

Training teachers to teach PISA-like reading: A case in Indonesia

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ABSTRACT

This paper presents partial results of the first year of a multi-year joint study, involving three universities in Indonesia, aiming to develop a program to train English and Indonesian teachers to teach PISA-like reading (24 teachers in junior and senior high schools in West Java, Indonesia). The study aimed to identify whether the program can help the teachers enhance their PISA-like reading ability, create PISA-like reading materials for reading practices, and teach them to their students. The program drew on principles of effective teacher professional development (Ajani, 2018; Borko, 2004; Borko et al., 2010; Darling-Hammond et al., 2017), PISA reading (OECD, 2009, 2016, 2017, 2019, 2021), text-based instruction (Macken-Horarik et al., 2017), Reading to Learn Program (Rose, 2020a,b), and online teaching (Ragan, 2015). The study uses a program evaluation with the data collected from four sources, including a phase of training, pre- and post-tests, collection of PISA-like reading materials, and questionnaires distributed before and after the training program. The focus of the first year was on enhancement of teachers' understanding and skills in different PISA-related aspects. Enhancement of their teaching capacity has not been explored, except for that prior to the training program, and this has been reported in Rahmadina and Emilia (2022). The first-year results reveal that the training program could help enhance the teachers' ability to read, to use appropriate texts, and to construct PISA-like reading tasks. This was confirmed by the teachers' positive responses to the program, in accordance with previous research on effective teacher professional development (TPD). It is recommended that the training program be conducted in different contexts, involving more teachers to help students learn to read and succeed in PISA reading.

Keywords: Online teaching; PISA; reading; teacher professional development (TPD); text-based instruction

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INTRODUCTION

PISA is Program for International Student Assessment of the skills and knowledge of the 15-year-olds, organised by OECD (Organisation for Economic Cooperation and Development) at three-year intervals since 2000. Students aged 15 have

been chosen as the target as it is at this age that compulsory schooling ends in many countries. PISA has a great influence on education governance and policy process in many countries (see Bottcher, 2014; Eijkelhof et al., 2013; Pons, 2017; Thomson et al., 2013).

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In Indonesia, PISA has also gained substantial attention from the government and the public. Efforts to increase the score of PISA of Indonesian students have been made, especially by the Ministry of Education and Culture through the implementation of different programs under the strategic program called National Literacy Movement (*Gerakan Literasi Nasional*) (see <https://gln.kemdikbud.go.id/glnsite/>) since 2015. However, Indonesian students' achievement in PISA, especially in reading, has not been satisfactory. A nation-wide study by the Language Agency of the Ministry of Education and Culture (2018) on ten graders' ability to read in 34 provinces, involving 6,539 students, also indicated that only 3.5% of the participants achieved the highest level of PISA-like reading ability (with some questions based on PISA reading year 2000).

One measure to improve the quality of education and students' learning outcomes, including PISA, is to have quality teachers. Teachers, as Ajani (2018, p. 3) argues,

...determine the quality of education in any country; no country can be greater than the quality of teachers. Global changing and challenging roles of teachers have become more complex and more significant today. There is a demand for them to be effective and result-oriented teachers who can build vibrant learners, learners who can effect dynamic changes in economy, technology, political, social, cultural, and etc.

The teacher is said to be the ultimate key to educational change and school improvement, and the restructuring of schools, the composition of national and provincial curricula, the development of benchmark assessments are of little value if they do not take the teacher into account (see Hargreaves, 1994, p. ix). In children's literacy learning in particular, teachers are critical, more important than the curriculum they enact (Marlette & Duke, 2011, p. 18).

The teachers' essential role in enhancement of students' learning has also been observed by many writers (see Akiba & Liang, 2016; Antoniou & Kyriakides, 2013; Borko, 2004; Buzsynsky & Hanses, 2010; Darling-Hammond, 2017; Garet et al., 2001; Hattie, 2009; Ingvarson et al., 2005; Labone & Long, 2014; Wang, et al., 2016; Wells, 2014). Teacher professional development (TPD) is now recognised as a vital component of policies to enhance the quality of teaching and learning in schools (see Buczynski & Hansen, 2010; Borko, 2004; Garet et al., 2001; Hargreaves, 1994; Ingvarson et al., 2005; Wang et al., 2016; Wells, 2014).

Thus, to improve Indonesian students' achievement, particularly in PISA reading, as the focus of this study, TPD is critical for improvement of teacher knowledge, instruction and student

learning (see Buysse et al., 2009; Kennedy, 2016, 2019). Indonesian teachers should be involved in effective TPD, which can help them change their classroom practices and student learning.

However, effective TPD, with characteristics suggested by the experts, as far as the writers are concerned, is still scarce in Indonesian context. Thus, to fill the gap, the study aims to develop a model of training teachers to teach PISA-like reading. This paper presents the results of the first year of the study, especially on the teachers' capacity in reading, using different text types, and creating PISA-like reading tasks. The teachers' teaching practice, at the initial stage, has been reported in Rahmadina and Emilia (2022).

INFORMING THEORIES

This study drew mainly on 3 theories, including effective TPD (e.g. 2017; Ajani, 2018; Borko, 2004; Borko et al., 2010; Buczynski & Hansen, 2010; Darling-Hammond, et al.); PISA reading-related aspects (OECD, 2009, 2017, 2018, 2019); systemic functional linguistics text-based instruction (Dreyfus et al., 2016; Emilia & Hamied, 2015; Humphrey & Vale, 2020; Macken-Horarik et al., 2017; Wijayanti et al., 2017) and Reading to Learn (Rose, 2020a,b), especially to do with text types, which are relevant to PISA reading. Each theory will be presented briefly below.

Effective Teacher Professional Development (TPD)

Effective TPD has been observed by many writers (e.g. Darling-Hammond et al., 2017; see also Ajani, 2018; Antoniou & Kyriakides, 2013; Asghar & Ahmad, 2014; Borko et al., 2010; Buysse et al., 2009; Choi & Morrison, 2014; Desimone, 2009; Didion et al., 2019; Ingvarson et al., 2005; Labone & Long, 2016). Effective TPD, as used in this study, has been defined as

...a structured professional learning that results in changes to teacher knowledge and practices, and improvements in student learning outcomes. ... as a product of both externally provided and job-embedded activities that increase teachers' knowledge and help them change their instructional practice in ways that support student learning (Darling-Hammond et al., 2017, p. 2; see also Ajani, 2018; Antoniou & Kyriakides, 2013; Borko et al., 2010; Ingvarson et al., 2005).

Effective TPD, as reported by Darling-Hammond et al. (2017), based on their analysis of 35 research reports on TPD from 2010 to 2017, as also used in this study attends to seven characteristics.

First, Effective TPD should be content-focused. It means that professional learning that has shown an impact on student achievement is focused

on the content that teachers teach (Ashgar & Ahmad, 2014; Darling-Hammond et al., 2017; Garet et al., 2001; Kennedy, 2016, 2019). In this study, the content focus is PISA reading.

Second, it should incorporate active learning which utilizes adult learning theory. Active learning suggests moving away from traditional learning models that are generic and lecture-based toward models that engage teachers directly in the practices they are learning and, preferably, are connected to teachers' classrooms and students (Ajani, 2018; Borko, 2004; Darling-Hammond, 2017, p. 7). This is expected to support student learning and growth.

Third, it should support collaboration, typically in job-embedded contexts. Teacher collaboration is an ongoing activity such as a study group, professional learning community, teacher network, group action research, and any other form of interaction among teachers for the purpose of improving teaching and learning, and teacher collaboration can be formally organized by professional developers or informally practiced by a group of teachers (Akiba & Liang, 2016, p. 3; see also Ashgar & Ahmad, 2014, p. 149). In this study, teacher collaboration was conducted in the form of interaction among teachers from different institutions and knowledge and experience sharing about how to create PISA-like reading materials and how to teach them. Sharing experiences and ideas between colleagues, according to Alfaki (2014, p. 32) gives teachers a feeling of community and belonging.

Fourth, it uses models and modelling of effective practice. This study provided the teachers with models of PISA reading materials and questions and the modelling of teaching reading, based on the genre-based pedagogy (Dreyfus et al., 2017; Humphrey & Vale, 2020; Macken-Horarik et al., 2017) and the Reading to Learn Program (Rose, 2020 a,b).

Fifth, it provides coaching and expert support. In this study, all the teachers were given an opportunity to discuss and to get support in carrying out all tasks and assignments, to get feedback, to ask questions and to share their experiences in synchronous and asynchronous sessions. When peer teaching, they could also get feedback and explanation on what and how to teach reading in the classroom. To follow Darling-Hammond et al. (2017) and Akiba & Liang (2016) trainers and teachers worked together to choose a specific instructional practice to teach PISA-like reading, observed the teachers' practice, and provided both supportive and constructive feedback.

Sixth, it offers opportunities for feedback and reflection. In line with the characteristic number 5, the training program pays a great deal of attention to the provision of feedback and reflection to do with PISA-related aspects.

Seventh, it is of sustained duration. This study upheld the idea that for learning that is rigorous and meaningful professional learning that translates cumulative to changes in practice cannot be accomplished in short, one-off workshops. TPD that is sustained, offering multiple opportunities for teachers to engage in learning around a single set of concepts or practices, has a greater chance of transforming teaching practices and student learning (Darling Hammond et al., 2017, p. 15; see also Ashgar & Ahmad, 2014, p. 149). This study emphasized that effective TPD should span weeks, months, or even academic years, with ongoing engagement in learning by teachers through recurring workshops (6 times, as will be alluded to later), coaching sessions, or engagement with online platforms via the Zoom application, for about four months. With this characteristic, the study can be considered to employ the so called a "new paradigm" for TPD in that the training program did not follow the traditional, one-day, drive-by workshop model (Choia & Morrison, 2014; Darling Hammond et al., 2017).

Apart from the characteristics above, similar to other SFL-based literacy intervention studies, we emphasized the value of explicit instruction to help the participants meet genre expectations (Dreyfus et al., 2016; Emilia, 2005, 2011; Emilia & Hamied, 2015; Macken-Horarik et al., 2017; Pessoa et al., 2017; Rose, 2020a,b).

As the focus of the training program was on PISA reading, the subsequent part of the paper will treat PISA reading.

PISA Reading

PISA assesses the application of knowledge in reading, mathematics, and science literacy to problems within a real-life context (OECD 1999, in Howard et al., 2010, p. 5). PISA uses the term "literacy" in each subject area to denote its broad focus on the application of knowledge and skills. PISA reading measures specifically students' capacity to understand, use and reflect on written texts in order to achieve goals, develop knowledge and potential, and participate in society (OECD, 2009, p. 23; see also Thomson et al., 2013, p. 7). To follow OECD (2009, 2017, 2018, 2019; Howard et al., 2010; Mo, 2019, Thomson et al., 2013), the training program highlighted two main aspects of PISA reading: cognitive processes, and text dimensions, which will be discussed below.

Cognitive Processes

Cognitive processes in PISA reading essentially, as used in this study, involve two different approaches to reading: one involves regulation of information primarily based on the text, and the other incorporates outside knowledge into the texts read (OECD, 2018; see also OECD, 2009, 2017, 2019; Thomson et al., 2013). Cognitive processes are

required in successful reading, whether reading a single text or reading and integrating information across multiple texts. Cognitive processes in PISA reading can be categorised into three: locate and retrieve information, integrate and interpret (understand), and reflect and evaluate.

The locate (access) and retrieve information aspect involves scanning skills in reading, where the information the readers have to find can explicitly be found inside the text. Usually, the information consists of a few words, phrases or numerical values. This aspect also requires readers to search for and select relevant texts to answer a task given.

The understand aspect (integrate and interpret) involves reading skills that go beyond finding specific information written in the text. This aspect requires the readers to be able to comprehend the literal meaning of sentences or beyond the literal meaning by connecting information retrieved across sentences within a text or multiple texts. Usually, the tasks in this aspect require the students to find a main idea or to produce a summary or title for a passage.

Finally, the reflect and evaluate aspect goes beyond the meaning and information that can be found in the text. It involves assessing the quality and credibility of the text, evaluating the form of

writing to determine the writer's intention, and determining the content, whether the information found in the text agrees or conflicts one another, then deciding what they could do to handle the conflict (e.g. determining the writer's stance towards an issue and decides on which stance the students would want to follow).

Apart from the three cognitive processes above, to follow PISA 2018, the study also included reading fluency, which is defined as an individual's ability to read words and text accurately and automatically and to phrase and process these words and texts in order to comprehend the overall meaning of the text (Kuhn & Stahl, 2003 in OECD, 2019, p. 33).

Text Dimensions

The phrase "text" in PISA reading is meant to include all language as used in its graphic form: handwritten, printed or screen-based (OECD, 2019). This concept goes with that in text-based instruction (Emilia, 2005, 2011, Emilia et al., 2018; Humphrey & Vale, 2020). Texts in PISA are classified based on four different dimensions: source, organization and navigation, format, and scenario (see Figure 1). Moreover, texts in PISA are classified into six major text types (see Figure 2).

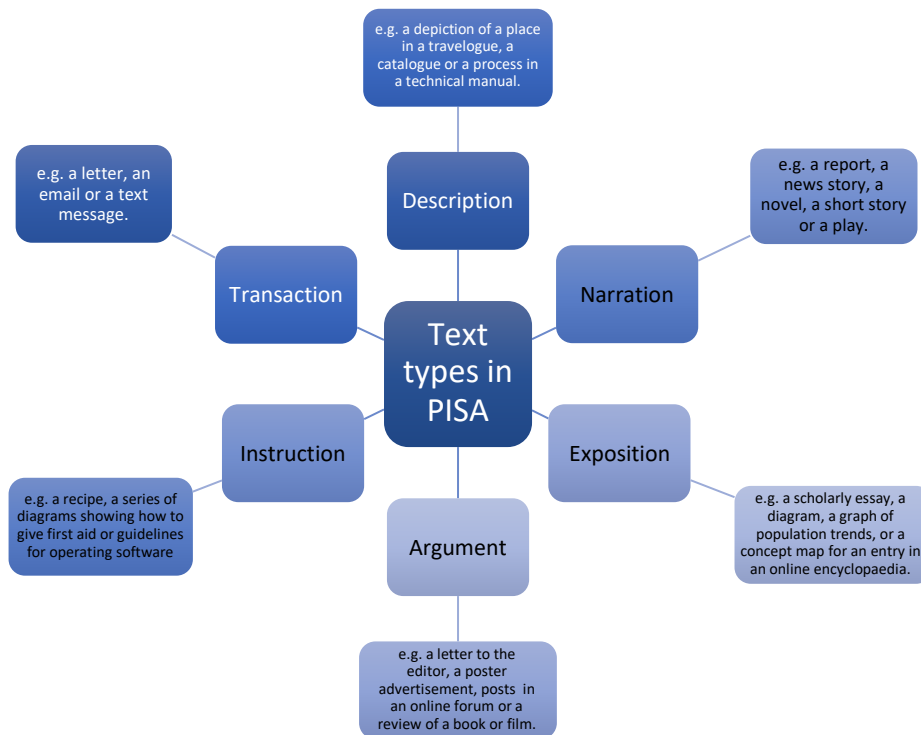
Figure 1

Classification of texts based on their dimensions in PISA reading (OECD, 2009, 2018)

Source
Single – a single unit of text that has an author or a group of authors, a time of writing or publication date and a reference title or number. Multiple – multiple units of texts where each has a different author, different publication times or have different titles or reference numbers.
Organization and Navigation
Static – texts with simple organization and a low density of navigation tools; typically texts with one or several pages organized in a linear way. Dynamic – texts with a more complex, non-linear organization and a higher density of navigation tools.
Format
Continuous – texts formed by sentences that are organized into paragraphs. Non-continuous – texts composed of a number of lists or elements such as tables, graphs, diagrams, advertisements, schedules, catalogues, indexes, forms, etc. Mixed – texts containing both continuous and non-continuous elements.
Scenarios
Personal – situations that contain text that satisfies an individual's personal interests in both practical and intellectual ways. Public – situations that contain text that relates to activities and concerns of the society at large. Educational – situations that contain text designed for the purpose of instruction and that is often chosen by an instructor rather than the reader. Occupational – situations that contain text that supports the accomplishment of an immediate task.

Figure 2

Text types in PISA Reading (OECD, 2009, 2018), Relevant to Those In Text-Based Instruction



The classification of text types in PISA reading is also similar to that found in text-based instruction (see Emilia, 2011; Emilia & Hamied, 2015; Emilia et al., 2018; Humphrey & Vale, 2020; Macken-Horarik et al., 2017). In Indonesia, all these text types have been taught at schools in the English curriculum since 2004 and in the Indonesian curriculum since 2013. Thus, all the teachers involved in this study were familiar with the text types classified for PISA reading. This condition, to some extent, helped them to grasp the training material more easily.

Apart from the theory above, as the training was conducted online, due to the Covid 19 pandemic, this research also incorporated some principles of online teaching, especially providing the materials prior to the teaching program and organization of tasks and assignments that are clear in terms of what to do and how, and how long to do it (Bigatel et al., 2012; Ragan, 2015). This study also used an LMS, that is Google Classroom as a tool to assist the teachers in conducting classroom procedures and as a source of content and material delivery, as well as a place to organize and set deadlines for assignments.

METHOD

The study used a program evaluation because the researchers attempted to develop a program, and evaluate it in a certain period of time (Lodico et al., 2010; Nunan, 1992). The program aimed not only to

identify what happened and what has been achieved, but also to express why these happened (Patton, 2014). In the first year, the study aimed to identify whether the program can help teachers to enhance their ability to read, and to select texts, to construct PISA-like reading tasks.

This study took place in West Java, Indonesia, with 24 teachers (14 teaching English and 10 Indonesian, one male teacher in each group in Junior and Senior High Schools or Vocational Schools). The teachers in these two levels were involved as 15-year-old students in Indonesia can be in Junior or Senior High Schools. The teachers were invited to participate through *WhatsApp* groups, and were informed about the program, including activities involved and the length of the program. Those interested were suggested to contact the research team, including two postgraduate students in English education, and to join a *WhatsApp* group created for the purpose of the program. Some of the teachers once participated in some previous training programs on text-based instruction, conducted by the first author. This helped guarantee “the coherence of teachers’ learning” (Garet et al., 2001, p. 927).

The study employed several data collections: a phase of training, pre- and post-tests on PISA-like reading, document analysis, especially PISA-like reading tasks created by the teachers, and a questionnaire. Each will be taken up below.

A phase of training

The training was conducted for four months, in which the research team acted as teachers, doing participant observations. The training followed seven characteristics of effective TPD, as mentioned above (see Ajani, 2018; Borko, 2004; Darling Hammond et al., 2017; Labone & Long, 2016). The training, as can be seen in Appendix 1, was conducted online, and focused on PISA-related aspects, allowing the teachers to actively learn about PISA reading, to get feedback, models, and coaching from the experts, who were the researchers, to collaborate with other teachers. The training was organized in a sustained duration, six times, offering more or less 100 hours of TPD. Between the training programs, the teachers were asked to select different text types, and to create PISA-like reading tasks, submitted to the Google Classroom. The program was expected to result in the teachers' changes in four sequential and causative stages: professional developments; change in classroom practice; change in student performance; and change in teacher beliefs (Choi & Morrison, 2014, p. 423).

The observations were conducted by all members of the research team who wrote observation notes immediately after each session of training while the memory of the observation was still fresh (van Lier, 1988, p.24 in Emilia, 2005, p. 79). The observations were focused on what was said and done by both the researchers and the participating teachers in the interactional setting. This aimed to help increase the researchers' sensitivity to their classroom behaviour and its effect and influence on the participating teachers (Allwright, 1988, p. 77 in Emilia, 2005, p. 77). That the observations were conducted by a team allowed the researchers to check their observations against one another and accordingly promoted the reliability of observations (Allwright, 1988, in Emilia, 2005, p. 79).

The data from observations, especially regarding the training program were analysed using a thematic analysis, based on the seven characteristics of effective TPD. Moreover, the teachers' works, collected over the training program were analysed in terms of different aspects of PISA-reading. All these will be presented later.

Pre-and post- tests of PISA-like reading

Pre- and post-tests of PISA-like reading were used to identify teachers' reading ability before and after the training. The tests were developed in Indonesian and English following the characteristics of PISA reading from OECD (2009, 2017, 2018, 2019). The test in Indonesian, followed the PISA-like reading tests used in a nation-wide study in 2018 by the Language Agency, Ministry of Education and Culture (2018). However, the PISA-like reading test in English as a foreign language (EFL) was not yet

found in Indonesian context, as it has not been implemented by OECD. Therefore, the tests were created in the same way as that in Indonesian, referring to the curriculum of English in Grades 9 and 10 and PISA framework. This is actually a breakthrough of this study in terms of PISA reading in EFL. Each test consisted of 40 questions with 3 types of cognitive processes, including "locate and retrieve information", "understand", and "reflect and evaluate". Detailed data about the tests can be seen in Emillia et al. (2021). The results of the pre- and post-tests, analysed using a t-test, as will be shown later, indicate that the teachers made significant improvement in terms of their PISA-like reading ability.

Analysis of documents (the teachers' works on PISA-like reading tasks)

Over the course of the training, all the teachers produced four sets of PISA like- reading tasks, including reading fluency, submitted to the *Google Classroom*, with each set consisting of one text and several questions or one set of reading fluency test. The teachers were encouraged to apply appropriate text types, text dimensions, and test items or reading tasks as suggested in PISA reading (OECD, 2009, 2017). The PISA-like reading tasks created by the teachers were analysed in terms text types, the level of difficulty and the appropriacy of each reading task, relevant to the framework features of PISA reading (OECD, 2009, 2017, 2018, 2019). Some questions, randomly selected, had been tried out to 130 students in Bandung, West Java, analysed using a Rasch model. The results suggest that the tasks or test items are good and this has been reported in Kurniasih et al. (2021).

The use of questionnaires

Two questionnaires were distributed to the teachers online, before and after the training. The first questionnaire before the training was aimed to identify the teachers' familiarity with PISA reading. The results indicated that all the teachers had not been involved in PISA training and this convinced the researchers on the urgency of the training. The second questionnaire was used to identify the teachers' opinions about the training program. The results will be presented below.

FINDINGS AND DISCUSSION

The results of the study show that all the data obtained support each other and it can be said that at this stage, the aim of the study has been achieved, and this can be seen from different sources of data delineated below.

Data from observations (the training program)

Data from observations, as seen in Appendix 1, indicate that the training program followed the characteristics of effective TPD as discussed above and the principle of explicit teaching in line with the

theories informing the study discussed above. All the activities in synchronous and asynchronous sessions, organised repeatedly in a sustained duration helped them to gradually enhance their understanding of text types, cognitive processes of reading, and text dimensions as suggested by OECD (2009, 2017; Thomson et al., 2013). This can be seen from the teachers' works presented later in this paper.

Figures 1-3 in Appendix 2 also reflect some principles of effective TPD (Ajani, 2018; Ashgar & Ahmad, 2014; Borko, 2004; Darling-Hammond, 2017), including the provision of feedback and coaching, and teachers' active learning and cooperation. The figures also show the implementation of online teaching principle (see Bigatel et al., 2012; Ragan, 2015), ensuring feedback within a timely manner, through the use of learning management system (LMS).

Data from the pre-and post-tests

Data from the tests show the teachers' improved reading ability (see Tables 1-2 below). Table 1

Table 1

Descriptive Statistics Results

Pair 1	Mean	N	Std. Deviation	Std. Error Mean
PRE TEST	62.2500	20	25.12338	5.61776
POST TEST	79.2550	20	13.23231	2.95883

Table 2

Results of Paired T-Test (Pre and Post Tests)

Pair 1	PRETEST- POSTTEST	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2- tailed)
					Lower	Upper			
					-17.00500	22.50429			

Tables 1 and 2 support the data from observations above and confirm the value of the training program, attending to characteristics of effective TPD (Antonimou & Gyrikiades, 2013; Ashgar & Ahmad, 2014; Darling Hammond, 2017), synthesised with the principle of explicit teaching and scaffolding of text-based instruction (Emilia, 2010; Emilia & Hamied, 2015).

Teachers' works: PISA-like reading texts and tasks

The teachers' works support the data from observations and tests above, showing all the 24 teachers were able to identify and to employ appropriate text types for PISA-like reading as suggested by OECD (2009, 2017, 2018, 2019) and text-based instruction (Dreyfus et al., 2017; Macken-Horarik et al., 2017; Rose, 2020a.b). This can be seen in Table 3. Table 3 shows that the teachers used 74 reading texts in different types, 37

reveals an increase in the mean score of the pre- and post-tests, from 62.25 to 79.25 of 20 participants out of 24. The results of 4 participants were not included since they could not take the tests completely due to pandemic reasons. The standard deviation also decreased, signifying the decrease of the gap and enhance equity among the participants. These are also the results of explicit teaching conducted over the program, confirming previous research in Indonesian contexts that explicit teaching could help participants to gain a similar result at the end of the learning process (see Emilia, 2005, 2011; Emilia et al., 2018; Emilia & Hamied, 2015).

Table 2 shows that the result of the t-test is 0.003, lower than 0.005 level of significance. This suggests a significant difference between the result of the pre- and the post-tests, signifying significant improvement in the teachers' skills in PISA-like reading. This is expected to enable the teachers to teach PISA-like reading to their students.

English and Indonesian respectively, along with text dimensions, including format, situation, and source (see Table 4). This is consistent with what is emphasised by OECD (2017, 2019). Table 3 also shows that one text types, that is transaction was not used by the teachers. The teachers did not seem to be used to using emails of text-messages for reading materials. This should be emphasised for the next stage of the research.

Despite many texts used by the teachers, this paper presents only samples of texts used by six teachers: Dian, Susi, and Nurul (English teachers) and Nesya, Tiasa, Riska (Indonesian teachers), representing low, mid and high achievement based on the pre-test results. A sample of English texts, a narration (a news item), used by Nurul, can be seen in Figure 5 below, taken from <https://www.who.int/indonesia/news/novel-coronavirus>.

Table 3
Text Types Used by the Teachers in Creating Pisa-Like Reading Tasks (Test Items)

Text Type		Indonesian Language teachers				English Language teachers			Total
		Level		Subtotal	Total	Level		Subtotal	
		JHS	SHS			JHS	SHS		
Description	Impressionistic	1	-	1	4	2	2	4	8
	Technical (Graphs, Maps)	2	1	3		3	1	4	
Narration	Short stories/ novels/plays	2	2	4	8	3	6	9	15
	Biographies	-	1	1		1	1	2	
	Newspaper report of events	-	3	3		-	4	4	
Exposition		2	7	9	9	-	3	3	3
Argumentation	Scientific argumentation	5	10	15	15	1	2	3	7
	Online forum discussion	-	-	0		1	1	2	
	Advertisement	-	-	0		1	1	2	
Instruction	Procedures	-	1	1	1	-	3	3	4
	Notice	-	-	0		-	1	1	
Transaction		-	-	0	0	-	-	0	0
Total number of texts		12	25	37	37	12	25	37	37

Note. JHS: Junior High School; SHS: Senior High School.

Table 4
Format, Situation, and Source of the Texts Used by the Teachers

Subject	Level	Format				Situation			Source	
		Continuous	Non-Continuous	Mixed	Public	Education	Occupation	Personal	Single	Multiple
English	Junior High School	5	4	3	7	1	1	3	7	5
	Senior High School	16	1	8	10	5	3	7	11	14
	Subtotal	21	5	11	17	6	4	10	18	19
		37				37			37	
Indonesian	Junior High School	10	2	0	7	2	0	3	7	5
	Senior High School	19	2	4	17	1	3	4	15	10
	Subtotal	29	4	4	24	3	3	7	22	15
		37				37			37	
Total		50	9	15	41	9	7	17	40	34
		74				74			74	

Nurul could appropriately classify the text in Figure 3 based on its dimensions, including its format: continuous, as it is written, organised in paragraphs and punctuation conventions; its situation: public because the information is addressed for the public, and its source: a single

author, as it was written by a single author. These go with PISA reading (OECD, 2009, 2017, 2019).

The teachers, as represented by Susi (Figure 4) and Riska (Figure 5) below, could also appropriately select and use non-continuous texts, as in PISA reading.

Figure 3

A sample of continuous English text used by Nurul

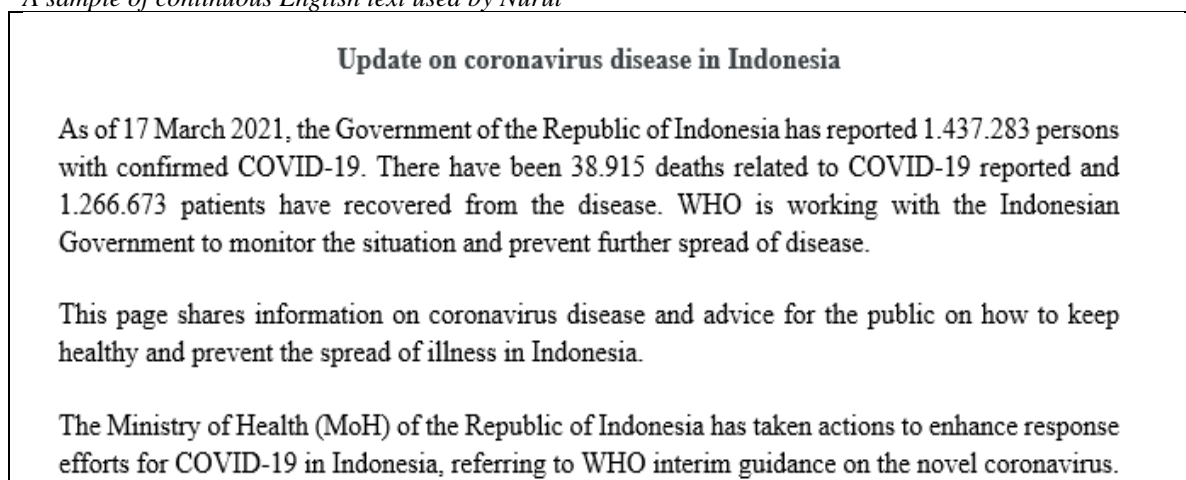
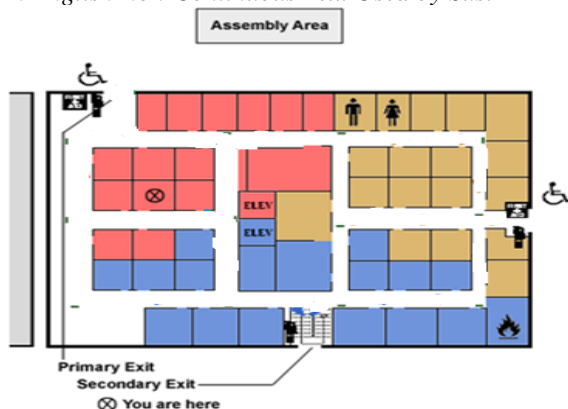


Figure 4

An English Non-Continuous Text Used by Susi



Notes.

Text types: description

Format: Non-continuous (evacuation map)

Taken from: <https://bit.ly/3uSjSYN>

Figure 5

An Indonesian Non-Continuous Text Used by Riska



Notes.

Text type: Narration: report

Format: Non-continuous (graph)

Taken from: Ministry of Health, Berita Satu Research.

Figures 4 and 5 show the teachers' capacity to use, to modify noncontinuous texts, that is, visual texts, such as maps, tables, organized differently from those continuous ones, and composed of lists, numbers, colours, lines, and information (OECD, 2017, 2019). The figures also indicate the teachers' (especially Susi's and Riska's) understanding of the concept of text discussed in the training, from both PISA reading, and systemic functional linguistics text-based instruction (Emilia, 2005, 2014; Feez, et al., 2008; Rose, 2020a,b) that text can be spoken, written, visual and combination of different modes, called multimodal texts.


Apart from continuous and non-continuous texts, the teachers could select and use mixed texts, also in line with PISA reading (OECD, 2009, 2018, 2019), as represented by Dian (see Figure 6). Figure 6 shows a mixed text, composed of both

continuous and non-continuous formats used by Dian. The text "How to use books to learn a foreign language" was written by BethBlogger2017, from <https://learnenglishteens.britishcouncil.org/magazine/books/how-use-books-learn-foreign-language>. The second text "A survey of University Students' English Learning Habits" was taken from <https://slideplayer.com/slide/13640278/>.

The data in Figure 6 show that at the end of the first year training all the teachers could successfully and confidently use different text types with different dimensions. All these suggest a positive impact of the training. It should be mentioned here that the teachers' familiarity with different text types as used in the curriculum of English and Indonesian contributed to their ability to master text types in PISA reading. The teachers could also create PISA-like reading tasks as can be seen in Table 5.

Figure 6
A Mixed Text Used by Dian

How to use books to learn a foreign language
by :
BethBlogger2017



Have you ever started to read a book in English, then stopped because it was too hard? Don't worry! You're on the right track. Books are an amazing tool for learning languages but some are easier to use than others. Here are my top tips for using books to learn English.

- 1. Read dual-language books**
Dual-language books (or 'parallel texts') are the same story written in two languages. They have your native language on one page and your target language on the other, so you can quickly check what a word means.
- 2. Read new children's books**
Learning a language is the perfect excuse to dive back into the magical land of fairy tales and unicorns or the exciting world of spies and secret agents. Children's books use simpler language and are fun to read. Look for books with pictures, as they help you to follow the story.
- 3. Read your favourite childhood book in English**
Do you have a beloved childhood book in your own language? Find a copy of it in English! You know lots about the fictional world, the characters and the story already, so it is much easier to understand what is happening.
- 4. Read comic books or manga**
Sometimes when we are reading in a foreign language, longer stories can seem impossible to finish because it feels like there are too many new words. Comic books and manga have fewer words per page, and lots of pictures so that you don't get lost.
- 5. Make notes!**
If you are using a book to learn English, buy a cheap copy you can write in. Don't be afraid to write translations and thoughts in the margins, as your notes can help you to remember.

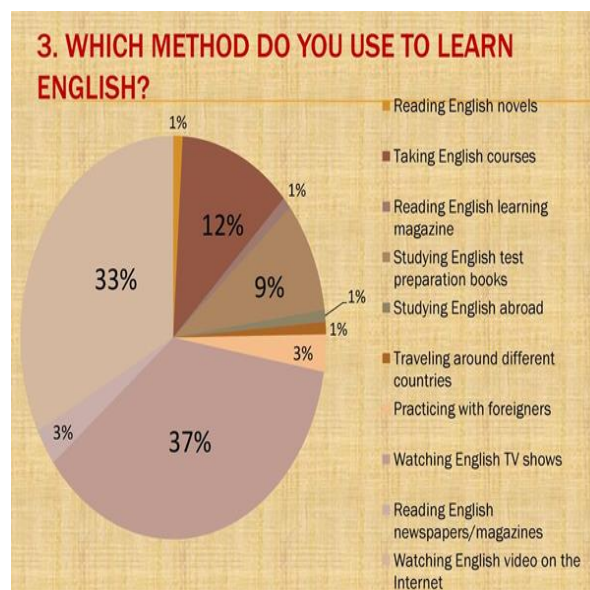


Table 5
PISA-Like Reading Tasks Created by the Teachers: Cognitive Processes and Response Formats

SET	Cognitive Process						Response Format							
	Locate and Retrieve Information		Understand		Evaluate & Reflect		Multiple Choice				Close Response		Open Response	
	Eng.	Ind.	Eng.	Ind.	Eng.	Ind.	Simple		Complex		Eng.	Ind.	Eng.	Ind.
SET 1	9	3	28	21	26	16	17	14	11	8	21	10	14	8
SET 2	6	1	23	22	9	3	15	5	8	4	11	14	4	3
SET 3	10	6	19	28	9	12	14	13	6	7	12	20	6	6
SET 4	10	1	21	14	8	4	17	3	7	7	9	2	6	7
Subtotal	35	11	91	85	52	35	63	35	32	26	53	46	30	24
Total Items	309						309							

Table 5 also reflects that the reading tasks created by the teachers were consistent with those of PISA reading, ranging from straightforward locating and comprehension activities to more sophisticated activities requiring the integration of information across multiple pieces of text (OECD, 2017, 2019). However, regarding the composition of the tasks, there is a preponderance of “understand” test items and this is not fully consistent with that of PISA, say PISA 2015 (see OECD, 2019), namely,

25% accessing and retrieving, 50% understanding (integrate and interpret), and 25% reflecting and evaluating questions. In retrospect, this should have been emphasised in the training program, and should be paid attention to in the next stage of the program.

Regarding the teachers’ capacity in PISA-related aspects, data from observations presented in Appendix 2, and the teachers’ works (Figures 7 and 8) evidence that the teachers’ capacity improvement

was achieved gradually over the training program. Figure 7 reveals that in the first task, the teachers, as

represented by Dian, could write only questions (see also Table 1, Appendix 3 for Indonesian questions).

Figure 7

A Sample of "Locate Information" Test Item Developed by Dian 1

Question 2
According to a survey in Text 2, how many percent of students use books as their method to learn English?

A. 3%
B. 9%
C. 10%
D. 14%

With the instructor's repeated advice, feedback, and explicit instruction, in both synchronous and asynchronous sessions, Dian (and the other teachers) managed to write test items completed with framework features and a coding guide (see Figure 8). This coincides with the

statement from the experts of TPD (see Borko, 2004; Borko et al., 2010; Darling Hamond, et al., 2017; Garet et al., 2001) that meaningful TPD cannot be accomplished in a short, one-off workshop. Moreover, a sample of understand question in English can be seen in Figure 9.

Figure 8

A Sample of "Locate Information" Question with PISA Framework Developed by Dian after the Feedback From the Researchers

Question 2
According to a survey in Text 2, how many percent of students use books as their method to learn English?

A. 3%
B. 9%
C. 10%
D. 14%

Framework Characteristics

Situation	Education
Medium	Print
Text format	Continuous
Text types	Graphic
Aspect	Locate Information: Access & Retrieve Information within a text
Question intent	locate a single explicitly stated piece of information in the text
Item format	Multiple Choice

Coding guide:

Code	Description
1	Full credit. Answer: C. 10%
0	Other answers
9	Missing

Figure 9

A Sample of "Understand" Question in English Developed by Dian

Question 3
Could the following statements represent tips for using books to learn English?
Click **Yes** or **No** for each statement.

Could this statement represent tips for using books to learn English?	Yes	No
Read comic books and manga	<input type="checkbox"/>	<input type="checkbox"/>
Read books written in two languages	<input type="checkbox"/>	<input type="checkbox"/>
Go around different countries	<input type="checkbox"/>	<input type="checkbox"/>
Read favourite childhood book in English	<input type="checkbox"/>	<input type="checkbox"/>
Speaking with foreigners	<input type="checkbox"/>	<input type="checkbox"/>

Framework Characteristics

Situation	Education
Medium	Print
Text format	Continuous
Text types	Hortatory Exposition
Aspect	Reflect on content and form
Question intent	reflecting on and evaluating the content of a text
Item format	Complex Multiple Choice

Answer: Yes;Yes;No;Yes;No

U Understand: Represent Literal Meaning

Figure 9 evidences Dan’s ability to identify the situation, medium, text format, text types, question intent and item format. However, again, she seemed to still need guidance to determine the cognitive process of the task. She identified the question or task as reflect and evaluate, but it is actually an understand task, that is “represent literal meaning”. The item requires the construction of memory

representations of the literal meaning about tips for using books for learning English from the text. A sample of understand question in Indonesian can be seen in Table 2 Appendix 3. The teachers of both English and Indonesian also successfully created the most difficult task in PISA reading, that is “evaluate and reflect” cognitive process (see Figure 10).

Figure 10

A Sample of “Reflect and Evaluate” Task (Question) in English by Dian

Question 4

‘Starting to read in a foreign language does not need to be scary.’...(Text 1, last paragraph). Do you agree with the writer’s statement? Please explain your answer by mentioning your opinion to the text.

Framework Characteristics

Situation	Education
Medium	Print
Text format	Continuous
Text types	Hortatory Exposition
Aspect	Evaluate & Reflect: Reflect on content & form
Question intent	Infer reasons for a statement
Item format	Open Constructed Response

Answer: Answers are connected and referenced to the text. Example answer: I agree with the writer’s suggestion. The reason is because people think that reading a book in English is too hard. (taken from 1st paragraph line: *Have you ever started to read a book in English, then stopped because it was too hard? Don’t worry! You’re on the right track*) or any possible answers related to the text/opinion might be implied or stated.

Figure 10 shows Dian’s capacity to create a reflect & evaluate question (see also Table 3 Appendix 3 for Indonesian question), to tie the material offered in the text to one’s conceptual and experiential frame of references. This type of questions requires the readers draw on their knowledge, opinions, and attitudes beyond the text (OECD, 2009, 2017, 2019).

However, it can be seen that Dian, again, seemed to still need guidance to use English more accurately. The statement “Please explain your answer by mentioning your opinion to the text” could have been changed into “Please state your opinion regarding the statement above”. Similarly, Table 2, Appendix 3 reveals that the Indonesian teachers also still needed guidance in formulating a clear instruction or question. This can be seen from an example below.

“Adakah hubungannya, peristiwa dalam kisah tersebut dengan kehidupan sehari-hari? Berikan

alasan jawabanmu.” (Is there any relationship between the story and your daily life?)

This instruction is unclear, which part of the story was asked, so the researcher or instructor asked Nesyia to reformulate the instruction by stating the specific part of the story relevant to her daily life. Thus, she changed the question into: *“Adakah hubungan antara makna proses pembuatan cangkir dalam cerita yang dibaca dengan kehidupan sehari-harimu.”* (Is there any relationship between the meaning of the process of making a cup in the story and your daily life?). Tables 8-10 and Tables 1-3 Appendix 3 show at the end of the program, the teachers were aware of the need to include PISA framework when they created test items.

As mentioned above, the teachers were also encouraged to write reading fluency test items and some examples can be seen in Table 6.

Table 6
Samples of Question in Reading Fluency in English and Indonesian

No	English	Yes/No
1	The dog is weeping sadly.	No
2	He spent half an hour in the bathroom just singing.	Yes
Indonesian		Ya/Tidak
2.	Adik sedang menelepon Pak Arman	Ya
3.	Eror hpnya adik rusak	Tidak

All samples presented in Table 6 show that all the teachers at the end of the first-year training were able to create reading tasks in different text types, cognitive processes, and text dimensions, with different response formats, including simple multiple choice (Table 8); complex multiple choice (Table 9), open constructed response (Table 10) and close constructed response (Table 7). All these depict their comprehensive understanding and skill in creating PISA-like reading tasks. This suggests a positive impact of the training on the teachers' capacity to employ appropriate text types, and to create PISA-like reading test items. This is expected to change their classroom practices, especially in teaching reading, helping their students achieve a better result of learning, especially in PISA reading.

Data from observations and the teachers' works suggest that most teachers initially seemed to struggle to identify the cognitive processes of reading tasks as suggested in PISA. This was not surprising as it was the first time for them to do so. This also indicates that the process of learning takes time, and thus, TPD should be organised in a sustained duration to make sure that the teachers understand and practise the content learned in the TPD. The role of instructor who could give feedback, coaching, and modelling is of vital importance in the process of training to keep teachers' works on the right track as suggested by experts of TPD (see Ajani, 2018, Antonimou & Kyrikiades, 2013; Darling Hammond, 2017). All these are supported by the data from the questionnaire distributed at the end of the training, which will be taken up below.

The teachers' opinions about the training program

As mentioned above, at the end of the training, a questionnaire was distributed online to the teachers, inviting them to express their opinion on the training program, what they gained from the program, whether the program was useful, reflecting the criteria of effective TPD as suggested by the theory employed in this study, and their suggestions for the betterment of the program in the future.

The teachers' responses to all the questions were generally positive. Asked about what they gained from the program, they said "a lot", as represented by Demi

A lot. 1) about PISA and its role in education, as well as our country's position among other countries. 2) getting to know the standard in PISA items. 3) three level cognitive in PISA items (locate information, understanding and evaluate and reflect, 4) text types, 5) text complexity, 6) GBA and reading to learn (Demi, pseudonym)

The training was also considered useful, suggesting that all teachers should know what the students have to prepare to get involved in PISA, as pointed out by Chandra:

This training is very useful for all teachers and we can share with other teachers. All teachers should know what children have to prepare to work on questions like PISA which happen to be similar to the shape and nature of the AKM questions which will be held in September/October (Chandra)

Chandra's statement indicates her ability to relate PISA tasks or questions to those in the Minimum Assessment Competence (AKM) tested in Indonesian education since 2021. This suggests coherence between the content of the training and curriculum expectations, one characteristic of effective TPD as argued by Garet et al. (2001, p. 927; see also Antomiou & Kyriakides 2013).

Regarding the characteristics of effective TPD (Ajani, 2018; Darling Hammond et al., 2017; Ingvarson et al., 2005; Labone & Long, 2016), the teachers' verbalisation reflects their awareness of the characteristics of effective TPD implemented in the program. These are represented by the statements below.

Yes. The coaching/guidance comes directly from the experts. This is very rarely done that the training was done in many meetings and the guides were given by the experts to many meetings (Dewi, pseudonym).

This training provided a lot of feedback to the participants and involved active learning process, such as looking for good reading texts, making good and correct PISA questions, teaching reading texts, peer teaching, sharing good teaching reading techniques, (Tina, Pseudonym)

This training provides an opportunity to collaborate with language teachers, both English and Indonesian, which is very meaningful to share with each other how to teach texts in English and Indonesian (Mira, pseudonym).

All the excerpts above, again, confirm the characteristics of effective TPD reported in the previous research, including content focus, that is PISA reading, active learning, collaboration, feedback, the teaching by experts (see Ajani, 2018; Darling Hammond et al., 2017; Ingvarson et al., 2005; Labone & Long, 2016).

Dewi's statement that the coaching comes directly from the experts, and this rarely happens should be paid attention to and be followed up by the researchers, and policy makers. The training materials should be delivered by the experts with explicit teaching and apprenticeship, as suggested in text-based approach (see Emilia, 2005, 2011; Emilia & Hamied, 2015; Macken-Horarik et al., 2017; Rose, 2020a,b). It seems timely to shift from one day training to continuous, repeated and sustained duration training with content focus. The TPD should focus on teachers' needs, that is practical knowledge and skills to change their classroom practices to help students achieve better results of

learning, including that in PISA reading. All the data confirm previous study conducted on TPD as reported in Darling-Hammond et al. (2017; see also Buysse et al., 2009; Garet et al. 2001; Ingvarson, 2005; Labone & Long, 2016; Wang et al., 2016; Wells, 2014).

CONCLUSION

This paper centres around partial results of the first-year study on the development of a model of training teachers to teach PISA-like reading. In many ways, the training program, which applied the characteristics of effective TPD and explicit teaching of PISA-reading aspects can be considered to be successful. This can be seen from different aspects, including significant improvement of teachers' reading ability, the decrease of the gap in terms reading ability, and enhancement of equity among the teachers; the teachers' ability to identify text types, to use appropriate texts, to create PISA-like reading tasks or test items, as suggested by OECD; and their positive responses to the program, reflecting awareness of characteristics of effective TPD as suggested by the experts referred to in the program. The study also suggests that the organisation of the training using the *Zoom* application should not become a hindrance to run the training successfully. This study also confirms the previous studies that meaningful TPD cannot be accomplished in a short, one-off workshop but in a sustained duration.

The next stage of the research should focus on enhancement of the teachers' ability to teach, to use language effectively in teaching, and to use all text types, and to create test items with the right composition of each cognitive process. Similar programs should also be organised in different contexts, involving more teachers, experts, and university students to change classroom practices and improve students' results of learning literacy in general, and PISA reading in particular.

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texts; and Nia Kurniasih in constructing and analysing test items and providing feedback to the teachers relevant to PISA reading tasks.

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APPENDICES

Appendix 1: The Training Program

The Training Program on Teaching PISA-Like Reading for Teachers

Activities	Duration	Topics	Resource Person	Moderator
Training 1	2 hours	Diagnostic (Pre-)Test	Researchers	-
Saturday, March 20, 2021 (8 hours)	30 minutes	PISA: What and Why?	Research Team	Committee
	30 minutes	Measuring the lexical density of texts.	Research Team	Committee
	2 hours	Text types in PISA: How to read texts, to predict and to answer the questions the questions	Research Team	Committee
	3 hours	Cognitive processes in PISA reading (Samples of PISA reading question, and scoring)	Research Team	Committee
Independent work 1	21 - 26 March (12 hours)	Construction of PISA-like Reading Questions (Set 1)	Offline facilitator, giving feedback: researchers	
Training 2 Saturday, March 27, 2021 (8 hours)	1 hour	Logical Reasoning Question Types relevant to PISA Reading	Research Team	Committee
	3 hours	Text types in English and Indonesian curricula relevant to PISA reading: How to read and to predict the questions.	Research Team	Committee
	4 hours	Discussion and <i>feedback</i> the first set of questions and the key answer to the questions (essay)	Research Team	Committee
Independent work 2	28 March - 9 April (12 hours)	Construction of PISA-like Reading Questions (Set 2)	Offline facilitator, giving feedback: researchers: Trainers and researchers.	
Training 3 Saturday, April 8, 2021 (8 hours)	3 hours	Peer Teaching 1 and feedback from the trainers and peers	Research Team	Committee
	2 hours	Text-based instruction How to teach text types (based on the need and the teachers' performance in peer teaching)	Research Team	Committee
	3 hours	Discussion and feedback on the second set of PISA-like reading materials and questions and the key answers to the essay questions.	Research Team	Committee
Independent Work 3	11 - 23 April (12 hours)	Construction of PISA-like Reading Questions (Set 3) and Revision of questions in Set 2.	Offline facilitator, giving feedback: researchers: Trainers and researchers.	
Training 4 Saturday, April 24, 2021 (8 hours)	3 hours	Peer Teaching 1 (Continued)	Research Team	Committee
	3 hours	Discussion and feedback on the second set of PISA-like reading materials and questions and the key answers to the essay question.	Research Team	Committee
	2 hours	Reading to Learn Program to teach reading.	Invited trainer	Committee
Independent	25 April - 4 June	Construction of PISA-like	Offline facilitator, giving feedback: researchers.	

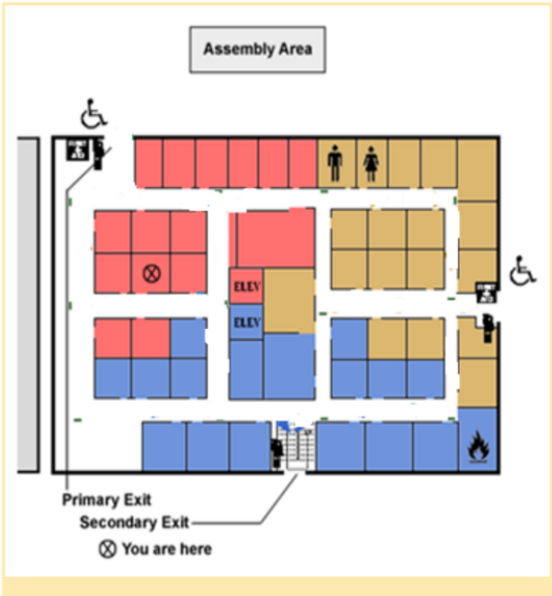
Work 4	(12 hours)	Reading Questions (Set 4) and Revision of questions in Set 3.		
Training 5	1 hour	Measuring the lexical density of texts.	Research Team	Committee
Saturday, June 5, 2021 (8 hours)	1 hour	Discussion of the results of test item analysis.	Research Team	Committee
	6 hours	Discussion and feedback on the second set of PISA-like reading materials and questions and the key answers to the essay questions.	Research Team	Committee
Independent Work 5	6 June - 6 July (12 hours)	Creating a lesson plan and a video of peer teaching 2.	Offline facilitator, giving feedback: researchers.	
Training 6	6 hours	Peer Teaching 2 and feedback from the trainer	Research Team	Committee
Saturday, July 7, 2021 (8 hours)	2 hours	Post- Test	-	Committee
Independent Work 6	7 - 24 July 2021	Final revisions of PISA-like reading materials (Sets 1-4).	Offline facilitator, giving feedback: researchers.	
		Filling up the questionnaire.		

Appendix 2: Samples of the teachers’ works and feedback given by the research team

Figure 1

Examples of Feedback Given Asynchronously by the Research Team in the Training Program

The following picture is a map of an office.



Question 1

If you are at (x), Draw the shortest way out you can take if a fire happens?

2:07 PM Jun 4

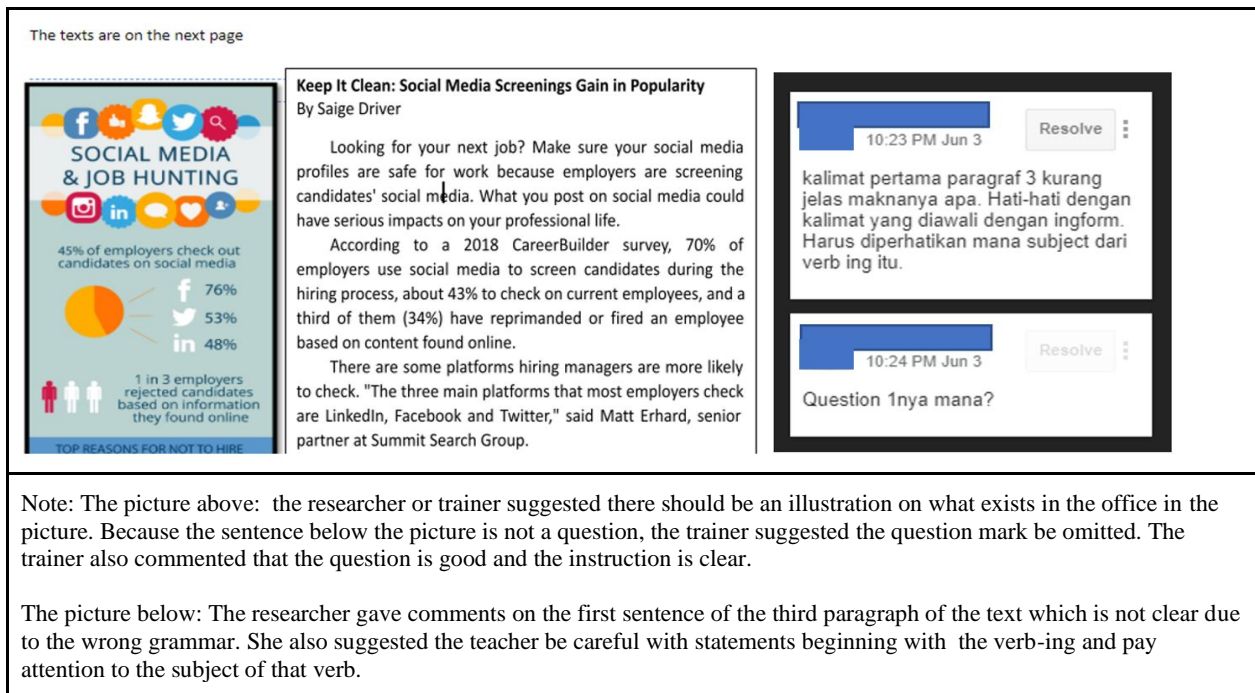
Harus ada penjelasan tentang apa saja yang ada di map itu ya.

2:06 PM Jun 4

ini bukan kalimat tanya, tapi perintah. jadi tidak usah pakai tanda tanya. Bagus pertanyaan ini. Teksnya juga bagus.

Figure 2

Examples of Feedback Given Asynchronously by the Research Team in the Training Program



Note: The picture above: the researcher or trainer suggested there should be an illustration on what exists in the office in the picture. Because the sentence below the picture is not a question, the trainer suggested the question mark be omitted. The trainer also commented that the question is good and the instruction is clear.

The picture below: The researcher gave comments on the first sentence of the third paragraph of the text which is not clear due to the wrong grammar. She also suggested the teacher be careful with statements beginning with the verb-ing and pay attention to the subject of that verb.

Figure 3
An Example of Feedback Given by a Researcher in a Synchronous Session

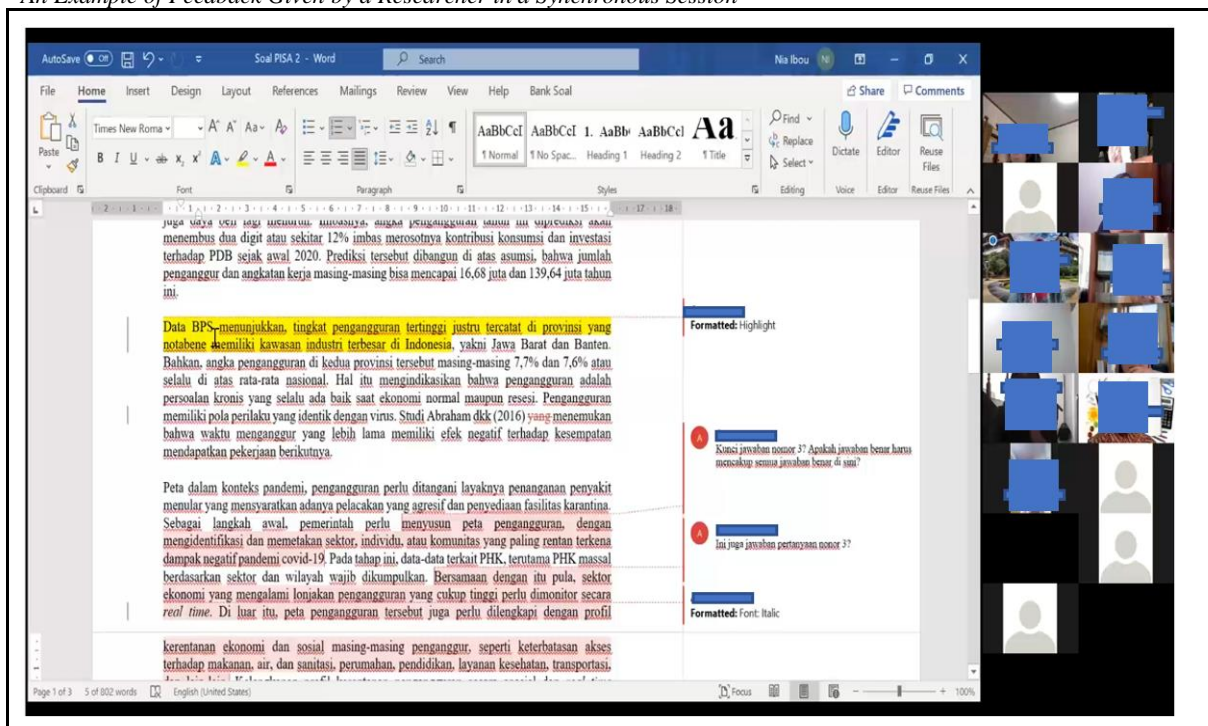


Figure 3 shows a different mode of feedback from another member of the research team on the teacher's work synchronously at the time of training, especially on questions related to the text whose option can be easily found from the text. This test item was considered too easy. She suggested paraphrasing the option. Feedback, coaching, and also explicit teaching improved the teachers' ability to create PISA-like reading tasks.

Appendix 3. Samples of Indonesian reading tasks or test items

Table 1

A Sample of "Locate Information" Question Developed by Nesya

Pertanyaan 5
Kementerian yang mengeluarkan surat keputusan mengenai pemangkasan cuti bersama 2021 adalah..

Karakteristik Kerangka

Situasi	Umum
Media	Cetak
Format teks	Teks tidak berkelanjutan
Jenis teks	infografik
Aspek kognitif	Mengakses dan mengambil informasi: mengambil informasi
Tujuan pertanyaan	Menemukan informasi yang dibutuhkan pada teks
Format soal	Jawaban Tertutup

Pedoman Penilaian

Kode	Deskripsi
1	Jawaban benar "Kementerian Agama, Kementerian Ketenagakerjaan, dan Kementerian PANRB"
0	menjawab salah
9	tidak menjawab

Note: Nesya could identify the framework characteristics of the test item.

Table 2.

A Sample of Understand Question in Indonesian

4. Apa hikmah dari kisah perjalanan si cangkir hingga menjadi cangkir yang cantik?
Pilih jawaban yang sesuai dengan menuliskan Ya/Tidak pada pernyataan berikut!

No	Pernyataan	Ya/Tidak
a.	Sering kali dalam sebuah kesuksesan diawali dengan perjuangan, kesakitan, penderitaan.	Ya
b.	Sesuatu yang cantik akan menarik perhatian orang yang melihat.	Tidak
c.	Biasanya setelah ujian-ujian yang melelahkan akan ada akhir yang bahagia.	Ya
d.	Untuk menjadi cantik seseorang perlu berjuang dan kalau perlu menderita.	Tidak

Level 5/SMP Kelas 9
Teks Naratif

Jenjang	Level 5/SMP Kelas 9
Konten	Teks Naratif
Konteks	
Kompetensi	Mengevaluasi dan merefleksi (Evaluate and reflect)
Subkompetensi	merefleksi atau membuat sebuah gambaran atau opini terhadap apa yang dibaca dikaitkan dengan pengalaman diri dan kehidupan sekitarnya
Bentuk Soal	Pilihan Ganda Kompleks

Panduan Penilaian

Kode	Deskripsi
2	menjawab 4 pertanyaan dengan benar
1	menjawab 3 atau 2 pertanyaan dengan benar
0	menjawab 1 pertanyaan dengan ber
9	tidak menjawab

1	Ya
2	Tidak
3	Ya
4	Tidak

Note: Statement b was suggested to be changed as it was too easy for the readers to say no to the statement. The word "dalam" in statement a was suggested to be removed.

Table 3

A Sample of "Reflect and Evaluate" Question Developed by Nesya

5. Adakah hubungannya peristiwa APA (BAGIAN SPESIFIK DARI CERITA TERSEBUT) dalam kisah tersebut dengan kehidupan sehari-hari? Berikan alasan jawabannya!

<u>Jenjang</u>	Level 5/SMP Kelas 9
<u>Konten</u>	Teks Naratif
<u>Konteks</u>	
<u>Kompetensi</u>	Mengevaluasi dan merefleksi (Evaluate and reflect)
<u>Subkompetensi</u>	merefleksi atau membuat sebuah gambaran atau opini terhadap apa yang dibaca dikaitkan dengan pengalaman diri dan kehidupan sekitarnya
<u>Bentuk Soal</u>	Jawaban Terbuka

A

Diperlukan petunjuk yg lebih spesifik

Note: The researcher asked Nesya to create a more specific instruction. What is the specific part of the text that should be related to the readers' daily life?