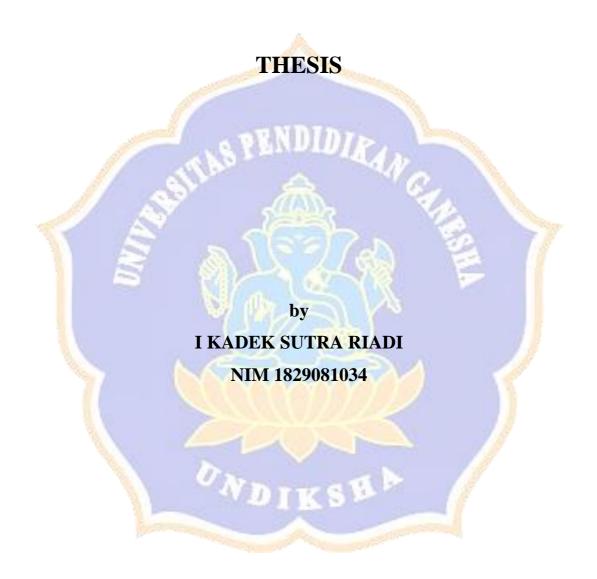
STUDENTS' READING COMPETENCY ON HIGHER ORDER ITEMS IN A JUNIOR HIGH SCHOOL



ENGLISH LANGUAGE EDUCATION
POSTGRADUATE PROGRAM
UNIVERSITAS PENDIDIKAN GANESHA
SINGARAJA
2020

STUDENTS' READING COMPETENCY ON HIGHER ORDER ITEMS IN A JUNIOR HIGH SCHOOL

THESIS

Presented to

Universitas Pendidikan Ganesha

in Partial Fulfilment of the Requirements

for Master Degree in Education

English Language Education Study Program

by
I KADEK SUTRA RIADI
NIM 1829081034

ENGLISH LANGUAGE EDUCATION POSTGRADUATE PROGRAM UNIVERSITAS PENDIDIKAN GANESHA SINGARAJA 2020

Supervisor Approval

This thesis by I Kadek Sutra Riadi, has been revised and approved for Thesis Examinations

Singaraja, 16 August 2020

Supervisor I,

Prof. Dewa Komang Tantra, M.Sc.,Ph.D NIP. 19520313 197903 1 001

Supervisor II,

Dr. Ni Komang Arie Suwastini, S.Pd, M.Hum

NIP. 19800404 200312 2 001

This thesis by I Kadek Sutra Riadi has been successfully defended in front of the Board of Examiners and accepted as partial fulfilment of the requirements for the degree of Master Education in English Education, Post Graduate Study Program, Ganesha University of Education

Approved on August 16th, 2020

by Board of Examiners

Chairman

Prof. Dra. Luh Putu Artini, M.A., Ph.D

NIP. 19640714 198810 2 001

.....Member

Prof. Dr. I Nyoman Adi Jaya Putra, M.A.

NIP. 19620319 198703 1 001

.....Member

Drs. I Wayan Suarnajaya, M.A., Ph.D

NIP. 19561231 198511 1 001

....Member

Prof. Dewa Komang Tantra, M.Sc., Ph.D

NIP. 19520313 197903 1 001

.....Member

Dr. Ni Komang Arie Suwastini, S.Pd, M.Hum

NIP. 19800404 200312 2 001

Acknowledged by

Director of Post-Graduated Program

Ganesha University of Education

Prof. Dr. I Gusti Putu Suharta, M.Si.

NIP. 19621215 198803 1 002

STATEMENT LETTER

The researcher hereby declares that this Post Graduate Thesis in Education that is written as partial requirement for the degree of Master in Education is his own writing. All the information contained in this thesis which is derived from the work of others had been given an award by citing the name of the source's authors correctly according to the academic norms, rules, and ethics.

If it is discovered in the future that a portion or the whole thesis is not his original work or that there is a case of plagiarism, he willingly accepts the consequence of his academic title withdrawal and other academic sanction as postulated by Indonesian National Law.



ACKNOWLEDGEMENT

The completion of this post-graduate thesis will not be possible without the support of others. Because of this, I would like to address my gratitude. Firstly, I would like to thank God for his almighty, who guided to this point and made all things possible. Secondly, my deep appreciation should go to

- 1. The Rector of the Ganesha University of Education Mr. Prof. Dr. I Nyoman Jampel, M.Pd for the moral supports and facilities, prior to and during the completion of my study in the university.
- 2. The Director of the Post Graduate Study Program, Ganesha University of Education Mr. Prof. Dr. I Gusti Putu Suharta, M.Si for his support, motivation and encouragement so that I could keep going and finalize this thesis
- 3. The Head of English Language Education, Post Graduate Study Program Mrs. Prof. Dr. Ni Nyoman Padmadewi, M.A and the Secretary Mrs. Prof. Dra. Luh Putu Artini, M.A., Ph.D and all of the lectures for their support, motivation and dedication so that I could finalize this thesis
- 4. My principal thesis supervisor Mr. Prof. Dewa Komang Tantra, M.Sc., Ph.D. and my second supervisor Mrs. Dr. Ni Komang Arie Suwastini, S.Pd, M.Hum whose patience, expertise, encouragement and gentle guidance have kept me focused on my thesis. I could not thank them more for their dedication, consistency, and commitment.
- 5. The principal of SMP N 1 Penebel, Mr. I Ketut Widiarsa, S.Pd who gave me a place to do the research and the English teachers of SMP N 1 Penebel, Mrs. Ni Wayan Astini, S.Pd and Mrs. Ni Putu Erina Wati, S.S, M.Pd who were involved

in the data gathering for this research project. Without their passionate participation and input, the research could not have been successfully conducted.

6. All of the year seven students at SMP N 1 Penebel, teachers, and staffs. I am gratefully indebted to their supports on this thesis.

Finally, I must express my very profound gratitude to my parents and to my friends for providing me with unfailing support and continuous encouragement throughout my years of study and through the process of researching and writing this thesis. This accomplishment would not have been possible without them. Thank you.



TABLE OF CONTENT

Title	i
Approval Sheet	ii
Acknowledgement	iv
Abstract	v
Table of Content	vi
List of TablesList of Tables	viii
List of Appendices	ix
CHAPTER I INTRODUCTION	
1.1 Research Background	1
1.2 Problem Identification	
1.3 Research Questions	6
1.4 Research Objectives	
1.5 Research Significance	
1.6 Research Scope	
1.7 Definition of Key Concepts	
CHAPTER II THEORETICAL AND EMPIRICAL REVIEWS	9
2.1 Theoretical Review	9
2.1.1 Critical Reading	9
a. Definition	9
b. Higher Order Items	10
b. Hig <mark>her</mark> Order Items	14
d. Strategies of Critical Reading	15
2.1.2 Text Genres	
2.2 Empirical Review	28
2.3 Conceptual Framework	
2.4 Hypothesis	
CHAPTER III RESEARCH PROCEDURES	
3.1 Population, Sample, and Sampling	36
3.2 Research Design	36

3.3 Research Variables	37		
3.4 Data Collection Method	37		
3.4.1 Research Instrument	37		
3.4.2 Instrument Validation	42		
3.4.3 Instrument Trial Out	44		
3.4.4 Data Collection Processes	50		
3.5 Data Analysis Methods	50		
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION	54		
4.1 Overview	54		
4.2 Data Recapitulation	55		
4.3 Description of The Students Reading Competency	58		
4.4 Prerequisite analysis	64		
4.5 Hypothesis Testing			
4.6 Simultaneous Comparison of Reading Competency			
4.7 Discussions			
4.8 Implication of the Study	70		
CHAPTER V CONCLUSION AND SUGGESTION	72		
5.1 Conclusion	72		
5.2 Suggestions	73		
REFERENCES			
APPENDICES			
CURRICULUM VITAE			

DNDIKSHA

LIST OF TABLES

Table 2.1 Critical Reading Based on Text Genres, Indicators, and	
High-Order-Thinking Behaviors	13
Table 2.2 Conceptual Framework	33
Table 3.1 Reading Competency Test's Blue Print	41
Table 3.2 Reading Competency's Item Difficulty	47
Table 4.1 Data Recapitulation	55
Table 4.2 Descriptive Statistic of the Students' Reading	
Competency in General	59
Table 4.3 Descriptive Statistic of the Students' Reading	
Competency in Class I	60
Table 4.4 Descriptive Statistic of the Students' Reading	
Competency in Class II	60
Table 4.5 Descriptive Statistic of the Students' Reading	
Competency in Class III	60
Table 4.6 Descriptive Statistic of the Students' Reading	
Competency in Class IV	61
Table 4.7 Descriptive Statistic of the Students' Reading	
Competency in Descriptive Text	62
Table 4.8 Descriptive Statistic of the Students' Reading	
Competency in Recount Text	62
Table 4.9 Descriptive Statistic of the Students' Reading	
Competency Across Reading Indicators	63
Table 4.10 Summary of Normality Test by Kolmogrov-Smirnov	64
Table 4.11 Summary of Homogeneity Test	65
Table 4.12 Summary Anova of Reading competency	66

LIST OF APPENDICES

Appendix 1.	The Students' Sample Name	81
Appendix 2.	Reading Competency Score	85
Appendix 3.	Reading Competency Instrument Test Items	89
Appendix 4.	Expert Judgement Content Validity of Reading	
	Competency Test	95
Appendix 5.	Reading Competency Score Analysis	100
Appendix 6.	All result of SPSS 22.0 Data Analysis	102