



The Implementation of PISA Reading Literacy Assessment for the Tenth Grade Students: A Preliminary Study

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ABSTRACT

The program for International Students Assessment (PISA) is one of the international reading assessments to measure students' ability in reading. The result of the PISA reading literacy assessment followed by Indonesian students indicated that Indonesians are still weak in English reading skills. This condition forced the researcher to develop a model of PISA reading assessment for Indonesian senior high school students. This study aims to determine the characteristics of senior high school students' reading literacy and the characteristics of PISA reading assessments and to construct PISA reading assessments for tenth-grade students. The descriptive qualitative design was used for this research. This research found that senior high school students have difficulties understanding and doing the reading literacy assessment based on the PISA model. Therefore, it is suggested that English teachers at senior high school practice more in doing some models of international reading assessment.

Keywords: *PISA reading assessment indicators, Developing PISA reading assessment, Senior high school student*

1. INTRODUCTION

Reading tests are intended to offer remarks on the skills, processes, and information sources related to reading ability. Reading evaluation has the potential to provide academics, teachers, administrators, and policymakers with valuable information. Assessment techniques can significantly influence the learning environment. Though the assessments are used for several objectives, it is critical to remember that all uses begin with an understanding of the reading construct, an awareness of reading abilities, and an attempt to reflect the construct in assessment problems. Educators must consequently comprehend the significance and applications of reading assessment and its repercussions.

Regarding the consequences, the reading assessment is suggested to follow the PISA reading assessment. One of the essential evaluation methods is PISA, the Program for International Student Assessment. Every three years assess the reading, math, and science skills

of 15-year-old students. Each cycle concentrates on one of these three core study topics, though the assessment also includes two other domains [1]. The PISA study's findings could reveal whether or not the educational system is adequately preparing its students for advanced study. It's a way to gauge a student's potential while also preparing them for the workplace by instilling in them the ability to remember and retrieve data throughout a lifetime [2]. PISA assesses students' knowledge and abilities necessary for participation in society and educational institutions' relative strengths and shortcomings [3]. The PISA assessment seeks to determine whether Students can implement what they encounter in class in real-world circumstances. Leasa, Talakua, and Batlolona [4] note that PISA aims to provide regularized proof of student achievement in adult-relevant skills.

However, the reading literacy exam given to senior high school students takes place in the classroom and is guided by the curriculum. It necessitates specific

content to be covered in a particular time frame, such as a school term or an education period. Reading literacy assessment in senior high school helps students improve their reading skills from beginner to advance. The degree of questions posed to students ranges from low to advanced thinking skills. On the other hand, teachers should test students' high-level thinking skills to prepare them for a national examination. Both the PISA reading literacy exam and the senior high school reading literacy assessment should have a significant correlation since they test students from around the same period (age 15-16).

Furthermore, the high school students have obtained equivalent reading ability as measured by the PISA reading literacy assessment. Therefore, the PISA reading assessment assists teachers in arranging the blueprint for the final evaluation of students. Therefore, considering PISA indicators, the blueprint of the last semester should be appropriately used for assessing students.

2. METHOD

The qualitative descriptive research method was used in this paper's research. This paper's research method was library research. Library research and literature searches were used for more than obtaining relevant information. Library research strictly restricts its tasks to learning resource components and does not require field research [6]. The library can store multiple kinds of media (books, magazines, newspapers, etc.), papers, and non-print materials. Afterward, it was gathered that used a collection or other form of picking. The gathering has been organized into science communities from a variety of disciplines.

Therefore, this paper aims to find out the characteristics of students reading literacy at senior high school, the characteristics of the PISA reading assessment, and develop it for tenth-grade students. It employs a systematic review as its research method. A critical appraisal is comprehensive, including analysing the relevant research on the particular subject that answers the issues or questions that were developed beforehand. A critical appraisal is thorough and includes an analysis of related research on a specific topic that addresses constructed concerns or questions [5]. This research method is appropriate for studies investigating research trends in a particular subject to establish their implications for future study.

E-journal publications containing information about PISA reading assessment results from 2018 to 2022 are

data sources in library research or library research in this research. Other data sources utilized in this research were OECD e-books that included PISA results from 2009 to 2018. In addition, various books and e-journal articles about PISA were used, and development and research were based on the PISA results. The data gathered from e-journal articles, e-books, and other sources are then combined and evaluated to establish the PISA reading assessment scores acquired from 2018 to 2022. Selecting data containing research and development has been done as a follow-up to the PISA reading testing results.

3. RESULT AND DISCUSSION

3.1 Characteristics of Reading Literacy Assessment in Senior High School

The indicators from the PISA reading literacy assessment can illustrate the features of high school reading literacy assessments. The mental activity involved in the acquisition of reading literacy during senior year of high school includes recovering data and constructing a comprehensive understanding. The text may be read in either a continuous or a non-continuous fashion. The many sorts of writing include descriptive stories, recalls, transactions, and news releases. The text may be taken in various formats, including open-ended, multiple-choice, short-answer, and closed-ended questions. The examination will be on a private, social, and instructional level. The question categories are remembered, comprehended, applied, and examined. The high-level topics have both direct and implied meanings. Text may be presented in paper form or electronic-formats respectively. Authored text and In Senior High School, the cognitive process of reading literacy consists of only two components: retrieving material and generating a comprehensive comprehension. Forming a wide comprehension, constructing an explanation, and discussing and analyzing the material presented in the text are three cognitive processes not taught in senior high school. Yet, these three cognitive processes are vital for improving students' critical and higher-order thinking abilities [6].

In senior high school reading literacy assessments, the text structure includes two parts: continuous and non-continuous. It indicates that students are inexperienced with combined and diverse texts, ubiquitous in news media and other paper form and electronic form sources. As a result, text kinds, limited to continuous and non-continuous text, should be used in reading class. According to Hasanah and Warjana

[7], reading different texts can only acquire students' ability to absorb material profoundly.

There are five categories of reading texts in Senior High Schools: descriptive, stories, recalls, transactions, and news releases. In addition, the text form at Senior High School is limited to four choices: multiple-choice, brief answer, closed-ended, and open-ended questions. Simple multiple-choice questions were not employed in senior high schools, such as yes/no and true/false. On the contrary, two easy multiple-choice questions might help students improve their arguing skills by allowing them to judge whether they are correct or incorrect or approve or unapproved of the presented concerns.

At Senior High School, text circumstances in reading literacy are personal, public, and educational. At senior high school, no occupational text scenario was discovered. Furthermore, students must be aware of the work circumstance because they will be assigned to a specific profession or employment when they get their degrees in high school. As a result, when deciding what field of job to enter after high school, students can make it a point to educate themselves on the current labor climate by reading relevant resources.

The degrees of questions discovered in Senior High School reading literacy are recalled, understood, applied, and analyzed. To encourage kids to use higher-order thinking skills, teachers should teach them how to assess and create something.

Literal and inferential reading literacy examinations are only used in Senior High Schools. It is consistent with the number of questions students should be able to answer, given that evaluation kinds were not taught in senior high school. The capacity to assess is necessary to judge whether a situation is outstanding or poor, whether one agrees or disagrees, or whether one should accept or deny anything. Likewise, making a decision requires the ability to assess.

Most of the text medium used in High School reading literacy assessments is printable. However, since practically most students currently have a tool that can be utilized to evaluate information, especially examinations administered by teachers, teachers should be able to provide tests using digital media in the digital world.

3.2 Characteristics of Pisa Reading Literacy

Assessment

Comparing the PISA reading literacy assessment to the senior high school reading literacy assessment was

attempted on the basis of different indicators that were proposed in the PISA reading literacy assessment. These indicators included cognitive components, the form of the text form, kinds of text, test form, circumstances, kinds of questions level of questions, text medium, and text surroundings.

In the PISA reading literacy assessment, there are specific cognitive processes to extract information, gain thorough knowledge, develop your own perspective, the ability to comprehend literal details, think about and analyze the text's structure, and comment on and explore the text's substance [8]. Reading literacy involves locating, understanding, assessing, and reflecting on the data. Identifying data entails looking for and choosing relevant texts and accessing and retrieving information inside a text. Direct data, correlating and creating conclusions, and synthesizing and making assumptions from various resources are all part of understanding information. Finally, assessing and indicating data evaluates quality and reliability, reflects on content and structure, and detects and manages conflict [9]

Reading texts include descriptive, narrative, expository, argumentative, instructional, and transactional texts [8]. The description refers to texts that provide information about the object's properties in space, for example, a prose report of information, a blog diary, or a catalog. Texts with data relating to period-related things, such as dramas and cartoon series, are examples of narration. Exposition texts, for example, book reviews and online shopping item ratings, explain how diverse aspects interact in a manner and offer solutions to "how" queries. Texts illustrate the connection between proposals or ideas, such as advertising or digital discussion form, which are examples of argumentation. A writing that provides directions, such as a recipe or software operating instructions, is referred to as an instruction. Finally, a transaction is a text that attempts to accomplish a goal, such as seeking something, planning a get-together, or forming socialization with colleagues, such as sending a note, emailing, or texting [10]. Reading literacy assessments include basic multiple-choice, complicated multiple-choice, yes/no questions, quick response, closed construction response, and open construction response [11].

On the other hand, the researcher also found an article about Real-world reading assessments for high school students written by Emilia, Sujatna, and Kurniasih [12]. They said that Descriptive, announcement, transactional interaction, and recount text are the most commonly used forms of text to

measure students' reading skills. Thirteen reading skill indicators were derived from three reading competencies to assess senior high school students' reading skills. According to the study, teachers should utilize all sorts of authentic assessments to test reading skills for students since the more authentic assessments teachers use to assess students' reading skills, the more accurate the assessment result will be [12].

The text structure of the PISA reading literacy assessment is divided into four elements: continuous, noncontiguous, multiple text, and numerous texts. However, the structure of the text in senior high school reading literacy assessments includes continuous and non-continuous text. It signifies that students are unfamiliar with combined text and various texts commonly utilized in public news, other paper forms, and electronic resources. As a result, the two text kinds, limited to continuous and noncontiguous, should be employed in reading class. According to Hasanah and Warjana [7], reading different texts can only create a student's ability to absorb material profoundly.

Geddes and Carney [5] also found that student's reading literacy and students' PISA test difficulties were discovered to be questions about the analysis of disparate data sets, text integration, note taking in the form of a column montage, and overall readers growth as a result of these activities, allowing us to continue working on improving students' reading literacy. According to numerous research, one of the causes driving kids' enthusiasm for reading is the use of various media that meet certain qualities, for example, engaging, user-friendly, and visually appealing [13].

PISA Reading Assessment is not only happened for students, but teachers also get training about that. Emilia, Sujatna, and Kurniasi's [14] training to teach PISA reading found that varied paths, the training program that used practical TPD qualities, and explicit teaching of PISA-reading elements can be deemed successful. It is located in a variety of ways, including significant improvements in teachers' reading ability, a narrowing of the reading ability gap, and enhanced teacher diversity; teachers' capacity to recognize text kinds, employ suitable texts, and develop PISA-style reading activities or test questions, as recommended by the OECD; and good reactions from instructors to the curriculum, indicating an understanding of the qualities of successful TPD as stated by expert. The study also advises that the Zoom application for training organizations should not hinder the training's success[14].

3.3 Pisa Reading Assessment for Senior High

School Students

Reading literacy is the capacity to comprehend, analyze, apply, and interact with writing language to involve in the environment, reach the aims, and grow understanding and capabilities. Reading is a challenging and completed task that necessitates a wide range of cognitive abilities in this setting. As a result, numerous elements influence students' development and successful demonstration of reading skills [15]. Research shows that various factors influence reading comprehension achievement, including fluency, structural text information, cognition and metacognition methods, terminology, desire, and prior experience [9]. Achievement variables in such a challenging and multifaceted process include socioeconomic and familial circumstances, school type, reading habits, learning tactics, and participation in preschool education. For example, Emilia, Sujatna, and Kurniasi [14] discovered that parental involvement in literacy activities in their children's preschool education, parental education status, and socioeconomic position all substantially affect kids' reading ability acquisition.

PISA defines scientific literacy as engaging as a thoughtful citizen with science-related topics and scientific ideas. PISA defines science as the capacity to describe occurrences adequately, analyze and plan scientific research, and scientifically interpret facts and evidence. There are some steps the teacher has to do to make the students understand about PISA reading text. Because the PISA reading assessment is not the same as the regular assessment that ever does at school, they still have the characteristic that could make students practice it. The evaluation may aid in increasing the equity of student results. PISA assessment is unique in that it tests students' ability to replicate knowledge and how successfully students implement what they have learned in unexpected circumstances to solve problems.

Nowadays, most senior high schools in Indonesia still use traditional reading assessments. In this research, the researcher will develop a reading assessment using the PISA model by referring to the characteristics of the PISA reading assessment. From the cognitive process, the format of the text kinds, test form, circumstances, quality of the question, kinds of inquiry, text medium, and text environment [6] and follow the curriculum used in the tenth grade of senior high school.

4. CONCLUSION

PISA reading assessment is not a new one in Indonesia. It has been introduced since 2000 to evaluate the reading, science, and math comprehension for 15 – year – old students. From the explanation above, some characteristics of the PISA reading assessment framework are similar to senior high schools. The conclusion of this research, based on some articles that have been reviewed that the students at senior high school are not yet ready to do the reading assessment by PISA mode. They still used the general reading assessment model to make it easier to do the reading assessment. Therefore, the result of the reading literacy assessment by PISA mode is still weak, and they need more practice. And besides that, the teacher also didn't apply the PISA reading framework to the learning process.

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