THE NINTH GRADERS' PISA-BASED READING LITERACY COMPETENCE

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Abstract

Indonesia's reading literacy score is below the average for 18 years as a participant in pisa assessment from 2000 to 2018. In 2018, the average reading literacy score of Indonesian students showed a significant decrease of 371. The scores obtained by Indonesian students do not meet the average minimum score of international literacy. Test sampling conducted by PISA is also one of the factors that determine the test results. Sampling is done randomly and not thoroughly so that the results do not represent the picture of literacy in a school. SMPN 5 Mandai, Maros Regency is a school that does not become a PISA test sample. Thus, measuring students' reading literacy in SMPN 5 Mandai is important to obtain specific and uniform data. The measurement results can later be used as a foundation to produce appropriate learning methods and design the right reading program for students. The present study aimed to examine: (1) students' competence in finding text information; (2) students' competence in understanding the text; (3) students' competence in evaluating and reflecting on the text. A quantitative research design was used. The sample was selected using a simple random sampling technique. The data were gathered using the internationally acknowledged OECD-PISA questions. The data collection technique is carried out by providing a test for 60 minutes. Data analysis steps, namely (1) performing a score, (2) converting the score into a value, (3) creating a value matrix, (4) establishing a competency category, and (5) making conclusions. Data analysis was run in SPSS version 25. The findings revealed that: (1) students' competence in locating text information was sufficient, with a mean score of 63.92; (2) students' competence in comprehending a text was very poor, with a mean score of 52.55; and (3) students' competence in evaluating and reflecting on the text was very poor, with a mean score of 45.27.
Keywords: reading literacy, PISA, reading

Abstrak

Nilai literasi membaca Indonesia berada di bawah rata-rata selama 18 tahun sebagai peserta penilaian pisa dari tahun 2000 hingga 2018. Pada tahun 2018, rata-rata nilai literasi membaca siswa Indonesia menunjukkan penurunan yang signifikan sebesar 371. Nilai yang diperoleh siswa Indonesia belum memenuhi rata-rata skor minimal literasi internasional. Pengambilan sampel uji yang dilakukan oleh PISA juga merupakan salah satu faktor yang menentukan hasil pengujian. Pengambilan sampel dilakukan secara acak dan tidak teliti sehingga hasilnya tidak mewakili gambaran literasi di suatu sekolah. SMPN 5 Mandai Kabupaten Maros merupakan sekolah yang tidak menjadi sampel tes PISA. Oleh karena itu, pengukuran literasi membaca siswa di SMPN 5 Mandai menjadi penting untuk mendapatkan data yang spesifik dan seragam. Hasil pengukuran tersebut nantinya dapat dijadikan landasan untuk menghasilkan metode pembelajaran yang tepat dan merancang program membaca yang tepat bagi siswa. Penelitian ini bertujuan untuk menguji: (1) kompetensi siswa dalam menemukan informasi teks; (2) kompetensi siswa dalam memahami teks; (3) kompetensi siswa dalam mengevaluasi dan merefleksi teks. Desain penelitian kuantitatif digunakan. Sampel dipilih dengan menggunakan teknik simple random sampling. Data dikumpulkan menggunakan pertanyaan OECD-PISA yang diakui secara internasional. Teknik pengumpulan data dilakukan dengan memberikan tes selama 60 menit. Langkah-langkah analisis data, yaitu (1) melakukan skor, (2) mengubah skor menjadi nilai, (3) membuat matriks nilai, (4) menetapkan kategori kompetensi, dan (5) membuat

kesimpulan. Analisis data dilakukan dengan SPSS versi 25. Hasil penelitian menunjukkan bahwa: (1) kompetensi siswa dalam mencari informasi teks cukup, dengan rerata skor 63,92; (2) kompetensi siswa dalam memahami teks sangat rendah, dengan rerata skor 52,55; dan (3) kompetensi siswa dalam mengevaluasi dan merefleksi teks sangat rendah, dengan rerata skor 45,27.
Kata kunci: *literasi membaca, PISA, membaca*

INTRODUCTION

Literacy is defined as the aptitude for reading and writing. The definition of literacy has evolved along with the times. Now, literacy is understood as the ability to convey and comprehend ideas and information in a variety of ways, including traditional text formats as well as new texts, symbols, and multimedia. The term "literacy" is often used to refer to multiliteracy. According to a multiliterate perspective, children must develop expertise in comprehending and utilizing a variety of texts, media, and symbol systems in order to achieve maximum learning potential, keep pace with technological advancements, and engage effectively in the global community (Abidin et al., 2018).

Sophisticated reading literacy skills are inextricably linked to the thinking abilities, reasoning abilities, and creativity that a person needs in the information age. In the present period, a person is said to have literacy skills if s/he has comprehended something by reading and then acts on what s/he has comprehended (Hirai et al., 2009). Reading literacy refers to the capacity to use written discourse effectively by comprehending the qualities and keys to meaning markers in order to accurately forecast, interpret, and verify meaning (Harsiati, 2018).

For 18 years of participation in the PISA testing (2000 to 2018), Indonesia's reading literacy score has been below the PISA score average. In 2018, the average reading literacy score reported by Indonesian pupils has decreased significantly by 371 points, which fell short of the required worldwide literacy level of 500 (OECD, 2019b). Based on these data, it is clear that students in Indonesia have extremely limited reading literacy skills. One of the assessment tools that can be used to determine students' reading literacy is PISA (Program for International Student Assessment).

The Program for International Student Assessment (PISA) is one of the most extensively utilized examinations of student achievement at the international level in the world (Gomes et al., 2020). PISA is organized every three years by the Organization for Economic Cooperation and Development (OECD). It is designed to evaluate the capacity of students who have completed their primary education (children aged 15) and have acquired the information and skills essential to engage as responsible citizens or members of society (Sari, 2015). PISA measures mathematics literacy, scientific literacy, and reading literacy (OECD, 2019a). This study focused on the latter.

According to Katoningsih's research (2019), Indonesian pupils exhibit low interest in reading. Additionally, Harsiati and Priyatni (2017) noted that Indonesian

students had poor reading literacy score in PISA because the PISA reading questions emphasized higher-order thinking skills. According to Liestari et al. (2020), PISA questions assess higher-order thinking skills, with each text being relatively extensive, spanning from 5-6 paragraphs (generally 300-370 words). In addition, Harsiati's (2018) research revealed that in PISA, Indonesian students struggled with (a) answering evaluative questions on content using internal criteria and justifying their answers, (b) responding to evaluation questions in the form of limited essays and short answers, (c) expressing reasons for the text's content using evidence, and (d) responding to questions about the writer's attitude and strategy. Furthermore, study by Fazzilah et al. (2018:1036) indicates that one of the reasons for Indonesian students' low PISA scores is a lack of training in solving problems typical of PISA questions.

PISA's sampling of participants had an impact on the test's findings as well. Since the sampling was done at random and not in a comprehensive manner, the results could not represent the literacy of pupils in all schools. Public Junior High School Number 5 (SMPN 5) Mandai in Maros Regency, Indonesia, is one of the examples of schools that did not participate in the PISA test. Therefore, the PISA test results cannot accurately represent the reading literacy of pupils at SMPN 5 Mandai. Because of that, it is critical to assess students' reading literacy at SMPN 5 Mandai to acquire detailed and consistent data. The results of this assessment can then be used to develop appropriate learning

techniques and effective reading programs for the students.

The measurement of students' reading literacy competence at SMPN 5 Mandai students should be based on PISA, because PISA questions (1) contain informational texts and fictional texts, (2) evaluate cognitive processes consisting of finding information, understanding texts, as well as reflecting and evaluating texts, and (3) use personal, socio-cultural, and scientific contexts. Besides, PISA questions are divided into five types: multiple choice, complex multiple choice, short responses, closed-ended essays, and open-ended essays (Harsiati, 2018). PISA includes a framework for testing reading literacy skills that are associated with students' cognitive processes.

The PISA framework consists of three parts, namely (1) finding information in a text, (2) understanding the text, and (3) reflecting and evaluating the text. Finding information includes two aspects, namely (a) accessing or finding information in the text and (b) searching and selecting relevant texts. Understanding the text includes two aspects, namely (a) understanding the literal meaning and (b) integrating and generating conclusions. Reflecting and evaluating includes three aspects, namely (a) assessing the quality and credibility of the text and text form, (b) reflecting on the content and form of the text, and (c) detecting and resolving issues in the text (OECD, 2019a).

Various research on literacy skills has been conducted. According to Liestari et al. (2020:31), literacy scores of junior high school students on the Indonesian Language

national exam improved since the topic examined had already been covered and the test employed basic and relatively short texts. This is inversely proportional to 15-year-old students' inadequate literacy skills in the 2018 PISA survey. According to Farida et al. (2021), students with high academic abilities were able to demonstrate adequate mathematical literacy skills and fulfilled all three aspects of the mathematical process, while students with moderate academic abilities could only meet two indicators and students with low academic abilities could only meet one. Furthermore, Andriani et al. (2018) found that the scientific literacy skills of junior high school students in South Sumatra are still very poor generally, in terms of the level of questions and the competence in understanding the scientific process. Meanwhile, according to Bania & Imran (2020), pupils at public elementary school number 10 *(SD Negeri 10)* in Langsa City, Aceh, have good literacy skills when reading Acehnese texts.

Prior studies have not explored the use of PISA-based framework of international standards in measuring students' reading literacy competence. The difference becomes the uniqueness of this research so that it has an element of novelty. This study used the PISA framework to identify students' cognitive processes through the categorization of reading literacy competencies in SMPN 5 Mandai students. The use of PISA-based questions and frameworks makes this research feasible and needs to be studied. According to the literature search, there has been no research

on the measurement of students' reading literacy skills using PISA question and framework, particularly at SMPN 5 Mandai.

The objectives of the present study were to examine (1) the ninth-grade students' competence in locating information in texts using PISA framework, (2) the ninth-grade students' competence in understanding texts using PISA framework; and (3) the ninth-grade students' competence in evaluating and reflecting on texts using PISA framework.

METHOD OF RESEARCH

This study was quantitative since the data collected were in the form of numbers or scores of students' performance. This study was conducted in November 2021 at Public Junior High School Number 5 (SMPN 5) Mandai in Maros Regency. The population of this study was 284 ninth-grade students who were attending SMPN 5 Mandai, Maros Regency. The sample was selected using simple random sampling and the total number of the sample was 74 students. The research data were collected using a PISA-based reading literacy test, which was originally used in 2021. The test covered 20 questions in various forms, including multiple choice, complex multiple choice, short responses, closed-ended essays, and open-ended essays.

The procedures for administering the test include the following: (1) providing instructions on how to do the test, how to answer the questions, and the test duration; (2) requesting that students complete their data on the question sheets; and (3) providing opportunities for students to

complete the test. The test lasted an hour and consisted of twenty questions.Data analysis was performed in several stages as follows: (1) scoring the students' answers, a correct answer was given a score of 2 and an incorrect answer was given a score of 0. For essay questions, a score of 1 was assigned if the response was incomplete or if the question was partially answered; (2) converting scores to grades; (3) compiling a table of student response scores; (4) classifying students' reading literacy competence; and (5) drawing conclusions.

DISCUSSION
The ninth graders' competence in locating text information according to PISA-reading literacy at SMPN 5 Mandai

The test that assessed participants' ability to locate text information consisted of five PISA reading questions. The test was administered to 74 pupils in the ninth grade at *SMPN 5 Mandai*. Statistical analysis revealed a mean score of 63.92, a median score of 60, a minimum score of 0 and a maximum score of 100. All pupils received an overall score of 4730. The statistical analysis showed that the research participants' competence in locating text information was in the medium range. Figure 1 depicts data visualization along with the categorization of the participants' scores on this indicator.

	86-100 Very High	76-85 High	60-75 Medium	55-59 Poor	<54 Very Poor
Frequency	13	18	22	0	21
Percentage	17.6	24.3	29.7	0	28.4
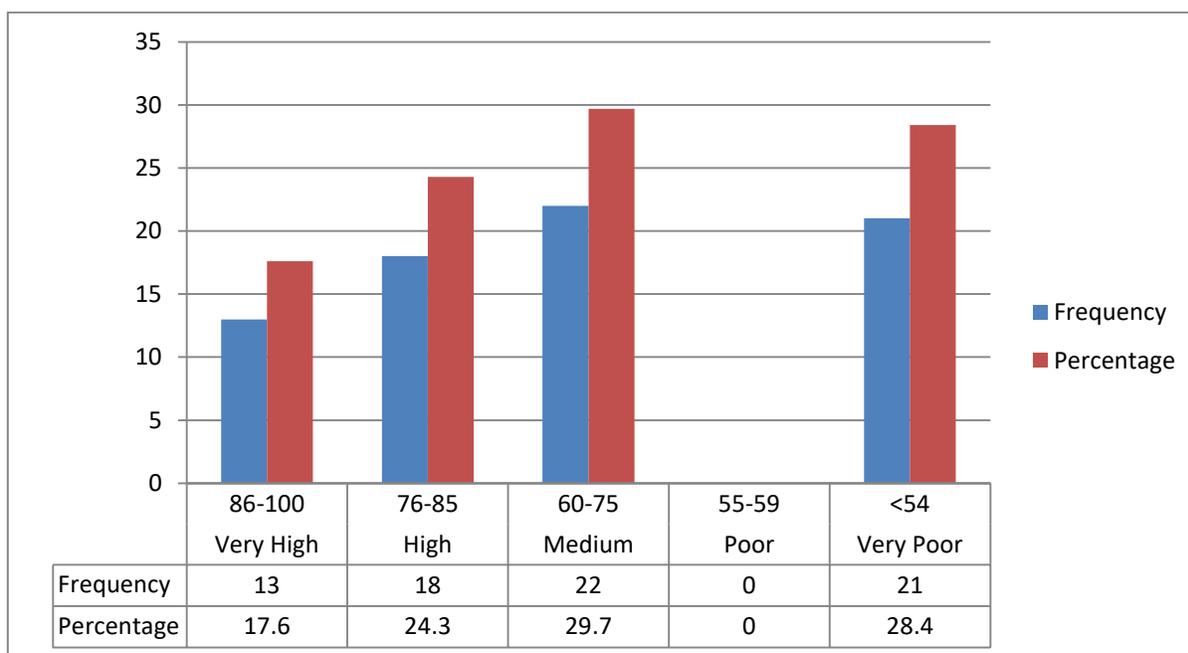
Figure 1. Ninth graders' competence in locating text information at SMPN 5 Mandai

Figure 1 shows that 21 (28.4%) students achieved a very poor score (<54) in locating text information, 22 (29.7%) students obtained a medium score (60-75), 18 (24.3%) students attained a high score (76-85), and 13 (17.6%) students acquired a very high score (86-100). These data suggest that many of the students (with the highest percentage) achieved a score in the medium category and only a small number of students (with the lowest percentage) earned a score in the very high category.

Competence in locating text information is classified as (a) scanning and locating text information and (b) searching for and selecting relevant texts. The following sections display the distribution of students' scores in these two categories.

Scanning and locating text information

Students' competence in scanning and locating text information was evaluated through three questions. The distribution of the students' answer frequency and percentage is presented in Figure 2.

	86-100 Very High	76-85 High	60-75 Medium	55-59 Poor	<54 Very Poor
Frequency	40	0	20	0	14
Percentage	54.1	0	27	0	18.9
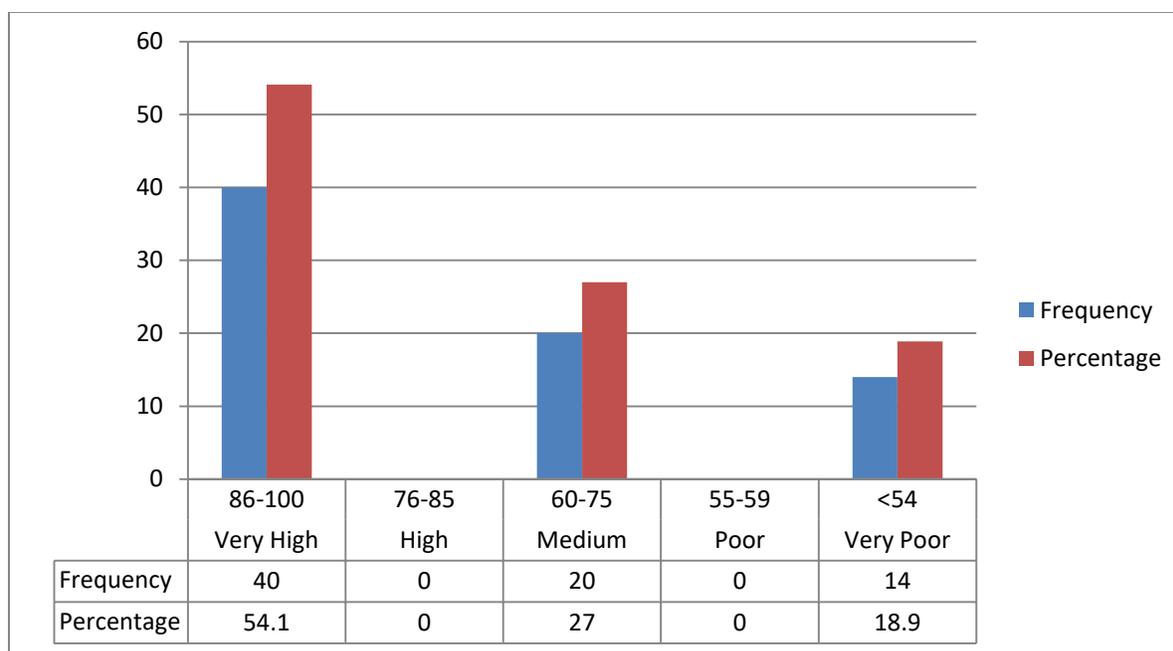
Figure 2. Ninth graders' competence in scanning and locating text information at SMPN 5 Mandai

Figure 2 indicates that 40 (54.1%) students achieved a very high score on the test, 20 (27%) students obtained a medium score, 14 (18.9%) students attained a very poor score in scanning and locating text information. The average score earned by the students was categorized as high (76.58).

This finding suggests that the questions belonging to this category were easy for students.

Students' competence in scanning and locating text information was evaluated using questions number 8, 12, and 13 in the test. The three questions require specific

responses that are written in the text. The text presented in the test was relatively short and simple. In addition, questions number 8, 12, and 13 contain question words that refer to the process of obtaining information, specifically where and who. The two question words make the questions reasonably simple for pupils to answer because the required information is explicitly stated in the text. This finding is consistent with Fernanda's (2021) research,

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which found that students' ability to locate information about who and where in a text falls into the very good category.

Searching for and selecting relevant texts

Students' competence in searching for and selecting relevant texts was measured using two questions. The distribution of the students' answer frequency and percentage is presented in Figure 3
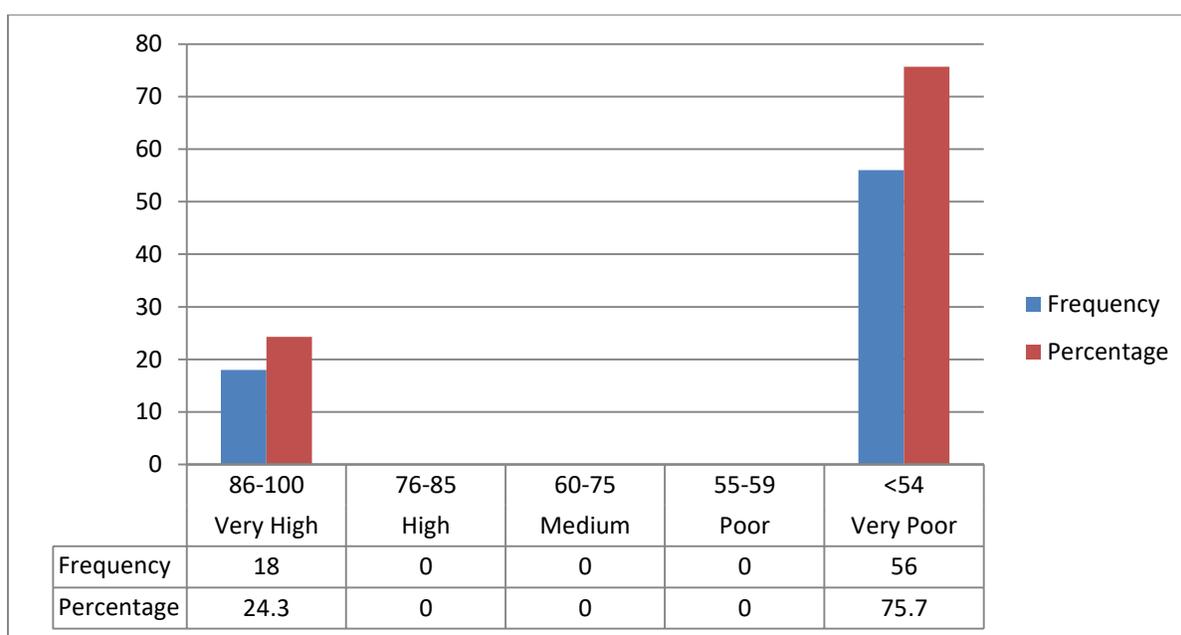
Figure 3. Ninth graders' competence in searching for and selecting relevant texts at SMPN 5 Mandai

	86-100 Very High	76-85 High	60-75 Medium	55-59 Poor	<54 Very Poor
Frequency	18	0	0	0	56
Percentage	24.3	0	0	0	75.7

According to Figure 3, more than half of the students (56 or 75.7%) obtained a very poor score in searching for and selecting relevant texts, while only a small number of students (18 or 24.3%) achieved a very high score in this category. Meanwhile, the total average of the students was 44.93 or belongs to the very poor category. These figures indicate that the students struggled

with searching for and selecting relevant texts.

Question numbers 14 and 17 in Appendix 1 were used to assess students' ability in searching for and selecting relevant texts. Both questions contain lengthy passages and require the test takers to make connections between them. In question number 14, the students were asked to provide an explanation by connecting three texts. In addition, in question number

17, the students were asked to analyze the results of a survey results and relate the clues. To successfully complete questions in this category, analytical skills are required, particularly in determining critical information. However, due to their limited analytic skills, the students found these questions challenging to answer. Similarly, Nopria research (2020) demonstrates that students have difficulties distinguishing between sentences that include critical information and sentences that do not contain critical information, necessitating repeated reading to locate that information.

The ninth graders' competence in understanding texts according to PISA-reading literacy at SMPN 5 Mandai

The PISA reading literacy test that examined students' competence in understanding texts consisted of nine items. The test was administered to 74 pupils in the ninth grade at *SMPN 5 Mandai*. Statistical analysis revealed a mean score of 52.55, a median score of 55.56, a minimum score of 0 and a maximum score of 88.89. All pupils received an overall score of 3888.93. The statistical analysis showed that the research participants' competence in understanding texts was very poor. Figure 4 contains data visualization along with the categorization of the participants' scores on this aspect

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	86-100 Very High	76-85 High	60-75 Medium	55-59 Poor	<54 Very Poor
Frequency	2	9	12	20	31
Percentage	2.7	12.2	16.2	27	41.9
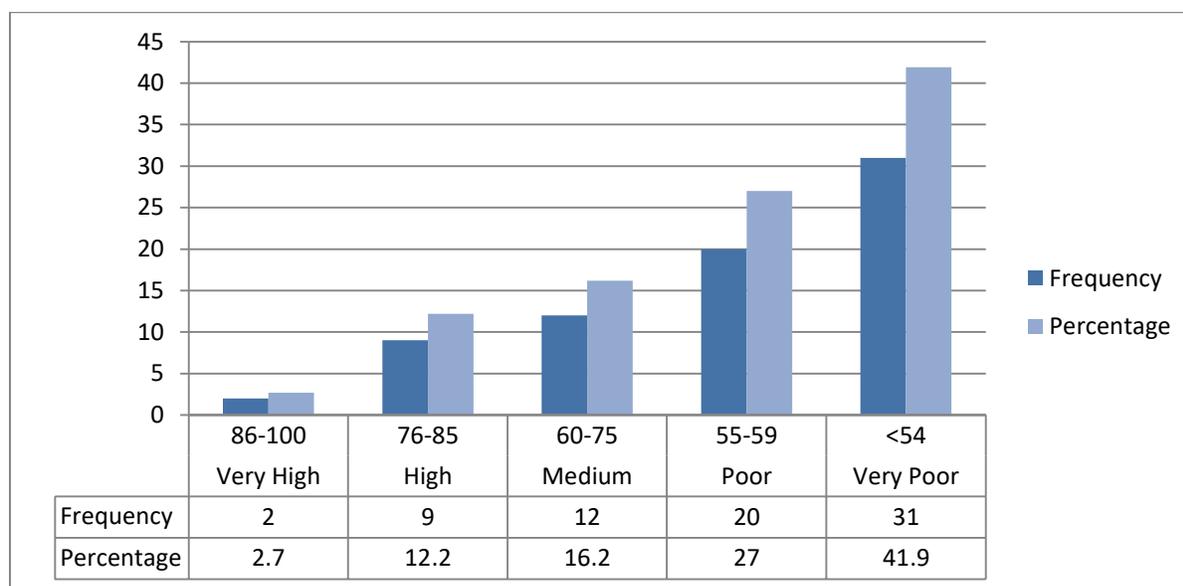
Figure 4. Ninth graders' competence in understanding texts at SMPN 5 Mandai

Figure 4 indicates that 31 (41.9%) students achieved a very poor score (<54) in understanding texts, 20 (27%) students obtained a poor score (55-59), 12 (16.2%) students attained a medium score (60-75), 9 (12.2%) students earned a high score (76-85), and only 2 (2.7%) students acquired a very high score (86-100). These data suggest

that many of the students (with the highest percentage) achieved a score in the very poor category and only a small number of students (with the lowest percentage) earned a score in the very high category.

Competence in comprehending texts is classified as (a) literal comprehension, (b) inferential comprehension, and (c) multi-text inferential comprehension. The following

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sections display the distribution of students' scores in the three categories.

Literal Comprehension

Students' literal comprehension was evaluated using three questions. The distribution of the students' answer frequency and percentage is presented in Figure 5

	86-100 Very High	76-85 High	60-75 Medium	55-59 Poor	<54 Very Poor
Frequency	27	0	28	0	19
Percentage	36.5	0	37.8	0	25.7
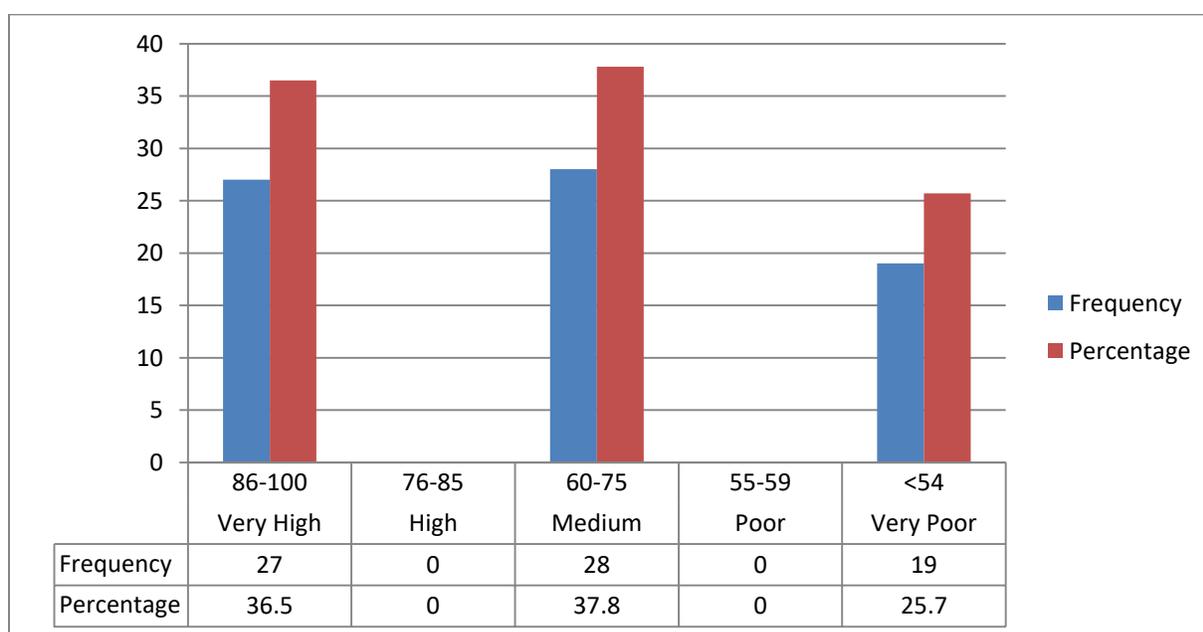
Figure 5. Literal comprehension of the ninth graders from SMPN 5 Mandai

According to Figure 5, it was known that the literal comprehension of 28 (37.8%) students belonged to the medium category, 27 (36.5%) students were in the very high category, and 19 (25.7%) students were in the very poor category in terms of literal comprehension. The students reported an average score of 68.47 (medium) in literal comprehension. These numbers indicate that the students faced difficulty in answering the literal comprehension questions.

Questions number 1, 4, and 15 in the test were used to measure the students' literal comprehension. The three questions required the students to look for answers that are stated in the text. These questions conform to the concept of literal comprehension, which is the basic degree of comprehension because it only demands a small amount of the reader's cognitive abilities.Brown & Attardo (2000) classify comprehension questions into four levels, namely: (a) literal comprehension questions,

namely questions whose answers are contained in the text; (b) recombination questions, namely questions that ask the reader to combine literal information from two or more than two parts of the text; (c) conclusion questions, namely questions whose answers are implied; and (d) personal responses, namely questions such as "Did you enjoy the story?" and "What do you think about character X's behavior?"

Literal comprehension is the lowest level of the four levels assigned to comprehension questions. The findings of this study indicate that the ninth graders of SMPN 5 Mandai have a medium level of

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literal comprehension. This conclusion contrasts with the findings of Daulay (2018), who found that grade-nine pupils at Madrasah Tsanawiyah Islamiyah Guppi have strong literal comprehension. This demonstrates a need for ninth-grade students at SMPN 5 Mandai to strengthen their literal comprehension.

Inferential Comprehension

The test on students' literal comprehension consisted of three questions. The distribution of the students' answer frequency and percentage is presented in Figure 6

	86-100 Very High	76-85 High	60-75 Medium	55-59 Poor	<54 Very Poor
Frequency	14	0	36	0	24
Percentage	18.9	0	48.6	0	32.4
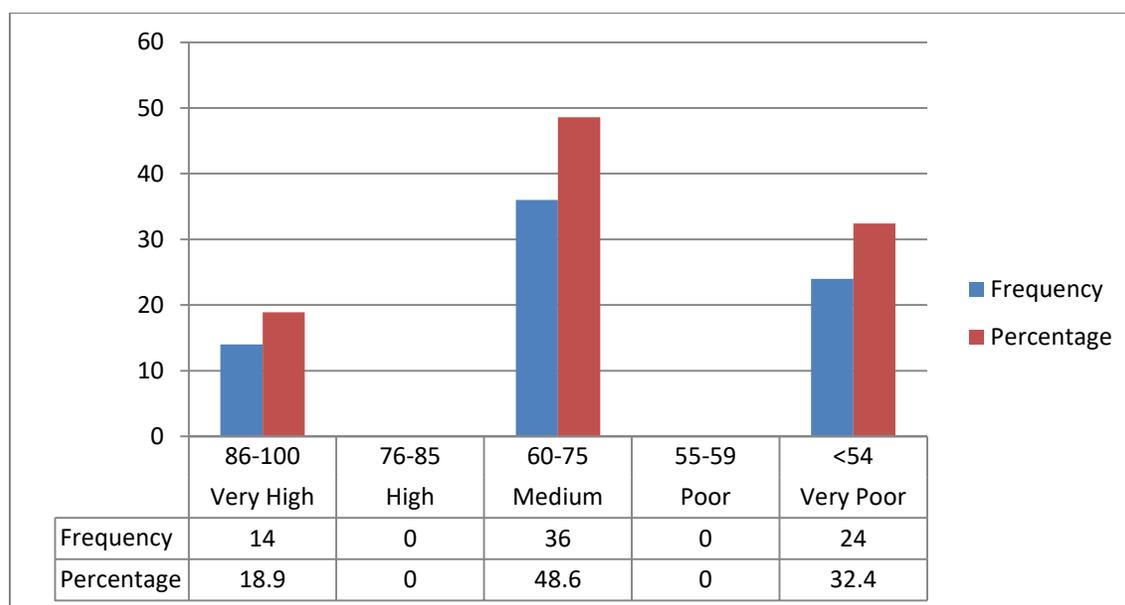
Figure 6. Inferential comprehension of the ninth graders from SMPN 5 Mandai

Figure 6 demonstrates that 36 (48.6%) students achieved a medium score of literal comprehension, 24 (32.4%) students obtained a very poor score, and 14 (18.9%) students attained a very high score.

Meanwhile, the average score reported by the students was 58.56, which belongs to the poor category. This finding suggests that the inferential comprehension questions were difficult for the students.

Students' inferential comprehension was measured by Questions number 2, 9, and 10 in the test. The ability to read texts implicitly is known as inferential comprehension. Inferential comprehension questions are directed toward answers that are not explicitly stated in the text. Question numbers 2, 9, and 10 only present a single text. The ability of ninth grade pupils at SMPN 5 Mandai to answer inferential comprehension questions was classified as low, meaning students had trouble comprehending text inference. This finding does not represent the results relevant to the learning process using a single text.

Tahmidaten and Krismanto (2020) discovered that students were accustomed to reading a single text during the learning process. Habituation should be a factor supporting good results. However, the findings of this study demonstrate that single-text reading practice has no influence on ninth-grade students' ability to comprehend inferred information in the text.

Multi-text inferential comprehension

Three questions were used to assess the participants' multi-text inferential comprehension. The distribution of the students' answer frequency and percentage is presented in Figure 7

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	86-100 Very High	76-85 High	60-75 Medium	55-59 Poor	<54 Very Poor
Frequency	1	0	13	0	60
Percentage	1.4	0	17.6	0	81.1
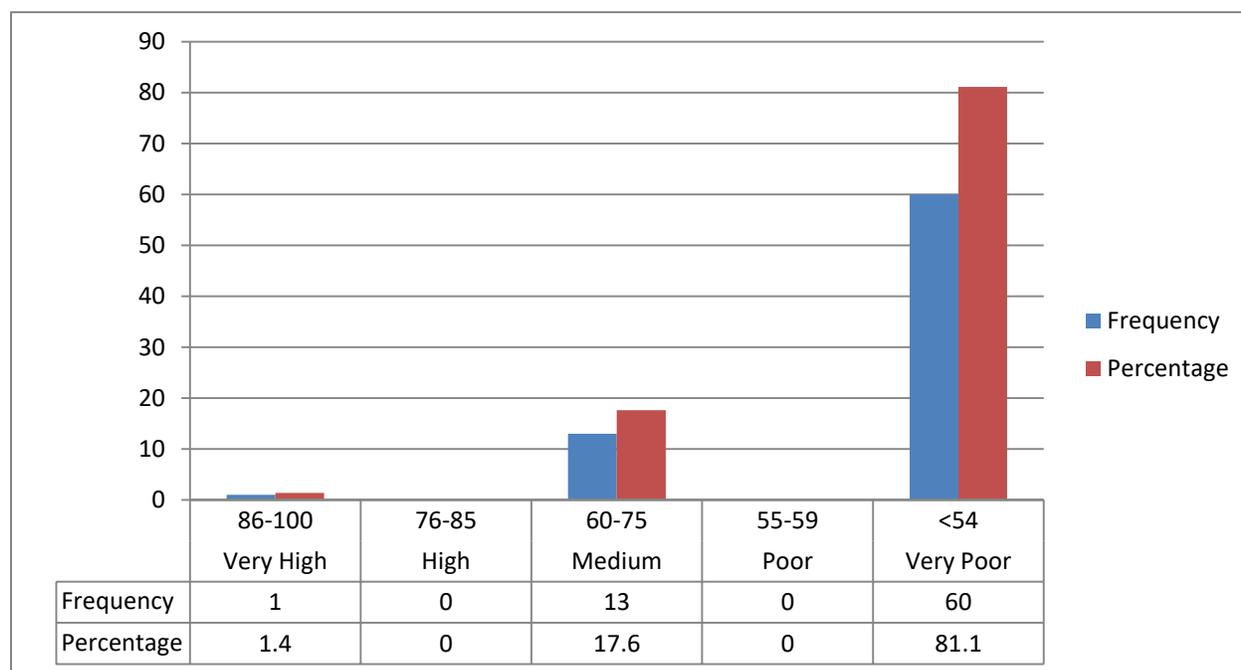
Figure 7. Multi-text inferential comprehension of the ninth graders from SMPN 5 Mandai

According to Figure 7, more than half of the study participants (60 or 81.1%) scored in the very low category for multi-text inferential comprehension, 13 students

(17.6 %) scored in the moderate category, and one student (1.4%) scored in the very high category. The mean score recorded by students is 30.63, which is very low. This

demonstrates that pupils struggle with the concept of multi-text inference.

The last indicator of text comprehension is the ability to make inferences from many texts. This indicator is put to the test in questions 5, 11, and 20. The characteristics of questions in this category are identical to those of questions on comprehending inference, as described in the preceding section. The distinction is that the questions in this category incorporate many texts or are multi-text. Students in the ninth grade at SMPN 5 Mandai showed extremely limited capacities to answer multi-text inferential comprehension questions, indicating that they were having difficulty answering these questions. To answer the three questions, students must understand the contents of two texts. The students faced difficulties in comprehending the information of several texts because they were accustomed to learning to read a single text.

According to a PISA assessment, between 25% and 34% of Indonesian students achieve reading level 1. That is, most students have reading skills at the "learning to read" level. At literacy level 1, students can only read simple texts.

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Unfortunately, less than 1% of Indonesian students have literacy level 5, which requires pupils to exhibit the capacity to locate complex information within new texts and to demonstrate detailed comprehension (Kholiq & Luthfiyati, 2018). Additionally, Firetto and Meter (2018) discovered that students frequently struggled when confronted with situations requiring them to read many texts and integrate them.

The ninth graders' competence in evaluating and reflecting on texts according to PISA-reading literacy at SMPN 5 Mandai

The PISA reading literacy test that evaluated students' competence in evaluating and reflecting on texts consisted of six items. The test was administered to 74 pupils in the ninth grade at *SMPN 5 Mandai*. Statistical analysis revealed a mean score of 45.27, a median score of 41.67, a minimum score of 16.67 and a maximum score of 75. All pupils received an overall score of 3350.03. The statistical analysis showed that the research participants' competence in evaluating and reflecting on texts was very poor. Figure 8 contains data visualization along with the categorization of the participants' scores on this category

	86-100 Very High	76-85 High	60-75 Medium	55-59 Poor	<54 Very Poor
Frequency	0	0	14	2	58
Percentage	0	0	18.9	2.7	78.4
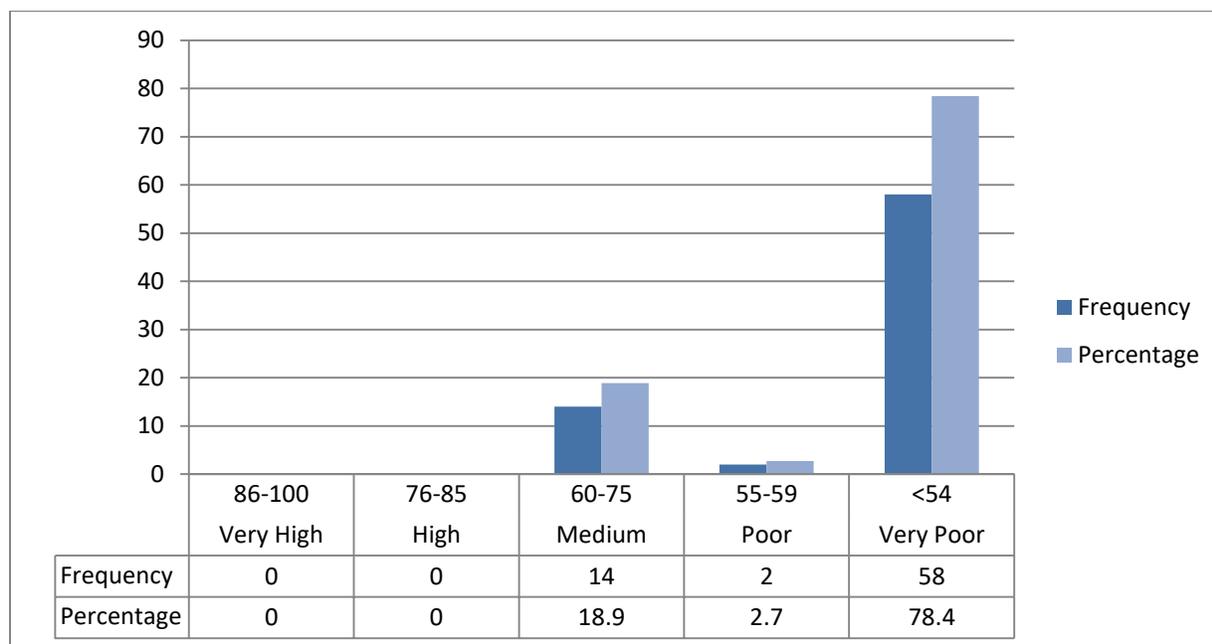
Figure 8. Ninth graders' competence in evaluating and reflecting on texts at SMPN 5 Mandai

Figure 8 indicates that 58 (78.4%) students achieved a very poor score (<54) in evaluating and reflecting on texts, 14 (18.9%) students attained a medium score (60-75), 2 (2.7%) students earned a poor score (55-59). These data suggest that many of the students (with the highest percentage) achieved a score in the very poor category and only a small number of students (with the lowest percentage) earned a score in the poor category.

Competence in evaluating and reflecting on texts is divided into three categories, namely (a) evaluating text quality and credibility, (b) reflecting on text content and form, and (c) solving a problem. The following sections outline the distribution of students' scores in the three categories.

Evaluating text quality and credibility

Students' competence in evaluating text quality and credibility was measured using two questions. The distribution of the students' answer frequency and percentage is presented in Figure 9.

	86-100 Very High	76-85 High	60-75 Medium	55-59 Poor	<54 Very Poor
Frequency	20	0	0	0	54
Percentage	27	0	0	0	73
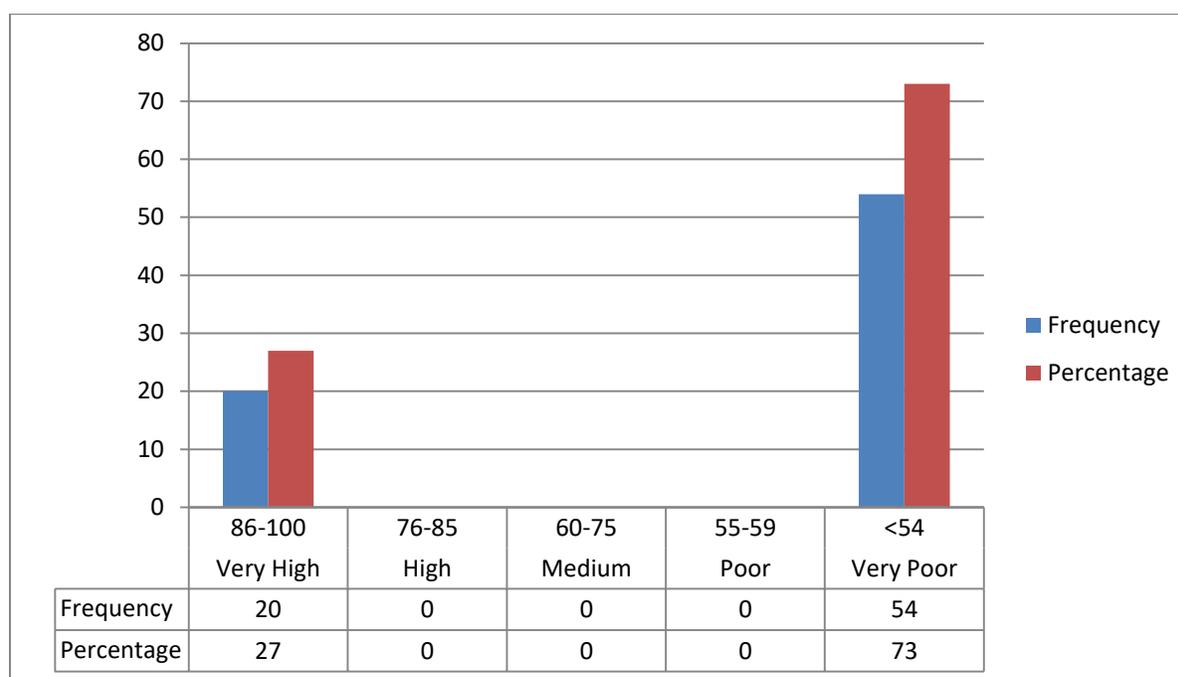
Figure 9. Ninth Graders' competence in evaluating text quality and credibility at SMPN 5 Mandai

According to Figure 9, more than half of the study participants (54 or 73%) scored in the very poor category for evaluating text quality and credibility, 20 students (27%) scored in the very high category. The mean score recorded by students is 60.14, which is in moderate category. This finding indicates that the students had medium capacity to evaluate text quality and credibility.

Questions 3 and 18 in the test measured students' competence in evaluating text quality and credibility. The capacity to evaluate the quality and reliability of texts include determining whether information is valid, current, accurate, and objective (OECD, 2019a). Question number 3 presents an article and asks the validity of the information found in the article, while question number 18 asks for the accuracy of the information. The

ability of ninth graders at SMPN 5 Mandai to evaluate the text's quality and reliability was moderate. Many students answered incorrectly on question 18 because it involves two texts or is multi-text, although many students correctly answered on question 3 because it involves facts and opinions. This finding indicates that the students were capable of distinguishing between facts and opinions. This is corroborated by the findings of Yanti (2017) research, which indicates that pupils possess strong capacities for determining facts and opinions.

Reflecting on text content and form

Students' competence in reflecting on text content and text form was assessed by two questions. The distribution of the students' answer frequency and percentage is presented in Figure 10.

	86-100 Very High	76-85 High	60-75 Medium	55-59 Poor	<54 Very Poor
Frequency	9	0	1	0	64
Percentage	12.2	0	1.4	0	86.5
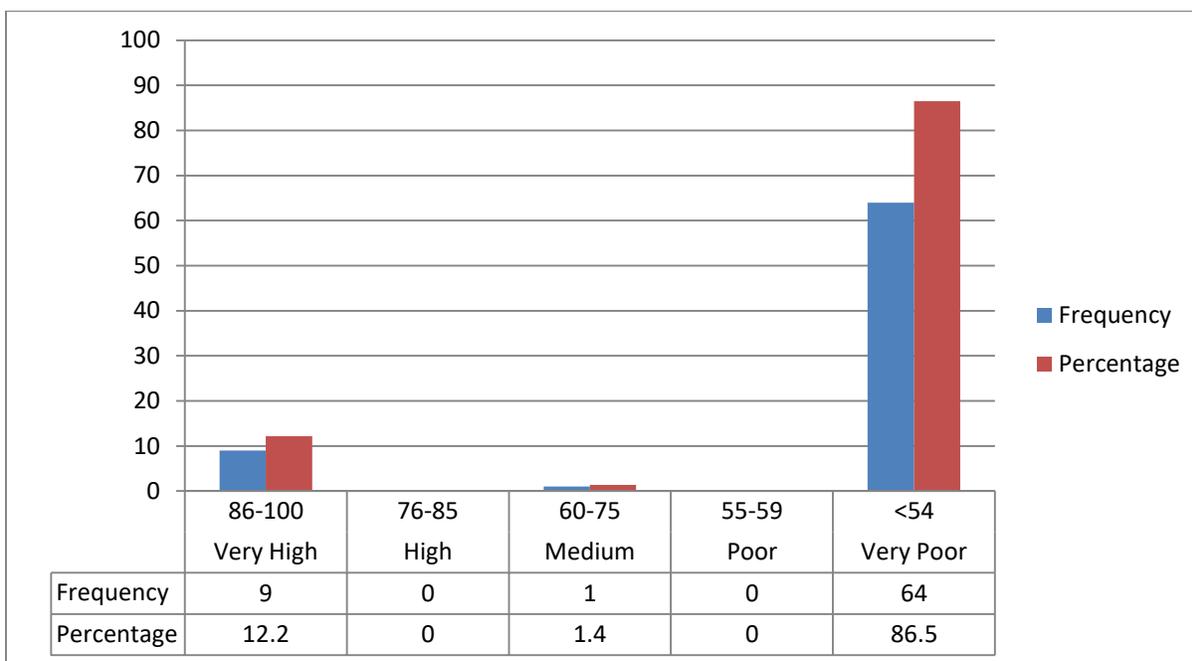
Figure 10. Ninth graders' competence in reflecting on text content and form at SMPN 5 Mandai

Figure 10 demonstrates that 64 (86.5 %) students had very low competence in reflecting on text content and form, 9 (12.2%) students were in the very high category, and 1 student (1.4%) was in the medium category. The mean score attained by the students was relatively low, precisely 47.64. This shows that reflecting on content and form is difficult for students.

Numbers 6 and 16 in the test provide questions regarding reflecting on text content and form. Reflection is a process that utilizes one's knowledge, opinion, or attitude outside of the text to connect the information offered by the text to conceptual frameworks and personal experience. Question number 6 reflects Meucci's role in transforming world culture

Solving a problem

Students' problem-solving ability was evaluated using two questions. The

by offering examples, while Question number 16 reflects the steps that must be followed prior to recommending a place. The ninth-grade students at SMPN 5 Mandai showed a limited capacity for reflection on the text's content and form. Students who replied erroneously to question number 6 accounted for 16 students or 21.62% of all participants, whereas students who answered incorrectly to question number 16 accounted for 60 students or 81.08% of all participants. These findings suggest that students have difficulties contemplating the actions that should be completed prior to recommending a site.

distribution of the students' answer frequency and percentage is shown in Figure 11..
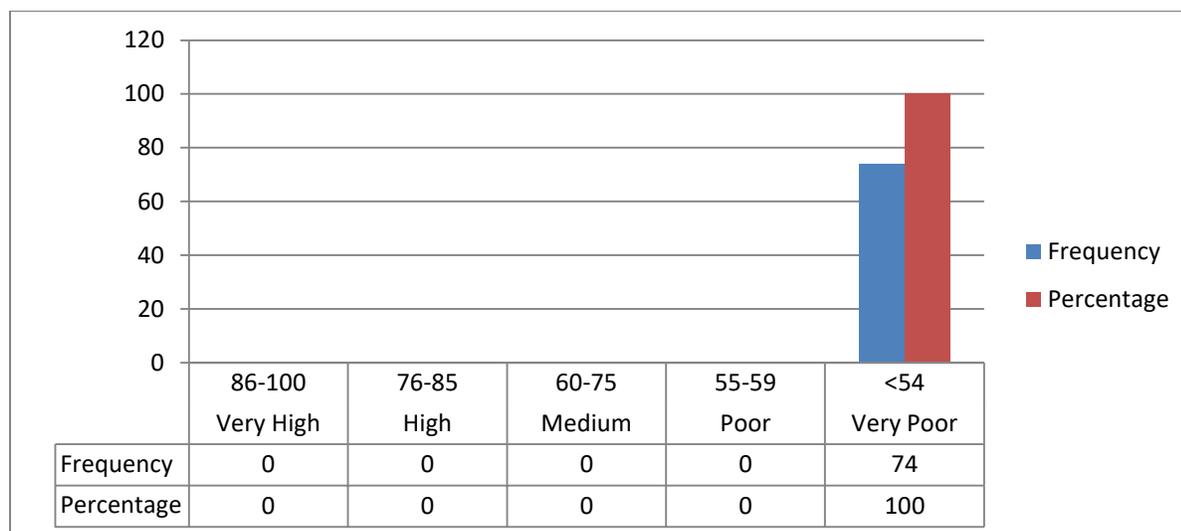
Figure 11. Ninth graders' competence in solving a problem at SMPN 5 Mandai

Figure 11 demonstrates that 74 (100%) students achieved a very poor score in problem-solving. The mean score reported by the students was 28.04 (very poor). This finding indicates that the students had difficulty resolving conflicts in a text.

Seventh and nineteenth questions assessed students' abilities to resolve conflicts. Students were tasked with identifying and resolving problems within a text. When confronted with many contradicting texts, students must recognize the issue and devise strategies for resolving it. These types of questions required the students to comprehend, compare, and integrate many elements of the text. Question 7 highlights inconsistencies between two texts, and students could correctly answer the question if they grasped the comparison of the two texts' contents. In question 19, students were expected to deduce the contents of three texts to provide the correct answer. Grade-nine pupils at

SMPN 5 Mandai had a very limited capacity for problem-solving. All students provided inaccurate responses to Question 7, but 32 (43.24%) students could answer Question 19 correctly. This finding indicates that the ninth graders had difficulties identifying statements deduced from the two texts and had poor comprehension when presented with multiple-text questions.

CONCLUTION

The findings of this study indicated that the ninth graders at SMPN 5 Mandai demonstrated moderate competence (mean score of 63.92) in locating text information, very low competence (mean score of 52.55) in comprehending texts, and very low competence (mean score of 45.27) in evaluating and reflecting on texts.

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