

Factors Affecting Students' Reading Comprehension at 8th Grade of MTsN 4 Sijunjung

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Abstrak

Penelitian ini bertujuan untuk mengetahui faktor-faktor apa saja yang mempengaruhi pemahaman bacaan siswa. Penelitian ini merupakan penelitian deskriptif kuantitatif. Populasi penelitian ini adalah seluruh siswa kelas II MTsN 4 Sijunjung. Sampel penelitian ini sebanyak 76 siswa dengan menggunakan teknik Total Sampling. Data dikumpulkan dengan menggunakan angket. Temuan penelitian ini adalah terdapat faktor-faktor yang mempengaruhi pemahaman bacaan siswa. Terdapat 8 faktor yang mempengaruhi pemahaman bacaan siswa di MTsN 4 Sijunjung. Dan persentasenya adalah keterbatasan pengetahuan kosakata dengan persentase 70%, kurangnya kelancaran dengan persentase 54,66%, kurangnya keakraban dengan subjek dengan persentase 58,66%, tingkat kesulitan teks dengan persentase 56%, penggunaan strategi membaca yang tidak memadai dengan persentase 68%, penalaran verbal yang lemah dengan persentase 60%, masalah dengan pemrosesan informasi dengan persentase 67,55%, masalah dalam mengingat informasi setelah membaca dengan persentase 53,77%.

Kata kunci : *Membaca, Pemahaman*

Abstract

This research aims to find out what factors affecting students' reading comprehension. This research is a descriptive quantitative research. The population of this study were all second grade students of MTsN 4 Sijunjung. The sample of this study was 76 students using the Total Sampling technique. Data were collected using a questionnaire. The findings of this study that there are factors that affect students' comprehension. There are 8 factors affecting students' reading comprehension at MTsN 4 Sijunjung. And the percentage of them are limited vocabulary knowledge in the percentage of 70%, lack of fluency in the percentage of 54.66%, lack of familiarity with the subject in the percentage of 58.66%, difficulty level of the text in the percentage of 56%, inadequate use of reading strategies in the percentage of 68%, weak verbal reasoning in the percentage of 60%, problems with processing information in the percentage of 67.55%, problems in recalling information after reading in the percentage of 53.77%.

Keyword : *Reading, Comprehension*

INTRODUCTION

Reading comprehension is a good way to develop and understand English. In reading comprehension, the students are not only understanding ideas, but also recognizing the relationships and structures among ideas. So, the students get the information and message from the written text that they have read. In reading comprehension, the students should have the particular purpose of their mind before they interact with the text. The students should have attention, memory, and motivation in reading text. So, the teacher should help them not only to read the text but also help them how to find the meaning or the content of text (Siregar, 2018). It means the students need to learn and have the background knowledge about the text that they will read.

Reading is thus essential for language learners to acquire information from books or texts, enhancing their knowledge (Amanda & Dewi, 2021). Reading ability is the skill to recognize the meaningful written symbol and the comprehension of the message which is communicated (Melani & Syafitri, 2021).

According to Oakhill, J., Cain, K., and Elbro, C. in (Hayati et al., 2022), they emphasize the significance of reading comprehension, not only for grasping text but also for broader educational achievement, success in academics, and employment opportunities. Furthermore, it plays a crucial role in our social interactions due to the prevalence of email, text messaging, and social networking platforms. Reading comprehension involves a multifaceted process that demands the coordination of various cognitive skills and abilities. According to Woolley in (Hayati et al., 2022) reading comprehension is the process of creating meaning from the text. The goal of reading comprehension is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.

According to (Fitri et al., 2022) reading comprehension is the act of understanding the text in increasing the students ability in reading the text. In reading skills, the students learn more types of text such as descriptive text, recount text, descriptive text, report text and procedure text. Comprehension problems can be caused by a the variety of different factors, whether it is influenced by individual factors or other factors. Weak comprehension certainly makes it difficult for students to understand reading text material. Some factors that affect students' reading comprehension (Westwood, 2008) are:

1. Limited vocabulary knowledge. Vocabulary is the most important component in creating meaning. This is because text consists of several words, namely vocabulary.
2. Lack of fluency. Some students often experience this difficulty because they do not read well. Some slow reading students tend to limit cognitive capacity to low-level letter and word processing.
3. Lack the familiarity with the subject matter. Many teachers give introduction theory use school textbook directly. It makes the students poor in comprehension.
4. Difficulty level of the text (reliability). That the students have to read based on their level. For example the students at eight grades are taught descriptive text, it also taught at the eleventh grade. But the level of the text is different.
5. Inadequate use of effective reading strategies. Strategy in reading is extremely needed for enhancing their comprehension. Unfortunately, there is evidence that reading is not being taught as a thinking activity and many teachers do not spend much time instructing students in the use of comprehension strategies.
6. Weak verbal reasoning. This difficulty is caused by poor students' connection between new information and their existing knowledge. But it depends on the students' ability to reason while reading process. It determined by an individual's level intelligence.
7. Problems with processing information. Everybody has different working memory capacity. Whereas in reading process, the reader should has enough memory for receiving message.
8. Problems in recalling information after reading. Memory depends on students paying sufficient attention while reading and remembering details. Memory is strongest when readers connect new information in the text to their prior knowledge and experience, and when they rehearse key points from the text. Thinking and note-taking can help students remember information from the text.

MTsN 4 Sijunjung is one of Junior High School in Sijunjung. As a formal school, this school uses the K-13 (2013 Curriculum) at the eighth and ninth-grade levels. School based the K-13 (2013 Curriculum) provides reading as one of the skills in English Mastery that must be taught and learned in Junior High School. English is taught twice a week, each meeting lasts 2 x 40 minutes. For reading at second grade students of junior level High School, the competency standard is to understand the meaning of short functional essay in content of daily life and to access knowledge.

Comprehending the text occurs in Indonesian students, they get difficulties in comprehending the text, especially English reading text. Some problems of students' reading comprehension on descriptive text. Firstly, students have difficulty in doing exercise questions

based on the text given by the teacher, Secondly, students could not remember the information from the text they read, Thirdly, students did not know the meaning of the vocabulary used.

Based on the explanation above, the researcher is interested in conducting the research entitled: "Factors Affecting Students' Reading Comprehension at the 8th Grade of MTsN 4 Sijunjung."

METHOD

The research method use in this research process is a quantitative research method with a descriptive approach. Quantitative research according to (Sugiyono, 2017) is a research method based on the philosophy of positivism, as a scientific method or scientific because it fulfils scientific rules concretely or empirically, objectively, measurably, rationally, and systematically. This research is designed to determine what factors affecting students' reading comprehension. The data for this study was gathered by questionnaires.

The researcher calculated the percentage of the students' responses towards each category (limited vocabulary knowledge, lack of fluency, lack of familiarity with the subject matter, difficulty level of the test, inadequate use of effective reading strategies, weak verbal reasoning, problems with processing information, problems in recalling information after reading). The calculation of the percentage based on the following formula :

$$p = \frac{f}{n} \times 100\%$$

Where,

P : Percentages

F : Frequency

N : Total number of the respondent

FINDINGS AND DISCUSSION

Findings

In the findings, the researcher shows the findings of the interpretation of the data collected through the questionnaire to answer the research questions. This research was conducted on class VIII students at MTsN 4 Sijunjung. These questions contained some factors of causes poor comprehension in reading followed by Westwood (2008) consists of limited vocabulary knowledge, lack of fluency, lack of familiarity with the subject matter, difficulty level of the text, inadequate use of effective reading strategies, weak verbal reasoning, problems with processing information, and problems with recalling information. The researcher calculated the percentage of the students' responses towards the questionnaire in each category. The data of factors affecting students' reading comprehension can be seen in the diagram:

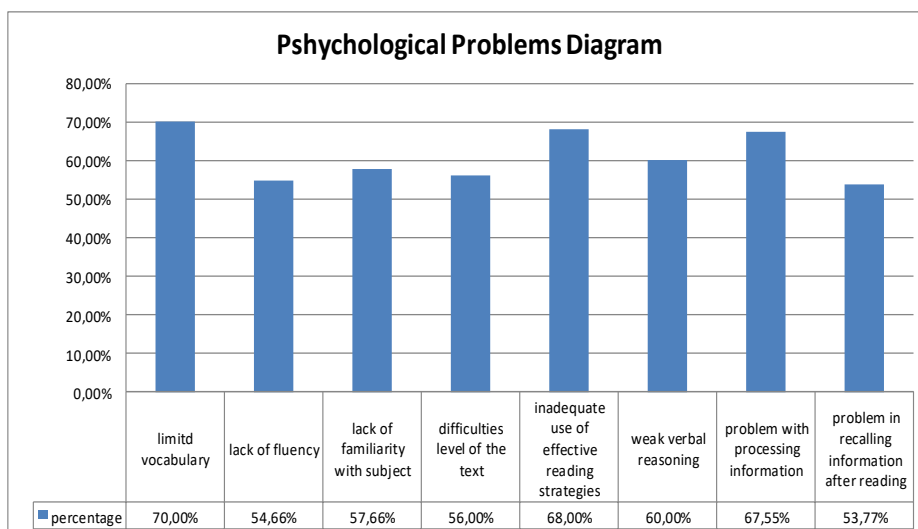


Diagram 1. Reading problems

Based on the diagram above shows that's reading comprehension. This data is the result of an analysis of the factors that affect a person's reading ability. The following is an explanation and analysis:

- Limited Vocabulary Knowledge (70.00%): This percentage shows that the majority of respondents have limitations in the number and variety of words they know. This can make it difficult for them to understand texts that have more complex vocabulary.
- Lack of Fluency in Reading (54,66%): This shows that most of the respondents have difficulty in reading fluently. They have difficulty decoding words quickly and efficiently, which can hinder overall reading comprehension.
- Lack of Familiarity with the Subject Matter (58,66%): This indicates that most of the respondents do not have sufficient familiarity or knowledge about the topics they read about. This lack of familiarity can affect their understanding of the material read.
- Difficulty Level of the Text (56.00%): This percentage shows that the majority of respondents face difficulties with the difficulty level of the texts they read. This could mean the text is too complex or not suited to their level of understanding.
- Inadequate of Use of Effective Reading Strategies (68.00%): The majority of respondents experienced difficulty in using effective reading strategies, such as identifying important information, creating general descriptions, or drawing conclusions. This can affect their understanding of the text they read.
- Weak Verbal Reasoning (60.00%): This indicates that most respondents have difficulty understanding and analysis information verbally. This can affect their ability to understand complex texts.
- Problems with Processing Information (67.55%): The majority of respondents experienced difficulty in processing the information they read. This can happen because they have difficulty connecting new information with the knowledge they already have.
- Problems in Recalling Information after Reading (53.77%): Although this percentage is lower than others, it still shows that the majority of respondents experience difficulty in remembering information after reading. This could be the result of several previous factors, such as a lack of effective reading strategies or limitations in vocabulary knowledge.

Based on the explanation above, we can know that the factors in students' reading comprehension are found in the first indicator with a high category, namely limited vocabulary (70%) and the lowest factor with a medium category, namely problems in recalling information after reading (53.77%).

Discussion

Based on the data analysis above, the researcher has found that there are factors affecting students' reading comprehension in grade eight at MTsN 4 Sijunjung. According to Westwood, P. (2008), reading comprehension there are several factors that influence it such as limited vocabulary knowledge, lack of fluency, lack of familiarity with the subject matter, difficulty level of the text, inadequate use of effective reading strategies, weak verbal reasoning, problems with processing information, and problems recalling in information after reading. The result of this research showed that factors affecting students' reading comprehension was limited vocabulary knowledge in the percentage of 70%, lack of fluency in the percentage of 54.66%, lack of familiarity with the subject in the percentage of 58.66%, difficulty level of the text in the percentage of 56%, inadequate use of reading strategies in the percentage of 68%, weak verbal reasoning in the percentage of 60%, problems with processing information in the percentage of 67.55%, problems in recalling information after reading in the percentage of 53.77%.

Based on the explanation above, we knew that the factors in students' reading comprehension were found in the first indicator with a high category, namely limited vocabulary (70%), and the lowest factor with a medium category, namely problems in recalling information after reading (53.77%).

And also compare to another study by Dian Hervi Novita's research (2019) with the title "An analysis of students' difficulties in understanding descriptive text at senior high school 8 Mandau"

The purpose of this research is to find out the difficulties of students in reading descriptive text, and to find out the factors that cause students' difficulties in reading descriptive text. Data were collected through questionnaires. Based on data analysis, it was found that students' difficulty in reading descriptive text is identifying the generic structure. The percentage of students who could not identify the generic structure of descriptive text was 54.28% and the researcher found that the highest factor causing difficulties in reading descriptive text was the level of difficulty of the text (reliability). The percentage of students' difficulty in reading descriptive text in terms of the level of difficulty of the text (reliability) is 75.14%.

Like wise with previous research conduct by Rahmi Putri Nanda with the title "An analysis of students' reading comprehension of descriptive text at SMAIT Al Fityyah Pekanbaru" (2020). Data was collected through questionnaires. Based on data analysis, it was found that the average score of students' comprehension in reading descriptive text was 73.2. Which is categorized into a good level. The percentage for each category is 50% of students are at the excellent level, 20% of students are at the good category, 15% of students are at the sufficient level, 10% of students are at the deficient level and 5% of students are at the failing level.

And the last research from Febriana, Istianah, and Sukmaantara (2014) on reading comprehension of descriptive text. The results showed that students' reading comprehension skills of descriptive text which included word comprehension, sentence comprehension, paragraph comprehension, and text comprehension showed that the highest percentage of the four indicators was word comprehension with a percentage of 83.08% which was included in the very good category and the lowest percentage was text comprehension with a percentage of 57.89% which was included in the less good categories.

In analysis data, the researcher calculated factors affecting students' reading comprehension. It was found that there are 8 factors affecting students' reading comprehension at 8th grade of MTsN 4 Sijunjung. And the percentage of them are limited vocabulary knowledge in the percentage of 70%, lack of fluency in the percentage of 54.66%, lack of familiarity with the subject in the percentage of 58.66%, difficulty level of the text in the percentage of 56%, inadequate use of reading strategies in the percentage of 68%, weak verbal reasoning in the percentage of 60%, problems with processing information in the percentage of 67.55%, problems in recalling information after reading in the percentage of 53.77%.

CONCLUSION

The purpose of this research is to find out what are the factors affecting students' reading comprehension of class VIII students at MTsN 4 Sijunjung. In this study, researchers found out that there are factors that affect students' reading comprehension. Based on the research question of what are the factors affecting students' reading comprehension, it can be concluded:

There are several factors affecting students' reading comprehension was limited vocabulary knowledge in the percentage of 70%, lack of fluency in the percentage of 54.66%, lack of familiarity with the subject in the percentage of 58.66%, difficulty level of the text in the percentage of 56%, inadequate use of reading strategies in the percentage of 68%, weak verbal reasoning in the percentage of 60%, problems with processing information in the percentage of 67.55%, problems in recalling information after reading in the percentage of 53.77%.

Based on the explanation above, we can know that the factors in students' reading comprehension are found in the first indicator with a high category, namely limited vocabulary (70%) and the lowest factor with a medium category, namely problems in recalling information after reading (53.77%).

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