reading literacy performance in English and Bahasa Indonesia?

1.3 Research Objectives

1. To find out the descriptions of students' PISA reading literacy performance in English and Bahasa Indonesia.
2. To find out whether or not there was a significant difference between students' performance in PISA literacy reading test in English and Bahasa Indonesia.

1.4 Significance of Study

The results of the study are expected to give beneficial improvements to students' reading literacy in English and Bahasa Indonesia especially in Palembang. The students are also expected to master both of the languages since these languages have the same amounts of importance. The study is also expected to help students to reach their goals in reading literacy both in Indonesian and in English.

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