

INTERNAL FACTORS AFFECTING READING COMPREHENSION ACHIEVEMENT AT SMA NEGERI 1 TAMBAKREJO

Sulistia Kurniawati¹⁾

Moh. Fuadul Matin²⁾

Abdul Ghoni Asror³⁾

¹FPBS, IKIP PGRI Bojonegoro

email: sulistiakw032@gmail.com

²FPBS, IKIP PGRI Bojonegoro

email: fuadul_matin@ikipgribojonegoro.ac.id

³FPBS, IKIP PGRI Bojonegoro

email: abdul_ghoni@ikipgribojonegoro.ac.id

Abstract

Reading is a journey, analyzing, and interpreting by the reader to obtain messages that are about to be delivered by the author in the media. Reading comprehension is getting increasing attention because modern information-based society requires excellent reading comprehension skills. Learning highly depends on the comprehension of information from text sources. Thus reading is really fundamental in every academic discipline. The aim of this research was to know internal factors affecting reading comprehension achievement at SMA Negeri 1 Tambakrejo. This research uses descriptive qualitative research method, and the way used by providing questionnaires and tests. The results of this research, internal factors affecting reading comprehension achievement at SMA Negeri 1 Tambakrejo is motivation, attitude, habit, and interest of reading.

Keywords: *Reading, reading comprehension*

Abstrak

Membaca adalah sebuah perjalanan, menganalisis, dan menafsirkan oleh pembaca untuk mendapatkan pesan yang akan dikirim oleh penulis di media. Pemahaman membaca semakin menarik karena masyarakat berbasis informasi modern memerlukan keterampilan pemahaman bacaan yang sangat baik. Belajar sangat tergantung pada pemahaman informasi dari sumber teks. Dengan demikian membaca benar-benar mendasar di setiap disiplin akademis. Tujuan dari penelitian ini adalah untuk mengetahui faktor internal yang mempengaruhi prestasi pemahaman membaca di SMA Negeri 1 Tambakrejo. Penelitian ini menggunakan metode penelitian kualitatif deskriptif, dan cara yang digunakan dengan memberikan kuesioner dan tes. Hasil dari penelitian ini, faktor internal yang mempengaruhi prestasi pemahaman membaca di SMA Negeri 1 Tambakrejo yaitu motivasi, sikap, kebiasaan, dan ketertarikan membaca.

Kata Kunci: *Reading, reading comprehension*

INTRODUCTION

Reading is a journey, analyzing, and interpreting by the reader to obtain messages that are about to be delivered by the author in the media. Reading comprehension is getting increasing attention because modern information-based society requires excellent reading comprehension skills. Learning highly depends on the comprehension of information from text sources.

Thus reading is really fundamental in every academic discipline. Reading research aims to tap into the processes of comprehension in order to find out how people read. Better understanding of reading skills can help develop more effective teaching programs. This paper discusses factors influencing reading comprehension. Many of the skills and strategies required for reading comprehension already appear in beginning readers in their ability to comprehend the language. As a first step pupils must learn how to decode individual words and sentences (including syntax). The most recent findings in neuroscience show children need a systematic phonological and morphological training to become a good reader. Reading abilities develop over time, readers gradually realize that meaning is often more complex than a single word, a sentence, or even a paragraph, in the end they learn how to read between the lines, used their associations. They must use their background knowledge to make the inferences, which are necessary to reveal these deeper meanings.

There are many factors that cause the ability to read Indonesian children belong to low, such as the absence of facilities and infrastructure, especially libraries with quality and adequate books. Because with the library, which is equipped with our quality books can easily find references or reference sources that are being learned, thus we can develop wider scales and insights.

Problem Formulation

Based on the background above, the writer formulates a research question as follows: What internal factors affecting on reading comprehension achievement?

The Objective of the Study

The objective of this study is to figure out what factors affecting on reading

comprehension achievement by the students at 10th grade of SMA Negeri 1 Tambakrejo. The Significance of the Study

The result of this study is intended to broaden the perspective of the writer in particular and the reader in general.

The Definition of key word

The aims of key word to avoid differences in response to terms in the proposal of the research. The key word in this study is as follows:

1. Reading Somadayo (2011: 4) Reading is an interactive activity to pick and understand the meaning or meaning contained in the material.
2. Reading comprehension. Reading comprehension or ability to read to new information with old information with the intention to gain new knowledge (Smith, 1982: 45) in Somadayo (2011: 9).

METHOD

Understanding data collection techniques According to Arikunto is the way that the researcher can use to collect data, where the show shows that an abstract, can not be re-embed in an eye-object, but can be displayed its use. In the case of data collection, the author of the plunge directly on the object of research to get valid data, the researcher uses the following method:

1. Questionnaire

Questionnaires a number of questions used to obtain information from respondents in terms of their personality or things. The questionnaire used in this research is closed questionnaire. It means that on every question there are some alternatives answers that relate to the question, so the respondents can easily choose the answer that already exists.

2. The test

Test is a systematic instrument or procedure for measuring a sample of his misl to behave questions How well (high) the person's performance that the answer is in the number of numbers (Nurgiyantoro, 2012: 105). This test is one form of measurement and tests with the aim of getting information (abilities) about the respondent (Nurgiyantoro, 2010: 6). This tata-datelly

technique technique is used to measure the ability to read the understanding. This test will be objective test (choice of double) in the form of grains of questions that are the translation of the indicator of reading the assessment of the understanding, which consists of; (1) The ability to define the meaning of the word / terms, (2) the ability to understand the meaning is applied, (3) the ability to understand implied meaning, (4) the ability of draw conclusions, (5) the ability to make predictions, and (6) ability to evaluate the content of the reading. This technique will greatly facilitate researchers in measuring the level of reading comprehension achievement student of student class X SMA Negeri 1 Tambakrejo.

FINDINGS AND DISCUSSION

Test are used to support the answers of the questionnaire to know the reading comprehension achievement by students. The result of the test is not low and not too bad with the average value 50 of 100 points. So it can be conclude that the result of the questionnaire is valid.

The table of questionnaire result shows the percentage of frequency responses by student. It can be explained that point 1 shows that a small proportion of students (33.3%) said they always create a reading schedule and taped in the way. Half of students said they that create a reading schedule and taped in the way (50%), while the other small parts state sometimes (4%) and (8%) often.

Furthermore, point 2 shows that a small proportion of students (25%) said they always will moved to read just when there is homework. Half of students said they sometimes will moved to read just when there is homework (50%), while the other small parts state never (16.6%) and (8.3%) often.

However, point 3 shows more than half of students who said agree they read without having reading schedule (83.3%). Small proportion of students said disagree(16.6%) that they read without having reading schedule. While no one says strongly agree (0%) and strongly disagree (0%). So it can be conclude if they agree that their habits by always reading without

scheduled are affecting on reading comprehension achievement.

While point 4 shows that the majority of students (41.6%) said agree that they have targets reading more than three books. Another small part students say disagree (25%). While the other small part stated strongly agree (16.6%), and strongly disagree (16.6%). So it can be concluded that students agree that they have targets reading more than three books.

Meanwhile, point 5 shows that most students (50%) said that they always prefer to take advantage of spare time for reading and the majority of students sometimes (33.3%). Whereas a small proportion of students expressed never (8.3%), and often (8.3%). Thus it can be concluded if they always prefer to take advantage of spare time for reading.

The next is point 6. This shows that a small proportion of students (8.3%) said that they always visited the library if told the teacher and with the force and more half students say sometimes (58.3%). While a few others said they never(16.6%) and there were those who stated never (16.6%). Thus it can be concluded if they sometimes visited the library if told the teacher and with the force.

Then, point 7 shows that a small proportion of students (16.6%) said that they always not take advantages of learning, doing the task or borrowing books by the library facilities and half of the students said sometimes (50%). While a few others never(33.3%), and there were those who did stated often(0%). Thus it can be concluded if they always not take advantages of learning, doing the task or borrowing books by the library facilities.

Furthermore, point 8 shows that a small proportion of students (8.3%) said always that they everyday visit the library and the majority of students said they sometimes (58.3%). While a few others never (25%), and there are also those who say often (8.3%). Thus it can be concluded if they everyday visit the library.

Then, point 9 shows that majority of students (41.6%) said always that they always read overall, not looking for focus information and sometimes (0%). While some others said they never (41.6%), and there were those who stated often (20%). That

is so it can be concluded if they read overall, not looking for focus information.

Furthermore, point 10 shows that a small proportion of students (8.3%) agree that they prefer to take advantage of school break to play rather than visiting the library and the majority of students express disagree (66.6%). While the other small part stated strongly agree (25%), and strongly disagree (0%). It can be concluded if they disagree that they prefer to take advantage of school break to play rather than visiting the library.

Then point 11 shows that majority of students (33.3%) said agree that in a week less than three times they visited library and small proportion of the students said disagree (25%). While small proportion of students said they strongly agree (25%), and strongly disagreed (16.6%). Thus it can be concluded if they agree that in a week less than three times they visited library.

Next is point 12. This shows that majority of students (41.6%) said agree that they taking advantage of spare time of school to visit the library and small proportion of students agree (16.6%). Then a small number of students said they strongly agree (16.6%), and other stated strongly disagree (25%). Thus it can be concluded if they agree that they taking advantage of spare time of school to visit the library.

Thus, point 13 shows that a small proportion of students (16.6%) said they agree that the library was boring and more than half of the students disagree (58.3%). While a small number of students stated strongly agree (8.3%), and some stated strongly disagree (16.6%). Thus it can be concluded if they disagree that the library was boring.

Next is point 14. This shows that majority of students (41.6%) said agree that they always do the eye of concentration on the mind unit and small proportion of the students expressed disagree (33.3%). While others a small number of students said they strongly agree (8.3%), and some stated strongly disagree (16.6%). Thus it can be concluded if they agree that always do the eye of concentration on the mind unit.

However, point 15 shows that most students who say they agree if their eyes moved slowly to the next sentences(75%) and

a small proportion of students said disagree (8.3%), while other students strongly agree (8.3%). And a small proportion of students strongly disagree (8.3%). So it can be concluded that they agree if their eyes moved slowly to the next sentences.

Then point 16 shows that small proportion of students (25%) said agree that they were hard to do the concentration when reading, majority of students say disagree (58.3%). While strongly agree (0%) and strongly disagree (16.6%). So it can be concluded that the students disagree that they were hard to do the concentration when reading.

Furthermore, point 17 shows that half of students said they agree that when reading their eye movement see other rows(50%), while students who say disagree (33.3%). And a small proportion of students stated strongly agree (8.3%) and strongly disagree (8.3%). So it can be concluded that students agree that when reading their eye movement see other rows.

So, point 18 shows that half of students (50%) say they are agree that when they reading focus on the pieces of words without placing eye views to the next line, small proportion of the students say disagree (25%). While some students said they strongly agree (8.3%) and strongly disagree (16.6%). So it can be concluded that the students agree that when they reading focus on the pieces of words without placing eye views to the next line.

Next is point 19. This shows a small proportion of students (25%) who stated agree that they have a quick eye movement to ignore other words for displacement to the next line, half of the students said disagree (50%) and other of students said strongly agree (25%), while who disagree (0%). So it can be concluded that they have a quick eye movement to ignore other words for displacement to the next line.

Then point 20 shows that majority of students (50%) say they are agree that the range of eye movement is short so they read to be long and difficult to understand the content of the reading, most students say disagree (41.6%). While students strongly agree (0%) and strongly disagree (8.3%). So it can be concluded that students agree about

the range of eye movement is short so they read to be long and difficult to understand the content of the reading.

Stephan R. Covey (2013) through the book *Seven Habits of Highly Effective People* (7 Human Paraban Heavy) Infer it a little help in increasing the growth of the reading culture. Seventh habits are orally saw, in this case the balance of balanced self-renewal, if associated with reading as habit, then the deepest element donated Stephan R. Covey (2013) is about the four-dimensional updates. The four dimensions, among others: physical, spiritual, mental and social / emotional. More clearly emphasized by Tarcy Hurmali through art books and stringa- reads quickly, that makes it read as a habit. If you have a reading hobby, then slowly reading will be part of your life. With the diligent reading, your vocabulary treasury will be richer. You also know more things and knowledge. So it is helpful to understand the new book or reading material faster. The person's reading habits depends on the interest and motivation of within a person. The eighth stage of nine stages written by Masri Sareb, 2008 is the stage of looking for your own book. At this stage someone no longer waits. He searched for his own book. If not available in the private library at home, he searched out, to the library. This awareness is to be a good stage to increase the reading habit.

CONCLUSION

Based on the results of data analysis and above discussion, it can be taken the conclusions as follows: First, the factors that affect the ability to read the understanding of students of SMA Negeri 1 Tambakrejo Class 10 Science is internal and external factor. Internal factors include; Motivation, Attitudes and Interests Reading, Reading Habit, Previous Hospitality / Experience, Interest on Readings and Benefits for Readers, Emotional and Health Readers' Conditions, Reader Intelection Levels, while external factors include; The social socio-economic background, environmental and time atmosphere, the text of the reading owned with all its existence.

Of these two factors that are most prominent are the motivation, attitude, and good interest in reading, and the awareness that diligent and diligent in reading will be

more influential than relying on the level of intelligence only. However, respondents still have the shortcomings in terms of reading habits, previously knowledgeable knowledge and knowledge of how to read, emotional and health conditions conditions are also the weakness of the respondents to understand a reading, then the background of social socio-economic family also affect the development of cultural readers of respondents, text links, the effects of oral culture and electronic media, as well as interest and use of reading for respondents. Challenges and struggles of outer factors (external) often inhibit a person in the move, in this case reading. Everything that exists and appears in the midst of a person's life so far does not guarantee the activity that is being done certainly does not consider it a problem, it is a blessing and adds to knowledge. The focus of what this analysis is about the strong factor of science and technology in reading. Second, the ability to read the understanding of students of SMA Negeri 1 Tambakrejo class X Science class A which includes aspects of capturing the meaning of the word / term, meaning is implied, implied meaning, the ability to conclude, predict, and evaluate in the low category. The result was obtained, after the result of the result that the average value of the test ability to read the respondents's understanding of 21.60, whereas to reach the category, the respondents must be in the range of 32 to 42. The results are seen from the ability of the respondents who are still less, namely the archery of captures and terms, capture the meaning of the express, and the aspect of concluding. In the aspect that has the results of the right answer is more, the aspect of capturing implied meaning, aspects of predicting ability, and aspects of evaluating ability do not show a significant difference.

REFERENCES

- Alninda, R. I. 2016. *Ability to read the understanding of Indonesian learning students of class IV SD Negeri cluster Dieng sub-district Bulu regency Temanggung*

- Amalia, K. K. 2016. *analysis of reading understanding based on student class IV SD Negeri cluster Dwija harapan sub-district Mijen*
- Anggiyana, M. .2014. *students anxiety in learning english. From* <file:///F:/ANGGIYANA%20MUSTHACHIM-FITK%20ref%201.pdf>
- Arif, S. 2014. *improving reading of understanding use of spectacle scramble discourse class students IV A SDN Huntang Yogyakarta*
- Lenna. 2016. *analysis Of factors behind the reading skill of the students of class IV SDN Slaharwotan 1 sub-district Ngimbang regency Lamongan in the academic year 2014/2015*
- Libert, J. 2016. *factors that affect the ability to read the understanding of students program of Indonesian literary education studies universitas of Sanata Dharma Yogyakarta. From* file:///F:/REFERENSI%20SKRIPSI_unlocked%20ref%203.pdf
- Siti, K. 2015. *relationship interest read with the ability to read the students of high class students SDN 1 Karangari district Pengasih regency Kulon Progo academic year 2014/2015*
- Szilvia, V. T. 2017. *factors affecting reading comprehension. From* file:///F:/2017_ART_006_Tanczikne%20ref%202.pdf
- Tiffany A. Flowers and Lamont A. Flowers *Urban Education* 2008; 43; 154. *Factors affecting urban African American high school students achievement in reading .from* file:///F:/Factors_Affecting_Urban_African_American_High_Scho.pdf