PISA READING LITERACY PERFORMANCE OF STATE SENIOR HIGH SCHOOL STUDENTS IN SEBERANG ULU I DISTRICT AND ITS CORRELATION WITH READING STRATEGY

A Thesis

by

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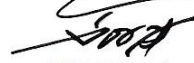This thesis was defended by the writer in final program examination and was approved by the examination committee on:

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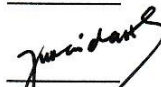
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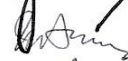
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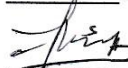3. Member   : Dra. Zuraida, M.Pd.

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DECLARATION

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Certify that thesis entitled *"PISA Reading Literacy Performance of State Senior High School Students in Seberang Ulu I District and its Correlation with Reading Strategy"* 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 to:

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PISA READING LITERACY PERFORMANCE OF STATE SENIOR HIGH SCHOOL STUDENTS IN SEBERANG ULU I DISTRICT AND ITS CORRELATION WITH READING STRATEGY

ABSTRACT

This study investigated the correlation between students' PISA reading literacy performace, and reading strategy of the tenth grade students in Seberang Ulu 1 District there were three schools (SMAN 19 Palembang, SMAN N OLAHRAGA Palembang and SMAN SUMSEL Palembang) chosen by using purposive sampling. One hundred and seventy eight students were selected as the samples. The data were collected by using two instruments: PISA 2009 Reading Literacy tests and the second is the questionnaire of reading strategy. Descriptive statistic and Pearson Product Moment Coefficient Correlation were used to analyze to collect the data. The results show that PISA reading literacy performance was categorized in moderate level. While, the results of reading strategy questionnaire showed that reading strategy level of students was high level. Therefore, it is also found that there was a significant correlation between the students PISA reading literacy performance and reading strategy. It is also revealed that the students PISA reading literacy performance influenced their reading strategy.

Keywords: *correlations, PISA reading literacy performance, Reading strategy*

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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 significances of the study.

1.1 Background of the Study

Reading is an essential skill for learners of English. For most of learners it is the most important skill to master in order to confirm success in learning. Reading should be an active, fluent process that involves the reader and the reading material in building meaning. In 2004, Pardo says "Reading is a process in which readers construct meaning by cooperating with text through the combination of previous knowledge, previous experience, information from the text and the stance the reader takes in relationship to the text." (p.272). Moreover Debat also states (2006) reading is the most key of skill for students of English as foreign language (EFL) or second language (ESL). Devito (2014) also states that reading helps children to develop their language skills, to new world and to improve their live, to improve their hand-eye organization, and to deliver them with interesting activity. The arguments are arguable to say that reading plays important part in developing students' knowledge (p.1).

Horsburgh (2009) argues that reading is a complicated activity requiring considerable skills (p.3). Based on the quotation above reading is very important for the students because all of the students learning activities will involve reading skills, and the success of their study also depends for the larger part on their ability to read. The more they read books, the more successful they will be in learning. They need reading skills not only for learning something (lessons), but also for getting experience, knowledge and everything. Reading delivers writers with knowledge of the language of writing, grammar, vocabulary, and discourse style. Therefore, a person should consider the importance of reading literacy as a useful application of reading for various purposes.

According to PISA (2009) "Reading literacy is understanding, using, reflecting on and engaging with written texts, in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society" (OECD, 2009, p.23). It implies that reading literacy involves understanding, using and reflecting on written information in a range of situations. It also knows the awareness of and the ability to use a variety of appropriate strategies when processing texts. The data collected in PISA study consists of three aspects. There are knowledge, students' background, and school background. The data on knowledge aspects includes reading literacy, mathematical literacy, and scientific

literacy. In Indonesia the education emphasizes the goal of developing a reading culture of PISA surveys in literacy reading in the last survey in 2015. The achievement of Indonesian students on reading literacy at all levels compared to both Asian countries and OECD countries can be seen Indonesian 15-year old students on reading literacy skills is lower than other Asian countries and OECD countries, there was an improvement in the scores achieved by the students in PISA 2003. In PISA 2000 the average score of reading literacy of Indonesian student was 371 points whereas in PISA 2003 the average score was 383 points.

However, Indonesian students' literacy skills are in 67th position from 73 OECD member countries with the average score of 397 points. In the previous PISA survey three years ago in 2012, Indonesia ranked 60th out of 65 countries with the average score of 396 points. Reading literacy in Indonesia is really lower than the other participating country. PISA measured the students' reading literacy with the national language of the participating countries because originally PISA test was made in English and French and it was translated into other languages based on the national languages of the OECD participating countries. There are some problems with reading literacy students to understand the meaning also the translated text arrangement ordinary language components known by Indonesian students. In PISA Bahasa Indonesia reading test found many texts that are not understandable. Actually in PISA 2000 and 2009 "Macondo" text, the complex sentences due to the effect of translating from another language, such as the complexity of the grammar. From the sentences there is no relation between clauses to another clause in the Bahasa Indonesia translation. So, there are many phrases that are not common in Bahasa Indonesia language.

Literally, there are some effects of Indonesia students in answering the questions the first is difficulty of the sentence, the second is grammar and the last phrases influence. Also the problem comes from cultural understanding, because the effect of the translating sentence from the original one is the difference of culture between the original source language to the target language and also because of the complexity of the translation. So, it is difficult to understand the meaning of the text.

In brief, the writer assumed that the low reading literacy achievement of Indonesian students in PISA because by the test items and texts which are not translated consistently. Therefore, the writer used original test in English to find out students reading literacy of 15-year-old students in Palembang especially in Seberang Ulu I District Palembang.

According to Zare & Nooreen, 2011; Brantmeier, 2002; Slataci & Akyel, 2002; Song, 1998; Carrell, 1989 reading strategy use for different in other and less qualified readers, who use the strategies in different ways. Moreover, it has been acknowledged that reading strategies can be taught to learners and that reading strategy instruction can give benefit all students. It was argued in May, 2000 what a reader need to focus on is not only for every single word in the text but also the semantics of the text. While the students know the vocabulary, grammar and discourse of their native language, they do not have the appropriate knowledge of the target language. Therefore their reading process in the foreign language reading is more difficult. To improve their reading skills, there is a need for different learning processes in addition to vocabulary and grammar teaching. Meanwhile, reading strategies is one of the activities which improve reading comprehension skills in foreign language learning. According to Mokhtari and Reichard (2002), "good readers" are afraid of what they are reading and why they are reading because they use some plans and strategies to observer their own understanding and over-come the problems they face while reading (p. 249).

Permendikbud Number 23, Year 2015 explains that every school should deliver a time for the students to read continuously as a part of devolving their characters (as cited in *Kementrian Pendidikan dan Kebudayaan*, 2016). However, in Indonesia found that the most ability of children to read is very low and the students still difficulty in distributing with reading English text, which can be seen from their low or below the average mean score of reading comprehension. The research as an example was done by Ratnawati (2006) in SMP N 13 Semarang, and the result for reading mean score was 61.62. Another Researcher conducted PISA though the achievement of Indonesian 15-year old students on reading literacy skills is lower than other Asian countries and OECD countries. In Indonesia with a sample of 7355 students aged 15 years from 290 schools in 2003, showed that Indonesian students' reading comprehension is very disturbing, around 37.6% of the students can only read without being able to catch the meaning, and as much as 24.8% could only read text associate with the information and knowledge (Kompas, 2010).

According to PISA result in 2000, reading literacy performance is persuaded by (1) students characteristics, e.g. gender, reading engagement, reading strategy and time spent doing homework, (2) students family characteristics, e.g. socio-economic background, number of books in the home, home educational resources, cultural communication in home, family structure, and immigrant status, (3) classroom

environment, e.g. pressure to achieve, disciplinary climate, sense of belonging, and student-teacher relationship.

Based on the explanation this study was conducted with title **"PISA Reading Literacy Performance of State Senior High School Students in Seberang Ulu I District and Its Correlation with Reading Strategy"**. However, the writer found the results of PISA reading literacy performance of students in Seberang Ulu I district Palembang which consist three schools; SMAN 19 Palembang, SMA N Olahraga Palembang and SMA N Sumsel Palembang. The writer also found whether or not there is a significant correlation between PISA reading literacy performance and reading strategy. Besides, this study is part of a project entitled "**Mengembangkan Budaya Literasi Siswa melalui Gerakan Literasi Sekolah: Literasi dan Aktivitas Membaca Siswa Kelas 10 SMA Negeri di Kota Palembang berdasarkan PISA Reading Literacy Tes 2009**."

1.2 Problems of the Study

The problems of this study are formulated in the following questions:

1. How is the PISA reading literacy performance of state senior high schools students in Seberang Ulu I district?

2. Was there any significant correlation between students' PISA reading literacy performance and their reading strategy?

3. Was there any contribution for reading strategy to PISA reading literacy performance?

1.3 The Objectives of the Study

Based on the problem above, the objectives of the study are as follow:

1. to find out PISA reading literacy performance of state senior high schools students in Seberang Ulu I district,

2. to find out whether or not there is a significant correlation between students' PISA reading literacy performance and reading strategy,

3. to find out whether or not there is any contribution for reading strategy to PISA reading literacy performance?

1.4 The Significance of the Study

Hopefully, this study is beneficial for some contributions to English language teaching and learning as the following; Lecturers, students, other researchers, and the writer. From this study, educators especially lecturers in English Education Study Program Faculty of Teacher Training and Education at Sriwijaya University and others university will get useful information about the correlation between PISA reading literacy Performance and Reading strategy. Firstly, it is hoped to increase the teacher knowledge in English reading text. Especially, for reading English, it is also hoped that this study may increase the teachers' perspective about the students' individual differences, especially in their reading strategy. The findings from this research also can be used to inform the students about their reading strategies and help them understand themselves by being able to know and also grow their strategies in reading especially to improve their reading strategy in reading English. This study also gives some more information about PISA reading literacy performance of state senior high school students in Seberang Ulu I district and the correlation with reading strategy. Moreover, this study can be a good motivation for her/him to develop reading literacy in Palembang and also can be used as reference for future studies with similar problems or variables. Finally, for the writer herself, this study could be another experience to gain her knowledge and to conduct educational research.

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