ENGLISH AS A STUDENT LITERATION ELECTABILITY
Study of the Ability of Literation in Indonesia's PISA (Program for International Student Assessment) Index

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Abstract

This study discusses the important role and what are influences the overall reading ability of Indonesian students and their effect on electability competencies that impact PISA reading index, especially in the ability of reading English texts. Indonesian students generally only have a cumulative literacy index of 397 in 2015 which rose only one point from the cumulative literacy index in 2012 which is still relatively low among countries that follow the PISA assessment. This reflects the electability of students literacy who have not reached expectations yet. The literacy skills of Indonesian students in English with the relationship to the PISA index is influenced by several factors such as the state of reading, level of reading interest, intelligence or intellectual ability, social background, economic and reader culture, reading abilities and habits and ability to absorb new reading. These factors creates continuity in the important role of building electability literacy, namely to create an objective culture, critical and open mind comprehensively in its application in various realms of activity. Knowing that anything which affects literacy skills also needs to be considered that impedes literacy skills such as no language and code similarity between the writer and reader, communication failure, disruption to speech tools, the system of educational institutions that lack sufficient opportunities for reading traditions and socio-economic factors. And nowadays when the 'borderless world' paradigm globalizes society, there must be language alignment tools in literacy, namely English, so that the ability of English language literacy should be obeyed, especially students to understand the importance of English electability in positioning Indonesian students to compete with other countries in literacy skills.

Keywords: PISA, reading electability, influences, aspects

Introduction
Reading plays a crucial role in the acquisition of a language, particularly in second and foreign language learning. It is thus essential for educators to ensure that learners acquire adequate vocabulary to be able to read and comprehend academic texts well. However, the connection between reading comprehension ability and vocabulary size is complex and dynamic (Hu & Nation, 2000). Vocabulary knowledge is, therefore, a vital language-learning component that has to be considered in enhancing reading comprehension, in addition to knowledge of English grammar and background knowledge. Laufer and Sim (1985) claim that in acquiring a foreign language, a learner needs to have sufficient vocabulary knowledge, subject matter knowledge and syntactic structure. In fact, Curtis (1987) claims that students' ability to acquire new knowledge could be affected if they have low vocabulary knowledge. Therefore, it is crucial to know what it takes a learner to understand what he/she is reading specifically when challenged with reading texts of academic nature. Reading comprehension is a complex cognitive process. Educational researchers with its multidimensional components, processes, explore it and factors involved in different settings with the aim of finding better ways of developing it among learners. Theoretically, reading comprehension is an interactive process of deriving meanings from

a text (Rumelhart, 1981). Trehearne and Doctorow (2005) support this claim saying that it is an interaction of different variables (reader, text, and environment) in a sociocultural context. It is viewed as a complex set of cognitive activities involving many skills and dimensions such as 'the perception of words, clear grasp of meaning, thoughtful reaction, and integration' (Hermosa, 2002, p. 63).

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Based on the research, Indonesian students rank among the lowest in basic reading skills compared to their peers in other countries. Indonesia is in 51st position among 57 countries on five continents. PISA is an internationally standardized assessment that was jointly developed by participating countries and administered to 15-year-old students in schools. PISA administers tests and background questionnaires to between 4,500 and 10,000 students in each participating country to assess three forms of literacy: reading, mathematical and scientific. The assessments focus on how well students apply knowledge and skills to tasks that are relevant to their future life, rather than on the memorization of subject matter knowledge. In reading, well over 50 percent of students surveyed in Indonesia performed at level 1 - the lowest out of five - or below. Level 1 represents those students who have serious difficulties in using reading as a tool to advance and extend their knowledge and skills in other areas. Level 5 indicates those students who are able to manage information that is presented in

unfamiliar texts, show detailed understanding of complex texts and infer which information is relevant to the task, and critically evaluate and build hypotheses with the capacity to draw on specialized knowledge and concepts that may be contrary to expectations. The lowest results were scored in Albania, Indonesia and Peru. PISA 2000 and PISA 2003 also consistently stated that Indonesian students surveyed had serious difficulty in using reading as a tool to advance and extend their knowledge and skills in other areas, such as daily problem solving. They could not comprehend information when it was presented in an unfamiliar format and showed a difficulty in understanding texts at the highest level of literacy. Are Indonesian students weak in all the basic skills of reading? Another survey on reading ability of primary students conducted by International Educational Achievement (IEA) in 2000 placed Indonesia in 38th position out of 39 countries, the lowest position among ASEAN countries.

Methodology

This research is a research analysis with qualitative descriptive method by using instruments consisting of instrument grids, reading texts consisting of literary texts and informative reading texts along with illustrated images, test items in the form of multiple choices and short entries, and scoring guidelines and instructions for use In this study refers to the thinking of developing Borg and Gall (1989) and Branch (2009). The development model of Borg and Gall (in Sugiyono.2015: 35) has 10 steps and the Branch development model (2009 in Sugiyono.2015: 38) consists of four steps. The steps used in this study refer to the two models above which consist of: (1) preliminary study, (2) planning, (3) development of hypothetical model analysis, (4) review of hypothetical models of analysis, (5) revision of hypothetical models analysis, (6) test analysis, (7) revision of the

analysis, (8) extensive trial of thought, and (9) revision of the final model.

Finding(s) and Discussion

As a wide concept of national systems in every country especially Indonesia, it is not easy to operationalize and organize education system. Some studies, including KEDI (2010) and Borgonovi (2012) (cited in Chool and Hye, 2014), maintain that education system is associated with students' academic achievement and educational competitiveness. Relating to educational system of Indonesia, Ramly (cited in Hidayat and Elizabeth, 2013) proposed several critical issues of education in Indonesia such as inadequacy of evaluation system, authority of education implementation for region which faces divergence, the low teachers' ability and competency in acquiring learning material, the degradation of education orientation in which change the focus only on knowledge transfer without considering moral and behavioural aspects.

Interest in the pedagogy of reading began along with the emergence of the widely recognized as the first language teaching method, i.e., the Grammar Translation Method (GTM), also called the reading approach. In the perspective of this method, reading texts in the target language was the central activity in language teaching. However, the emphasis of teaching was on word knowledge that is, matching words in the foreign language text with meanings in the student s native tongue (Dubin & Bycina, 1991). Little attention was given to the process of arriving at an understanding of longer texts. Additionally, the spoken characteristics and communicative purposes of language were over-looked, causing the approach to be thoroughly rejected.

Dealing with PISA indicators, our system of education still concerns on the formula of knowledge itself without considering it context on its implementation in society; for example, as PISA requires students to analyse table or data and relate it

with the context, meanwhile teacher usually stresses it on how to create data and apply the formula rather than guide them to develop their critical analyses or to train them to be problem solver and creative learner. Teaching is not only delivering knowledge, or being told to do something. Teaching makes students' mind open about social justice and be ready to face workplace and citizenship. One of domain that assesses by PISA is reading literacy. It does not focus on technical reading ability such as reading speed. However, PISA tries to find how much students can analyse the text given in relation with their daily life. PISA tries to assess students reading ability deals with these dimensions, "retrieve texts and access them, interpret and integrate texts, reflect and evaluate texts" (OECD, 2014). Unfortunately, based on PISA reading literacy result, it is only 37% of students could answer problems correctly, and the rest 63% of students had difficulties in answering the question including Indonesian students. It might because of several factors. First, the problem like what presented above does not only required students to read, but rather they have to think and analyse the problem, then draw a conclusion from it. Students are expected not only to read, but also to find information through analysing and concluding what they have read from the data showed. Therefore, ability of reasoning should be trained to students. It also might be happened because of lack of reading habit the students are not familiar with how the text is presented. However, the more we read from many resources, the more easily we understand information presented because our brain have been trained to solve any problems related to gain meaning. As it told by Miller (cited by The Guardian, in The Jakarta Post Online; March 24, 2016) that "literate behaviours are critical to the success of individuals and nations in the knowledge-based economics. Societies that do not practice literate behaviour are often squalid, undernourished in mind and body,

repressive of human rights and dignity, brutal and harsh".

By the existence of multi-modality and multi semiotic text, it seems that conveying meaning of the text is more complicated, yet, initially, it provides more sophisticated way in analysing certain text. It also eases us to find other related information by clicking the cyber hyperlink in the website layout of the video. Besides multimodality text will provides different learning style of students because it covers four learning styles namely auditory, visual, audiovisual, and kinaesthetic. In English education it is important to build teaching and learning process which is communicative and meaningful. As curriculum is mostly applied by teacher, it is important to involve all aspects of educator and academician, especially teachers in curriculum development. The involvement of teachers in curriculum teamwork should participate in creating, developing, socializing, and monitoring the curriculum. Developing curriculum should be involved by the one who will execute it in the classroom. Teachers are the one who knows the condition and need of students. Teacher also the one who understands how students learn best. Besides, in order to get prevalent information about curriculum, the socialization should be done long time before the new curriculum is going to be implemented.

Therefore, it is undeniable that the concept of educational decentralization has brought bright expectation to all elements of education. Unfortunately, practically, several weaknesses has come up along with the strengths such as: 1) Inequality of the readiness of government in each region to run this system especially for government in rural and remote areas; 2) Inequality of the regional government ability to control and manage financial highlight for education needs; 3) Lack of the regional government ability to control and manage the educational development in their region by

considering the characteristics of the region itself; 4) Lack of clarity of the issue expense system for education; and 5) Inextinguishable issues of corruption and nepotism in education environment in each region. These weaknesses probably bring two main threats to educational environment: 1) Inequality of national educational achievements since the emergence of various quality in each educational institution whether one region or comparing with other regions in Indonesia (interregional). This situation impacts the result of PISA since the samples (students) are randomly taken from all regions of Indonesia. 2) Inequality of teachers' competence and professionalism (quality) in every school. In consequences, we need to consider some ways that might assist us to minimize the bad effect of the implementation of decentralization of education in Indonesia based on teacher's point of view such as: 1) We need to be wide-awake of and aware of the essence of decentralization education in which authority as an obligation given to us that must be put as one of our top priority; 2) We have to open our eyes with our environment particularly school environment including society surrounding school, school physical condition, students social background, students' characteristics, students' needs, curriculum, and school capabilities to deals with the needs and policy that will be applied; 3) Teachers are demanded to develop their skills and competency; 4) Teachers should be able to analyse their own needs based on the variables affecting; 5) Government and stakeholders should tightly control and regulerly evaluate the implementation of this policy; and 6) It would be better to involve teachers and students in planning, developing, conducting, monitoring and evaluating all education policies. Thus, it can be assumed that the most critical problem in implementing educational decentralization extremely relies on the quality of human resources in which these resources have authority and obligation to implement this policy. Decentralization demands the readiness and professionalism and competency ripeness of all implementers of education and its stakeholders.

Conclusion(s)

This article has reviewed the reading methodology in brief, models of the reading process, theories underlying reading instruction, and pedagogical activities in reading instruction. This review provides the basis for discussing the practice of reading instruction and studies on reading in the Indonesian context. As may be seen from the above review, reading instruction in Indonesia has been focused mainly on intensive reading, in spite of the many benefits extensive reading could offer for the development of students vocabulary and English language in general. The changing nature of the world requires the need to read well enough to be able to function adequately in this changing global population. It is essential then that reading instructors and researchers in the Indonesian context understand the reading process and the relationship between this process and the acquisition of messages, knowledge, or information from reading texts or other written materials. They are faced with the challenge of providing effective reading instruction so that learners can get access to reading in particular, and to literacy, in general, as one of the steps to become self-directed, independent learners. Thus, students need to be actively involved in reading activities that have meaning and application to the real world. The future development of reading instruction in Indonesia should be geared toward reading classrooms where learners become strategic readers. Other issues that should be addressed by future research concern rationales for dealing with vocabulary in reading instruction, integrating intensive and

extensive reading, and for integrating reading with other language (and life) skills which are required for survival in this country as part of the modern or global communities.

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