

PISA READING LITERACY PERFORMANCE OF STATE SENIOR HIGH SCHOOL STUDENTS IN KERTAPATI AND SEBERANG ULU II DISTRICTS AND ITS CORRELATION WITH READING ENGAGEMENT AND SELF REGULATED LEARNING STRATEGIES

A Thesis

by

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English Education Study Program

Language and Arts Education Department



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

INDRALAYA

2018

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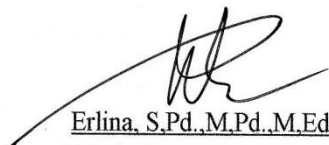
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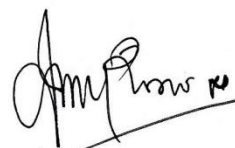
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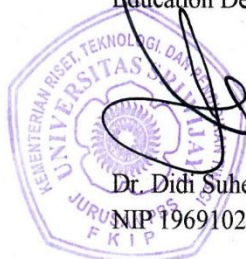

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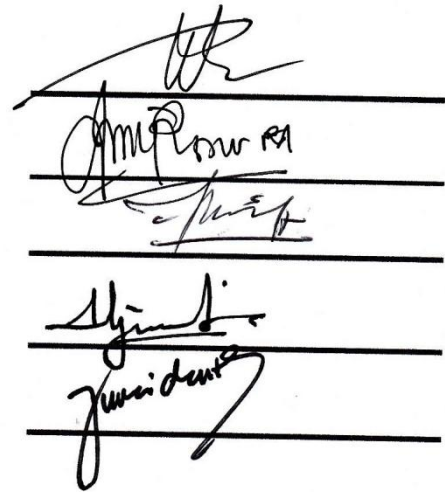
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ABSTRACT

This study was aimed to find out: (1) the descriptions of PISA reading literacy performance, reading engagement and self regulated learning strategies (SRLS) of state senior high schools students in Kertapati and Seberang Ulu II (SU II) districts in Palembang, South Sumatera province, (2) the correlation between PISA reading literacy performance and their reading engagement and its four components, (3) the correlation between PISA reading literacy performance and their SRLS, and (4) the correlation among two predictor variables (reading engagement and SRLS) and the criterion variable (PISA reading literacy performance). 249 tenth grade students were chosen purposively from two public schools in Kertapati and SU II districts as the sample. PISA 2009 Reading Literacy test in English and two questionnaires (reading engagement and SRLS questionnaires) were used to collect the data. In analyzing the data, the writer used Descriptive Statistics and Pearson Product Moment Coefficient Correlation. First, the result of students' PISA reading literacy performance was categorized as moderate performers (level 2 and 3). Meanwhile, their reading engagement and SRLS were respectively categorized in moderate category. Second, there was no significant correlation between students' PISA reading literacy performance and their reading engagement. Furthermore, reading engagement has four attitude were significantly correlated to PISA reading literacy. Third, there was no significant correlation between students' PISA reading literacy performance and SRLS. Fourth, there was no significant correlation between two predictor variables (reading engagement and SRLS) and the criterion variable (PISA reading literacy performance).

Keywords: correlations, PISA, reading literacy, reading engagement, self regulated learning strategies.

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DECLARATION

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Certify that thesis entitled "PISA Reading Literacy Performance of State Senior High School Students in Kertapati and Seberang Ulu II Districts and Its Correlation with Reading Engagement and Self Regulated Learning Strategies" is my own work and I did not do any plagiarism or inappropriate quotations 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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Palembang, March 2018

The writer,



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DEDICATIONS

This thesis is dedicated to:

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- ❖ My advisors and PISA research supervisors, Ibu Erlina, S.Pd., M.Pd., M.Ed., Ibu Ida Rosmalina, S.Pd.,M.Pd., Ibu Machdalena Vianty, M.Pd., M.Ed., Ed.D., and Bapak Soni Mirizon, M.A., Ed.D. Thank you very much for your guidance, support, advice, knowledge and being great advisors.
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The writer,



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CHAPTER I

INTRODUCTION

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

1.1 Background of the Study

Reading is defined as a process of understanding written text involving word recognition, comprehension, fluency and motivation (Leipzig, 2001). Meanwhile, Literacy is defined as a core set of skills (reading, writing, and counting) or competencies (Department for international development (UK): United States Agency for International Development; World Bank as cited in EFA Monitoring Report, 2006). Conventionally, literacy is defined as the ability to read and write. The Programme for International Student Assessment (PISA) that conducted a survey in mathematics, reading and science defines reading literacy as “an understanding, using, reflecting on, engaging with written text in order to achieve one’s goal, to develop one’s skill and potential, and to participate in society.” According to UNESCO, literacy is “the ability to identify, understand, interpret, create, communicate, compute and use printed and written materials associated with varying contexts. Literacy involves continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society” (UNESCO, 2004). Furthermore, in Indonesia reading plays role as one of the goals of Indonesian’s education. As mention in the Regulation No. 20 of 2003 about national education system in chapter III article 4 states that education is organized by developing a culture of reading, writing and counting for all members of society. In brief, it can be concluded that reading is a crucial skill to be taught and learned by Indonesian.

Education system in Indonesia emphasizes its goal to develop a culture of reading, but it does not work hand in hand with the results of PISA survey in reading literacy in the last survey. According to OECD the results of PISA reading literacy test from 2000 to 2015, Respectively in 2000 (Indonesia was in the 39th out of 41 countries with the average score of 371 points), 2003 (Indonesia was in the 39th out of 40 countries with the average score of 382 points), 2006 (Indonesia was in the 48th out of 56 countries with the

average score of 393) , 2009 (Indonesia was in the 57th out of 65 countries with the average score of 402 points), 2012 (Indonesia was in the 60th out of 65 countries with the average score of 396 points) and 2015 (Indonesian students' reading literacy was in the 66th position out of 72 countries of OECD countries members with average score of 397 points). Although, there were some improvements of the average score from 2000 until 2009 and getting low in 2012 and 2015, those score still did not reach the average score of OECD with the average score of 500 points. Based on the result of PISA above, it can be concluded that reading literacy of Indonesian students is really low compared to the other participating country in 2015 such as Singapore (1st rank with average score of 535), Vietnam (32nd rank with average score of 487), and Malaysia (50th rank with average score of 431).

PISA measures students reading literacy in the national language of the participating countries. Therefore for Indonesian students, Bahasa Indonesia was used in the PISA test. Originally, the test for PISA is made in English and France. Therefore, they are translated into other languages based on the national language of the participating country and there have been no results of Indonesian students in PISA test in English yet. Grisay, Jong, Gebhardt and Berezner (2007) did a research on the translation equivalence across PISA participating countries, the report identified many errors in the national versions of the test equivalence against the source language. Although it said that the errors have been corrected before the field trial still the national versions of the test need to be analyzed by the verifiers of each participating country. In Indonesia the test that is being translated 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. Moreover, English itself is really important in Indonesia due to its status as one of compulsory subjects taught in secondary schools (Permendikbud no. 68 & 69 of 2013). Therefore, the writer wants to find out students reading literacy performance by using PISA original test in English to 15-year-old students in Palembang especially in Kertapati and Seberang Ulu II districts. Hopefully, the results can describe English ability and explain the success

of English teaching and learning of the state senior high school students of the two districts.

According to EF EPI (education first English proficiency index) both in 2015 and 2016, Indonesian adults' English proficiency were consistently in 32nd position out of 70 (in 2015) and 72 (in 2016) countries with the average scores of 52.91 and 52.94 point. Regionally based on a research conducted by Rahmi and Diem in 2014, students' English achievements in 15 districts in Palembang were not very satisfactory. The results showed that the highest average score of 53.83 hold by Ilir Barat 1 district while Sako district got 28.11 in the lowest position. Then the total average score for all districts in Palembang was 38.23. This study focused on the reading literacy performance based on PISA test, especially for the students in Kertapati and Seberang Ulu II districts. As these two areas still have low English achievement. In the research of Rahmi and Diem, students' English achievement in Seberang Ulu II and Kertapati districts average scores of 36.44 and 34.44 in the seventh and tenth position among 15 sub-districts in Palembang. This result is in the same line to the result of English achievement in national examination of state senior high school in Palembang in 2017 with the average score of 50.28 (puspendik, kemdikbud 2017). However, the two Districts (Kertapati and Seberang Ulu II) also shown unsatisfactory results with the average scores of 37.74 and 44.90. Those results were in contrast to the criteria score minimum (KKM) for English subject is 75 (Nurohman, 2011).

Those ironic facts could happen due to some factors influencing students reading literacy performance. According to PISA result in 2009, reading literacy performance is influenced by (1) students characteristics, e.g. gender, reading engagement, 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. However, this study will investigate the correlation between reading literacy performance and reading engagement in activities. PISA 2009 defines Individual reading engagement as, "Reading Engagement refers to the motivational attributes and behavioural characteristics of students' reading." Furthermore, in PISA

2009 reading engagement in activities is known as time students report reading for pleasure, time they spent reading a diversity of material and students' interest in and attitude toward reading. PISA reported that reading engagement has a strong and meaningful correlation with reading literacy performances in every participating country.

In PISA 2009, engaging student in reading activities has actually three factors. First, time spent for reading for enjoyment. It is about how much they usually spent their time for reading for enjoyment a day. Second, it is about their attitudes toward reading, such as whether they like reading or not, or whether reading is fun or not. Lastly, it is about the frequency of which they read various types of materials such as books, newspaper, magazines and etc or also known as reading diversity. Furthermore, in the 21st century there is an additional factor that is online reading. Students are engaged to read various materials in some electronic devices such as, email, online news, E-books and the other types of online reading materials.

Picton (2014) states that people who enjoy reading and regularly read are more known to have a better achievement. Therefore, in motivating students to enjoy reading parents or teachers may use various reading material and engage online reading such as, reading e-books in Smartphones. A survey in National Literacy Trust (2006) had found that 15 to 16 years old boys spent 2.3 hours per week to reading for enjoyment, compared to 9 hours playing computers and 11 hours watching television a week. Different from boys, girls tend to spend an extra hours of reading for enjoyment that was 4.5 hours a week. In PISA 2009 reported that students who enjoy reading most perform better than those enjoy reading the least.

Bastug (2014) examined the relationship between reading attitude and reading achievement. It was found that positive attitude toward reading will make students read a lot and those who did so will surely achieve higher scores in reading and comprehension. He also suggested that improving students reading attitude towards reading will improve students reading achievement and believed that reading achievement can be predicted from reading attitude towards it.

Reading a wide variety of text material or also known as diversity in reading may be effective in improving students' reading performance. It is reported in PISA 2009 that students who read a wide variety of materials perform particularly well in reading.

Furthermore, in a literate society people now are surrounded by various written and electronics materials. Such as, newspapers, books- fictions and nonfictions, journals, magazine and some other electronics materials which are needed in acquiring knowledge in today's literate technology society. Proficiency in reading is a key not only to open the world of printed text but also electronic text. International Telecommunication Union in 2009 reported that by the end of 2008 almost 49.5% of people were using mobile phones and it is allowed them to access the internet. In PISA survey, students may engage with many different types of text, they may read to add their knowledge or information. Students also might engage with printed or electronic text, for electronic text students usually use it for social purposes such as e-mail, chatting rooms, or blogs. Highly engaged students are read a variety of texts both printed and electronics (diversity in reading). At the lowest level of reading engagement, as reported in PISA are students who spent little time reading for pleasure, read a limited range of texts, and have a little motivation to read. Diversity of reading materials explain a very high contribution of the variance in reading performance, students with undiversified reading materials tend to achieve low score in reading performance. As well as in reading online, students who read online material regularly are generally more proficient in reading than those who do little online reading.

As well as reading engagement, in PISA 2009, self regulated learning was measured through students' use of control, elaboration and memorisation strategies. It measured if students prepare what they need before studying or ensure whether or not they understand the material explained or book they are reading. The result showed that students who understand what they are reading will perform better than those who do not. The use of control strategy can explain the result of reading performance. More than 10% of it can be explained in how much students reported using self-regulated learning strategies. Self-regulated learning strategies have three dimensions: (meta) cognitive, motivational, and behavioral strategies (Zimmerman, 1990, Pintrich and De Groot, 1990). (Meta) cognitive strategies refer to students' abilities in planning, monitoring, and modifying their cognition. Therefore, another focus of this study was to correlate self-regulated learning strategies (on the use of cognitive strategies and self regulation) and reading literacy performance. Daniela (2015) describes self regulation as students'

abilities in controlling, maintaining, and interpreting their mental in how to respond to stress and to focus their attention conscious and unconsciously. Student performance increases if the person is regulated, has control and planning to achieve his/her goal (Daniela, 2015). As a result, self-regulated students are good in performing the learning material because they possess a set of learning plan to engage in (De Bilde, Vansteen Kiste & Lens, 2011as cited in Nejadihassan and Arabmofrad, 2016). Some previous studies have proved that there is a significant correlation between self-regulated learning strategies and students' reading performance (Yigzaw and Fentie, 2013). This is in the same line with a research conducted by Maftoon and Tasmini in 2014, they investigated the effect of self-regulated learning on EFL students reading comprehension and the result showed that self-regulated learning had a significant effect on EFL students reading comprehension. Nejadihassan and Arabmofrad in 2016, in their review article investigated that student who is self regulated in language learning process will achieve better score in language proficiency tests.

Based on the explanation above the writer was interested in conducting a study entitled **“PISA Reading Literacy Performance of State Senior High School Students in Kertapati and Seberang Ulu II DISTRICTS and Its Correlation with Reading Engagement and Self Regulated Learning Strategies”**. The writer wanted to find students PISA reading literacy performance of state senior high school in Kertapati (SMA N 9 Palembang) and Seberang Ulu II (SMA N 8 Palembang) districts, to find whether or not there was a significant correlation between PISA reading literacy performance and reading engagement as well as to find whether or not there was a significant correlation between PISA reading literacy performance and self regulated learning strategies. This study is also under big research of Soni Mirizon, M.A., Ed.D., Machdalena Vianty, M.Ed., M.Pd.,Ed.D., Ida Rosmalina, S.Pd., M.Pd.,and Erlina, S.Pd.,M.Pd.,M.Ed. with the title of research *“ Mengembangkan Budaya Literasi Siswa melalui Gerakan Literasi Sekolah: Literasi dan Aktivitas Membaca Siswa Kelas 10 SMA Negeri di Kota Palembang berdasarkan PISA Reading Literacy Test 2009”*

1.2 The Problems of the Study

Based on the background above, the problems of the study are formulated in the following questions:

- (1) What were the descriptions of PISA reading literacy performance, reading engagement and self regulated learning strategies of state senior high school students in Kertapati and Seberang Ulu II?
- (2) Was there any significant correlation between PISA reading literacy performance of state senior high school students in Kertapati and Seberang Ulu II and their reading engagement? If yes, was there any significant contribution of reading engagement on PISA reading literacy performance?
- (3) Was there any significant correlation between PISA reading literacy performance of state senior high school students in Kertapati and Seberang Ulu II and the four components of reading engagement? If yes, was there any significant contribution of the four components of reading engagement on PISA reading literacy performance?
- (4) Was there any significant correlation between PISA reading literacy performance of state senior high school students in Kertapati and Seberang Ulu II and their self regulated learning strategies? If yes, was there any significant contribution of self regulated learning strategies on PISA reading literacy performance?
- (5) Was there any significant correlation among the two predictor variables (reading engagement and self regulated learning strategies) and the criterion variable (PISA reading literacy performance) of state senior high school students in Kertapati and Seberang Ulu II? If yes, was there any significant contribution of the two predictor variables (reading engagement and self regulated learning strategies) on PISA reading literacy performance?

1.3 The Objectives of the Study

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

- (1) to find out the descriptions of PISA reading literacy performance, reading engagement and self regulated learning strategies of state senior high schools students in Kertapati and Seberang Ulu II.

- (2) to find out whether or not there is a significant correlation between PISA reading literacy performance of state senior high school students in Kertapati and Seberang Ulu II and their reading engagement, if yes, to find out whether or not there is a significant contribution of reading engagement on PISA reading literacy performance.
- (3) to find out whether or not there was a significant correlation between PISA reading literacy performance of state senior high school students in Kertapati and Seberang Ulu II and the four components of reading engagement, if yes, to find out whether or not there is a significant contribution of the four components of reading engagement on PISA reading literacy performance.
- (4) to find out whether or not there was a significant correlation between PISA reading literacy performance of state senior high school students in Kertapati and Seberang Ulu II and their self regulated learning strategies, if yes, to find out whether or not there is a significant contribution of self regulated learning strategies on PISA reading literacy performance.
- (5) to find out whether or not there was a significant correlation among the two predictors variables (reading engagement and self regulated learning strategies) and the criterion variable (PISA reading literacy performance) of state senior high school students in Kertapati and Seberang Ulu II, if yes, to find out whether or not there is a significant contribution of the two predictors variables (reading engagement and self regulated learning strategies) on the criterion variable (PISA reading literacy performance).

1.4 The Significance of the Study

The writer expects this study will give contribution to the development of education especially in Palembang. This study is expected to provide information about PISA reading literacy performance of state senior high school students in Palembang especially in Kertapati and Seberang Ulu II district and its correlation with reading engagement and self regulated learning strategies. The given information hopefully will be useful for government and teachers to improve the quality of students' reading literacy and it can be a useful reference for future research. Moreover, for the writer herself it can be a good motivation for her to develop reading literacy in Palembang.

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