

**THE COMPARISON BETWEEN PISA READING LITERACY ASSESSMENT AND
READING LITERACY ASSESSMENT IMPLEMENTED AT SENIOR HIGH
SCHOOL**

THESIS

*Submitted in partial fulfillment of the requirements for Master's Degree in
English Education*



BY

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2022

ABSTRACT

FIONA RAMADHANI, NIM 20178029, “The Comparison Between PISA Reading Literacy Assessment and Reading Literacy Assessment Implemented at Senior High School”. Thesis, Magister Degree Program, Universitas Negeri Padang.

This research was aimed at finding out the comparison between PISA reading literacy assessment and reading literacy assessment implemented at Senior High School. This research was descriptive research. This research was conducted in ten Senior High Schools in some regions at West Sumatera located in Padang, Bukittinggi, Padang Panjang, and Agam Regency. Data of this research were characteristics of reading test in PISA and reading test implemented at Senior High School taken by documentation. The Source of the data were reports of PISA reading test in 2000, 2003, 2006, 2009, 2012, 2015, and 2018 year published by OECD and reading tests made by English teachers at ten Senior High School such as daily test, midterm test, final test, textbook, and additional book. The instrument used in this research was document analysis. The results of this research reveal that: The characteristics of PISA reading test and reading test at Senior High School consist of eight characteristics consisting of cognitive process, form of text, types of text, form of test, situation of text, levels of the question, types of question and text medium. The similarities and differences between PISA reading test and reading test at Senior High School lies in the eight characteristics of PISA reading test and reading test at Senior High School. The other reading skills can be implemented at Senior High School based on PISA reading test consist of evaluate and reflect, mixed text and multiple text, exposition, argumentation and instruction, complex multiple choice, yes or no question and fact or opinion question, occupational situation, higher order thinking skill (HOTS), evaluation and digital reading.

Keywords: *Comparison, PISA reading test and reading test at Senior High School*

ABSTRAK


FIONA RAMADHANI, NIM 20178029, “The Comparison Between PISA Reading Literacy Assessment and Reading Literacy Assessment Implemented at Senior High School”. Thesis, Magister Degree Program, Universitas Negeri Padang.

Penelitian ini bertujuan untuk mengetahui perbandingan antara penilaian literasi membaca PISA dan penilaian literasi membaca yang dilaksanakan di Sekolah Menengah Atas. Penelitian ini merupakan penelitian deskriptif. Penelitian ini dilakukan di sepuluh Sekolah Menengah Atas (SMA) di beberapa wilayah di Sumatera Barat yang berada di Kabupaten Padang, Bukittinggi, Padang Panjang, dan Agam. Data penelitian ini adalah karakteristik tes membaca dalam PISA dan tes membaca yang dilaksanakan di SMA yang diambil secara dokumentasi. Sumber data adalah laporan tes membaca PISA tahun 2000, 2003, 2006, 2009, 2012, 2015, dan 2018 yang diterbitkan oleh OECD dan tes membaca yang dibuat oleh guru bahasa Inggris di sepuluh SMA seperti ulangan harian, ulangan tengah semester, ujian akhir, buku teks, dan buku tambahan. Instrumen yang digunakan dalam penelitian ini adalah analisis dokumen. Hasil penelitian ini mengungkapkan bahwa: Karakteristik tes membaca PISA dan tes membaca di SMA terdiri dari delapan karakteristik yaitu proses kognitif, bentuk teks, jenis teks, bentuk tes, situasi teks, tingkat pertanyaan, jenis pertanyaan dan media teks. Persamaan dan perbedaan antara tes membaca PISA dan tes membaca di SMA terletak pada delapan karakteristik tes membaca PISA dan tes membaca di SMA. Keterampilan membaca lainnya yang dapat diterapkan di SMA berdasarkan tes membaca PISA terdiri dari evaluasi dan refleksi, teks campuran dan teks ganda, eksposisi, argumentasi dan instruksi, pilihan ganda kompleks, pertanyaan ya atau tidak dan pertanyaan fakta atau opini, situasi kerja, keterampilan berpikir tingkat tinggi (HOTS), evaluasi dan membaca digital.


Kata kunci: *Perbandingan, Tes membaca PISA dan Tes membaca di SMA*

PERSETUJUAN AKHIR TESIS

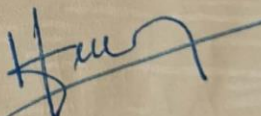
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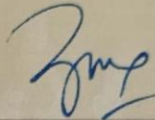

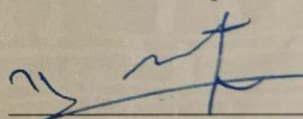
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Saya yang menyatakan



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ACKNOWLEDGEMENTS

Bismillahirrahmanirrahiim, in the name of Allah SWT, the most gracious, the most merciful, *Alhamdulillah*, praise is to Allah SWT who has given the researcher strength, knowledge and chance to finish this thesis entitled “The Comparison Between PISA Reading Literacy Assessment and Reading Literacy Assessment Implemented at Senior High School”. It is written as partial requirement to obtain S2 Master Degree at English Education Department of Universitas Negeri Padang. The researcher also sends his greeting and *shalawat* to the prophet Muhammad SAW, the “*Uswatun Hasanah*”, for all muslims.

In completing this thesis, the researcher would like to express his gratitude the first is to Dr. Hamzah, M.A., M.M. as the chairman of English Education Department (S2 Master Degree). Then, thanks to the advisor Prof. Dr. M. Zaim, M.Hum, who generously give the researcher a great time, motivations, corrections or suggestion to finish this thesis. Next, thanks to the contributors, Dr. Ratmanida, M.Ed.TEFL and Dr. Yuli Tiarina, M.Pd who have given the researcher contributions to make this research better. Also, thanks to Dr. Havid Ardi, S.Pd., M.Hum. as the validator who has guided the researcher.

Therefore, the researcher expresses the deepest gratitude to beloved husband, parents and big family who given their love, pray, care and attention for her life. The researcher also want to say thanks to her brothers, her sisters and all of her close friends who have given support and motivation in finishing this thesis.

Padang, Juni 2022

The Researcher

TABLE OF CONTENTS

ABSTRACT	i
ABSTRAK	ii
PERSETUJUAN AKHIR TESIS	Error! Bookmark not defined.
PERSETUJUAN KOMISI UJIAN TESIS	Error! Bookmark not defined.
SURAT PERNYATAAN	Error! Bookmark not defined.
ACKNOWLEDGEMENTS	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	ix
LIST OF FIGURES	x
LIST OF APPENDICES	xi
CHAPTER 1 INTRODUCTION	1
A. Background of the Problem	1
B. Identification of the Problem	8
C. Limitation of the Problem	8
D. Formulation of the Problem	9
E. Research Questions	9
F. Purpose of the Research	9
G. Significance of the Research	10
H. Definition of the Key Term	10
CHAPTER II REVIEW OF RELATED LITERATURE	12
A. Review of Related Theories	12
1. Reading Literacy	12
2. PISA Reading Literacy Assessment	16
3. Reading Literacy at Senior High School	28
B. Review of Relevant Studies	38
C. Conceptual Framework	40

CHAPTER III RESEARCH METHODOLOGY	41
A. Method of the Research	41
B. Setting of the Research	41
C. Data and Source of the Data	42
D. Instrumentation	43
E. Technique of Collecting Data	47
F. Technique of Analyzing Data	47
CHAPTER IV FINDINGS AND DISCUSSIONS.....	49
A. Data Description and Analysis.....	49
B. Findings.....	79
C. Discussions	86
CHAPTER V CONCLUSION, IMPLICATION, SUGGESTION	95
A. Conclusion	95
B. Implication	96
C. Suggestion.....	96
REFERENCES.....	98
APPENDICES.....	103

LIST OF TABLES

1. Indicator of Reading Literacy Assessment	43
2. Document Analysis of Reading Literacy Assessment	44
3. Total sample of reading test implemented at Senior High School.....	49
4. Percentage of Cognitive Process in PISA Reading Literacy Assessment	50
5. Percentage of Form of Text in PISA Reading Literacy Assessment	51
6. Percentage of Types of Text in PISA Reading Literacy Assessment	53
7. Percentage of Form of Test in PISA Reading Literacy Assessment	55
8. Percentage of Situation of Text in PISA Reading Literacy Assessment	56
9. Percentage of Levels of Question in PISA Reading Literacy Assessment	58
10. Percentage of Types of Question in PISA Reading Literacy Assessment	59
11. Percentage of Text Medium in PISA Reading Literacy Assessment	60
12. Percentage of Cognitive Process in Reading Literacy Assessment Implemented at Senior High School	61
13. Percentage of Form of Text in Reading Literacy Assessment Implemented at Senior High School	62
14. Percentage of Types of Text in Reading Literacy Assessment Implemented at Senior High School	63
15. Percentage of Form of Test in Reading Literacy Assessment Implemented at Senior High School	64
16. Percentage of Situation of Text in Reading Literacy Assessment Implemented at Senior High School	66
17. Percentage of Levels of Question in Reading Literacy Assessment Implemented at Senior High School	67
18. Percentage of Types of Question in Reading Literacy Assessment Implemented at Senior High School	68
19. Percentage of Text Medium in Reading Literacy Assessment Implemented at Senior High School	70
20. Analysis Textbook and Additional Book Implemented at Senior High School	71
21. The Similarities between PISA Reading Literacy Assessment and Reading Literacy Assessment Implemented in EFL Class at Senior High School	74
22. The Differences between PISA Reading Literacy Assessment and Reading Literacy Assessment Implemented in EFL Class at Senior High School	76

LIST OF FIGURES

1. Conceptual Framework	40
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LIST OF APPENDICES

1. Indicator of Reading Literacy Assessment	103
2. Document Analysis of Reading Literacy Assessment	104
3. Validation Sheet Document Analysis	107
4. Indicators of Analyze Reading Test	109
5. Total Sample of Reading Test Implemented at Ten Senior High School	110
6. Example of Text in PISA 2000	111
7. Example of Text in PISA 2009	112
8. Example of Text in PISA 2018	113
9. Example of Digital Text in PISA 2009	114
10. Sample of PISA Reading Literacy Assessment	115
11. Document Analysis of PISA Reading Literacy Assessment	125
12. Sample of Daily Test Implemented at Senior High School	128
13. Document Analysis of Reading Literacy Assessment Implemented at Senior High School	129
14. Sample of Midterm Test Implemented at Senior High School	132
15. Document Analysis of Reading Literacy Assessment Implemented at Senior High School	151
16. Sample of Final Test Implemented at Senior High School	163
17. Document Analysis of Reading Literacy Assessment Implemented at Senior High School	169
18. Total percentage Analysis Document Reading Literacy Assessment at Senior High School	173
19. Letter of allowing to conduct a research	175

CHAPTER 1

INTRODUCTION

A. Background of the Problem

PISA is an international program assessment held once every three years initiated by the Organization for Economic Cooperation and Development (OECD) to test the academic performance of students 15-year-old in science, mathematics, and reading. In addition, the PISA program learned about whether students 15-year-olds acquire the social and emotional skills in knowing how to work and communicate with others. In other words, the PISA program can monitor trends in the knowledge and skills of the students. Therefore, the program of PISA not only discussed the rankings but also the result of PISA can indicate whether the system of school can become more effective in preparing students for further study and work.

The study of PISA aims to evaluate the education system and determine the effective education system, especially from an international perspective. According to OECD (2019), the study of PISA aims to measure the extent of education in a country to prepare students for the real world, reach higher knowledge, socialize in the global arena, and fulfill students' basic needs or life skills. The result of PISA aims to measure the knowledge and skills of the students and understand the relative strengths and weaknesses of education systems. The assessment of PISA aims to find whether students can apply what they learn in school to deal with real-life situations. Assessment in the PISA program aims to determine whether students can reproduce knowledge and examine how well students can estimate from what they have learned and apply that knowledge in unfamiliar settings, both inside and outside of the school. In PISA assessments, assessments are designed by education experts worldwide.

The components of PISA are assessment, questionnaires, and periodicity. In assessment, the PISA program is designed to assess the performance of students 15-year-old in reading, mathematics, and science. The assessments for all subjects were delivered via computer and paper-based assessments, which provided for countries unable to test the students by computer. In questionnaires, the students fill out a questionnaire that provides information about students' backgrounds, student attitudes, and student experiences at school. Next, the principal fills out a questionnaire that provides information about the school's demographics and learning environment. Then, the teacher fills out the questionnaire that provides information about teaching practices, beliefs about teaching, and the teacher qualifications and backgrounds. In periodicity, PISA operates on a three-year cycle. Each PISA assessment cycle focuses on one subject, although all three subjects were assessed every year. For example, in 2000, 2009, and 2018 PISA focused on reading literacy. In 2003 and 2012, PISA focused on mathematics literacy by including problem-solving and financial literacy. In 2006 and 2015, PISA focused on science literacy by including collaborative problem solving and financial literacy as optional domains in 2015.

The three domains assessed in the PISA program are reading, mathematics and science by emphasizing literacy. According to Frankel and Pearson (2016), literacy is the process of extracting, constructing, integrating, and critiquing meaning through interaction and involvement with multimodal texts in socially situated practices. Then, Pearson and Tierney (1984) state literacy include productive skills such as writing and speaking and receptive such as reading and listening processes that are more alike than different, especially in their inherently constructive and character. According to the OECD (2000), literacy is the power to comprehend and use printed information in

daily activities to get one's objectives and expand one's knowledge and potential. Literacy plays an essential part in students' lives as literacy can be found in any context of social life. By three-domain in PISA like reading, mathematics, and science, this research only focuses on reading literacy.

Reading literacy is the ability to understand and use written forms of language practiced in a social context. PISA explains reading literacy as a set of competencies that enable readers to engage with written information presented in one or more texts for a specific purpose. Readers must understand the text and integrate it with their pre-existing knowledge to engage with what they are reading. They must examine the writer's point of view or opinion and decide whether the text is reliable, correct, and relevant to their purpose or intent. PISA also recognizes that reading is an everyday activity for the students, and also the education system needs to prepare students to adapt to reading.

In PISA, reading literacy includes understanding or high-level thinking processes that require readers to give critical-creative reactions to reading in finding the significance, value, function, and relationship of the contents of the reading to a broader life problem and impact of the problems presented by the writer. The readers use and process various types of discourse that exist in real communication critically and creatively. School literacy can improve students' reading achievement at school. Students need literacy to engage with the written word in everyday life. It is being able to read and write means keeping up with current events, communicating effectively, and understanding the issues shaping our world. Reading literacy is a language skill that students must possess in supporting critical thinking skills. Therefore, students must have language skills to support critical thinking skills with reading literacy.

The results of PISA are announced every three years. The result of PISA in reading literacy shows that Indonesia's rank almost as the lowest among countries year to year. Furthermore, for 18 years following PISA, Indonesia's scores were still below. The result of PISA in reading literacy showed that in 2000 the average reading literacy score of students in Indonesian was 371. In 2003 the average reading literacy score of Indonesian students was 382. In 2006 the average reading literacy score of Indonesian students was 393. In 2009 the average literacy score was Indonesian students read 402. In 2012 the average reading literacy score of Indonesian students was 396. In 2015 the average reading literacy score of Indonesian students was 397. The result of PISA in reading literacy shows that the average score of reading literacy is still below. According to OECD (2009), the average minimum score of international literacy should be 500. The students in Indonesian have the skill of reading literacy at level 2 of the six existing levels. The characteristic of level 2 is finding one or two pieces of information needed to make inferences or deal with some conditions. Students can also determine main ideas, understand relationships, construct meaning for inference.

From reports of reading literacy in PISA, the students are lack critical, analytic, and procedural competencies. The other data supported by research on student literacy tests in Indonesia conducted by world literacy institutions such as (1) PIRLS 2011 data explained Indonesia ranks 45 out of 48 participating countries by obtaining a score of 428 from the average score of 500, (2) UNESCO data, the reading habit of the Indonesian people is in a low category, that only one out of 1000 Indonesian people reads, (3) The 2009 PISA data, the reading literacy test in PISA shows that Indonesian students are ranked 57 out of 65 countries by obtaining a score of 396 by OECD average score of 493 and (4) PISA 2012 Indonesia's ranking

declined to 64 out of 65 countries with a score of 396 by OECD average score of 496. Thus, the study of PISA shows that Indonesian students have low quality, especially in reading literacy.

Besides the data explained above, the students at Senior High School still had problems in reading. This was caused by the student's reluctance to read at home, the student's lack of vocabulary and grammar knowledge, the students did not know about the structure of the text, linguistics features, and social function of the text, and the students did not have appropriate strategies in reading. Thus, the students' scores in reading are still under the standard of English at the school. The other case was that the teacher at Senior High School had insufficient knowledge about the PISA program. From that, the teacher did not know the characteristics of tests in the PISA program, especially in reading.

For this reason, the quality of tests made by teachers, both for the learning process and measuring learning outcomes, must be oriented to the global ability of reading skills, one of which is by using the PISA reading assessment standard model. Therefore, a reading literacy assessment model that can measure critical thinking skills using high-level thinking processes should be developed for language learning at the Indonesian high school level. Therefore, before developing a reading literacy assessment model, we must first look at the characteristics of reading literacy assessment in PISA program and the characteristics of reading literacy assessment at Senior High School. Then, we compare reading literacy assessment in PISA program and reading literacy assessment at Senior high school to find out other reading skills needed to be implemented in EFL class at Senior High School in accordance with PISA reading literacy assessment.

Additionally, there are some studies about PISA reading literacy assessment. In 2017 research on literacy programs was conducted by Titik Harsiati and Endah Tri Priyatni. The study entitled "The Characteristics of Literacy Test Items in PISA." This study emphasizes more on the problem of reading literacy in PISA, which is dominated by higher-order thinking skills in the form of interpretation, reflection, and evaluation skills. Next, research on literacy programs was carried out by I Putu Marten Chrispayana in 2020. The research entitled "The Comparison of Students' Reading and Critical Reading Competency in Junior High School." This research emphasizes describing and comparing the students' reading competencies and critical reading.

Then, research on PISA by Qurrota Ayunin, Soni Mirizon, and Ida Rosmalina with the title "PISA Reading Literacy Performance and its Correlation with Engagement in Reading Activity and Reading Interest." This research is about engagement in reading, reading interest, PISA reading literacy performance. In addition, the research about The PISA Assessment of Reading Literacy by Gerry Shiel in 2006. This research describes the performance of 15-year olds in Ireland on reading literacy in PISA in 2000 and 2003.

Furthermore, in 2020 research on Investigating Reading Literacy in PISA 2018 Assessment by Ihan Koyuncu and Tahsin Firat. This research emphasizes the predictors of reading performance and how reading performance predicts mathematics and science performances in the PISA 2018 study. Then, many more studies discuss reading literacy in the PISA program. Meanwhile, there is no research discussing the comparison between PISA reading literacy assessment and reading literacy assessment implemented at Senior High School. This research emphasizes on

characteristics of reading literacy assessment in PISA program and reading literacy assessment at Senior High School.

Although reading literacy in PISA has been conducted in several theories and studies by other researchers, this research focuses on conducting research in different aspects. This research compares reading literacy assessment in PISA program and reading literacy assessment at Senior High School. This research can give information about the framework of reading literacy assessment in PISA program and reading literacy assessment implemented at Senior High School. By this research, it can be obtained a complete description of the characteristics of reading literacy assessment in PISA program, characteristics of reading literacy assessment at Senior High School, similarities and differences both of them and the other reading skills needed to be implemented in EFL class at Senior High School in accordance with PISA reading literacy assessment.

By studying the comparison between reading literacy assessment in PISA program and reading literacy assessment at Senior High School, it is hoped that it will provide input to improve the reading literacy skills of students in Indonesian in the future. Then, can give knowledge to the teacher at the school, especially at Senior High School, about the characteristics test reading in PISA program. Furthermore, relevant institutions can use the results of this study to develop teaching materials, methods, and an appropriate reading scoring system to prepare knowledge and student skills in the school. After that, the teacher also can design reading tests based on the PISA model.

Based on the explanation above, the researcher is interested in researching “The Comparison Between PISA Reading Literacy Assessment and Reading Literacy Assessment Implemented at Grade X Senior High School.”

B. Identification of the Problem

This problem is closely related to students' reading literacy in Indonesia who were still at the lower level. This does not improve students' reading competence. Based on reports of reading literacy in the program of PISA, reading competence has not shown an improvement. The students are lack critical, analytic, and procedural competencies. From students' side at Senior High School, they had problems faced in reading such as students' language factors, learning habits, and teacher's way of teaching. They still have insufficient knowledge about test reading in the PISA program from the teachers' side. Therefore, the quality of reading tests made by an English teacher at Senior High School was still low.

Moreover, reading tests made by English teachers were not in accordance with the PISA reading assessment standard model. For this reason, this study aims to find the characteristics of the PISA reading literacy assessment and reading literacy assessment at Senior High School. These problems are related to each other and cannot be separated. Thus, to solve these problems, the researcher tries to present “The Comparison Between PISA Reading Literacy Assessment and Reading Literacy Assessment Implemented at Grade X Senior High School.”

C. Limitation of the Problem

Based on the identification of the problem above, the researcher limits the scope of this research that is about the comparison between PISA reading literacy assessment and reading literacy assessment implemented at Senior High School to find the gap between PISA reading literacy assessment and reading literacy assessment implemented in EFL class at Senior High School.

D. Formulation of the Problem

Based on the limitation of the problem above, the formulation of the problem can be formulated in the following question: “What are the comparison between PISA reading literacy assessment and reading literacy assessment implemented at Grade X Senior High School?”

E. Research Questions

The research questions of this research are:

1. What are the characteristics of PISA reading literacy assessment?
2. What are the characteristics of reading literacy assessment implemented in EFL class at Senior High School?
3. What are the similarities between PISA reading literacy assessment and reading literacy assessment implemented in EFL class at Senior High School?
4. What are the differences between PISA reading literacy assessment and reading literacy assessment implemented in EFL class at Senior High School?
5. What are the other reading skills needed to be implemented in EFL class at Senior High School in accordance with PISA reading literacy assessment?

F. Purpose of the Research

The following are the purpose of this research:

1. To find out characteristics of PISA reading literacy assessment
2. To find out characteristics of reading literacy assessment implemented in EFL class at Senior High School
3. To find out similarities between PISA reading literacy assessment and reading literacy assessment implemented in EFL class at Senior High School

4. To find out differences between PISA reading literacy assessment and reading literacy assessment implemented in EFL class at Senior High School
5. To find out the other reading skills needed to be implemented in EFL class at Senior High School in accordance with PISA reading literacy assessment.

G. Significance of the Research

This research is expected to give beneficial contributions theoretically and practically. Theoretically, this research is expected to give valuable information, the specific knowledge of the researcher in comparing PISA reading literacy assessment and reading literacy assessment implemented at senior high school. Moreover, it can help other researchers as their reference to do the future research related to PISA reading literacy assessment and reading literacy assessment implemented at senior high school.

Practically, this research hopefully can give contribution to the teachers, by knowing the comparison between PISA reading literacy assessment and reading literacy assessment implemented at senior high school, it will give them the guidance to develop appropriate teaching materials and reading literacy assessment. In addition, the teacher can design reading tests based on the PISA model to prepare students' knowledge and skills in reading.

H. Definition of the Key Term

In order to make the same interpretation with the readers about the terms used in this research, they are defined as follows:

1. Comparison means examining the differences of the PISA reading test and reading test at Senior High School
2. PISA is an international test that assesses the reading, mathematics, and science literacy of 15-year-old students to improve their knowledge and potential.
3. Reading literacy refers to abilities and skills in reading needed in everyday life to develop students' knowledge and potential.