FACTORS INFLUENCING THE THIRD YEAR STUDENTS’ READING COMPREHENSION AT ENGLISH DEPARTMENT OF BUNG HATTA UNIVERSITY

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Abstract

This research aimed at describing the factors influencing the third year students’ reading comprehension at English Department of Bung Hatta University. The population of this research was the third year students at English Department of Bung Hatta University. The number of population members of this research was 54 students. The researcher used total sampling technique to select sample. The instrument used to get the data was questionnaire. Reliability index was 0.78. It means that the instrument was reliable. Based on the result of analyzing data, it can be found that internal factor (74.96%) influenced dominantly the students’ reading comprehension especially motivation factor (77.22%) and interest factor (70.44%). External factor has 69.78% influencing students’ reading comprehension. They are lecturer factor has 75.63% influencing students’ reading comprehension and reading material factor has 63.93% influencing students’ reading comprehension. Finally, it can be concluded that internal factor especially the motivation factor influenced dominantly students’ reading comprehension. Because of that, the researcher proposed some suggestions. First, the teacher has to give more motivation to the students. Second, the teachers have to give the interesting material to the students. In other word, it can build the students’ interest in reading comprehension. Last, the next researcher is suggested to do a research about the aspects that causes the students interest in reading comprehension.

Key Words: Factor, Influencing, Reading Comprehension

Introduction

Reading is one of the four basic skills in English. Reading can be seen as an interactive process between a reader and a text which leads to automaticity (reading fluency). Fatherly, Merrikh (2013: 69) states that during the process of reading the reader interacts dynamically with the text as he/she tries to elicit the meaning and where various kinds of knowledge are being used: linguistic or systemic knowledge as well as schematic knowledge. According to Dechant, (2013:5), reading are divided into two major types: (a) those that equate reading with interpretation of experience generally, and (b) those that restrict the definition to the interpretation of graphic symbols.

Reading has its own components. According to Nisbet (2010:2), there are essential components of reading that are interrelated and work in concert to extract the essence of reading, which is gaining meaning from text. These critical components of reading include (a) phonological awareness/phonemic awareness, (b) word study/phonics, (c) vocabulary, (d) fluency,
and (e) comprehension. Readers need to be aware of these components in the effort of influencing their reading comprehension achievement. In award, if they are not able to possess those components they will fail to comprehend the text.

Besides being aware of these essential components of reading, students’ autonomy makes an important role to achieve academic success especially reading comprehension. According to Farooq (2013: 1) learners’ autonomy engages the students’ academically and personally to understand and master the language. Students’ autonomy deals with cognitive, behavior, and motivation. Cognition relates with academic success especially in reading comprehension achievement. For example, the students activate their content background knowledge about the text or they use some strategies to make the comprehension better. Behavior is how they act. For example, they set a planning time to read the text, they seek help if they find any difficulties in reading process. The last is motivation. This is mentioned important because this is one of the key of academic success.

By reading, students can find any information that they want. However, many students often get difficulties to comprehend texts they read. In general, a reader’s understanding of text is influenced by a broad range of factors, including his/her motivation, interest, vocabulary, general knowledge, knowledge of the particular subject, word identification skills, reasoning ability, use of effective strategies to identify main ideas and supporting detail, and an appreciation of text structure (Torgese in Samadi and Maghsoudi 2013: 23).

There are two factors influencing them to grasp information from text being read. The first factor is internal factor. The internal factor is defined as the factor which comes from the reader himself. According to Kahayanto in Shehu (2015:232), this factor is usually known as personal factor because the factor has existed inside the reader. This factor deals mostly with self-motivation and interest. The second factor is external factor. According to Shehu (2015:232) the external factor is another factor that has a great influence on reading comprehension achievement. It has a close relationship to reading material and lecturer.

Moreover, based on informal interview with some of third year students at English Department in Bung Hatta University who take advanced reading class, the researcher found some problem such as lack of motivation to read, not interested with the material, and even cannot comprehend the reading lesson in that class.

Based on the description above the researcher was interested in conducting a study entitled “Factors Influencing the Third Year Students’ Reading Comprehension at
English Department of Bung Hatta University.

Research Method

This research was descriptive in nature. According to Gay (1987: 189), descriptive research involves collecting data in order to answer the question concerning the current status of the subject of the study.

The population of this research was the third year student’s reading comprehension at English Department of Bung Hatta University. The total number of population members was 54 students.

According to Gay (1987: 101), sampling is the process of selecting a number of individuals for study in such a way that the individuals represent larger group from which they are selected. The researcher decided to take all population as sample because the population was less than 100 subjects. The researcher used total sampling technique. According to Usman and Akbar (2006: 181), research that uses all of the members of population is called total or census sample. Sugiyono (2011: 124) states that census sampling is determination of sampling technique where all of the populations are used to be sample.

The researcher used questionnaire. The researcher used questionnaire to find out information about factors influencing the students’ reading comprehension.

The researcher used Likert Scales’ options of response as the questionnaire options. According to Sugiyono (2012:73) Likert Scale used to measure attitudes, opinions and perceptions of a person or a group about social phenomenon. The answer of each item in instrument that uses in Likert Scale starts from very positive to very negative answer, as the followings:

- Strongly agree
- Agree
- Less agree
- Disagree
- Strongly disagree

Validity of the Questionnaire

The researcher used predictive validity. According to Tuckman and Harper (2012:208) predictive validity can be established by relating a test to some actual behavior that it is supposed to predict.

Reliability of the Questionnaire

The researcher used variant Formula and alpha Formula. According to Arikunto (2010:227-239) alpha formula is used to find out the reliability of instrumentation that has score 1 until 5.

The variant Formula:

$$
\sigma^2 = \frac{\sum X^2 - (\sum X)^2}{N}
$$
Alpha Formula:
\[
r_{11} = \left[ \frac{k}{k-1} \right] \left[ 1 - \frac{\sum \sigma b^2}{\sigma_t^2} \right]
\]

Based on the result of questionnaire, \( r_{\text{counted}} \) is 0.78. It is bigger than \( r_{\text{table}} \) that is 0.268 (see Appendix 3). So the questionnaire was reliable.

The procedures in collecting the data were as follows:
1. The researcher collected the students’ questionnaire responses.
2. The researcher read students’ responses.
3. The researcher gave score to the students by giving the following classification
4. The researcher counted total scores of each student

The researcher followed these several technique:
1. The researcher presented the raw score
2. The researcher classified the students’ score based on the Likert Scale criteria
3. The researcher calculated the percentage of each detail indicators \{\text{internal} (motivation and interest) / \text{external} (teacher and reading material)\} by using following formula:
   \[
Pf = \frac{x}{n} \times 100\%
\]
4. Finally, the researcher compared the highest percentage to decide what is the most dominant factor that influencing students’ reading comprehension.

Findings and Discussions

1. Findings

Based on the data gathered, the researcher drew the findings that the third year students’ reading comprehension is influenced by internal factor (73.83%) and external factor (69.78%). In term of internal factor, their reading comprehension is influenced by motivation (77.22%) and interest (70.44%), and external factor in their reading comprehension is influenced by lecturer (75.63%) and reading material (63.93%).

4.1.1 The Internal Factor in Reading Comprehension

In this part the researcher described the finding of internal factors in reading comprehension. It influenced 74.96% in reading comprehension (see Appendix 4). The researcher presented the finding of the research as follow:

4.1.1.1 The Motivation Factor in Reading Comprehension

The result of analyzing data gathered from questionnaire showed that the highest score was 25 and the lowest one was 12 and the total score was 1024 (see Appendix 5). motivation has 77.22% influencing students’ reading comprehension. It means that students’ reading comprehension is almost influenced by students’ motivation, because
it has the highest percentage in student’s reading comprehension (see Appendix 6).

4.1.1.2 The Interest Factor in Reading Comprehension

The result of analyzing data gathered from questionnaire showed that the highest score was 24 and the lowest one was 13 and the total score was 951 (see Appendix 5). Interest has 70.44% influencing students’ reading comprehension. (see Appendix 6).

4.2 The External Factor in Reading Comprehension

In this part, the researcher described the finding of external factors in reading comprehension. It influenced 69.78% in reading comprehension (see Appendix 4). The external factor consists of teacher and reading material.

4.2.1 The Lecturer Factor in Reading Comprehension

The result of analyzing data gathered from questionnaire showed that the highest score was 24 and the lowest one was 14 and the total score was 1021 (see Appendix 7). It means that lecturer factor has 75.63% influencing students’ reading comprehension (see Appendix 8).

4.2.1.2 The Reading Material Factor in Reading Comprehension

The result of analyzing data gathered from questionnaire showed that the highest score was 22 and the lowest one was 14 and the total score was 863 (see Appendix 7). Reading material has 63.93% influencing students’ reading comprehension. (see Appendix 8).

4.2 Discussions

From the data that have been describes above, the researcher described that internal factor is influencing students’ reading comprehension.

4.2.1 The Internal Factor in Reading Comprehension

In this part, it was found that there were motivation and interest consists of internal factor. The researcher presented as follow:

4.2.1.1 The Motivation Factor in Reading Comprehension

As already discussed before, it was described that reading material (77.22%) influencing students’ reading comprehension.

4.2.1.2 The Interest Factor in Reading Comprehension

As already discussed before, it was described that reading material (70.44%) influencing students’ reading comprehension. The finding of this research indicates that the students were interested to read a new book that lecturer given to them and they tried to finish their reading on time.
4.2.2 The External Factor in Reading Comprehension

In this part, it described that there were lecturer and reading material consists of external factor. The researcher presented as follow:

4.2.2.1 The Lecturer Factor in Reading Comprehension

As already discussed before, it was described that lecturer (75.63%) influencing students’ reading comprehension. The finding of this research indicates that the lecturer has a good style in teaching and always gave them the motivation to read. It means that lecturer has to increase their capability in teaching and used interesting material to influencing students’ reading comprehension.

4.2.2.2 The Reading Material Factor in Reading Comprehension

As already discussed before, it was described that reading material (63.93%) influencing students’ reading comprehension. The finding of this research indicates that the material deals with familiar topics and the material always interested.

Conclusions and Suggestions

1. Conclusions

The conclusion of this research could be stated that the internal factors was dominant factor (74.96%) that influence the third year students of Bung Hatta University. The internal factors are motivation (77.22%) and interest (70.44%). The specific conclusions are as the followings.

1. Internal Factor

There were 74.96% internal factor influenced reading comprehension. They were divided into two subject factors;

- Motivation factor has 77.22% influencing the third year students of Bung Hatta University in reading comprehension. It is the highest factor that influence students’ reading comprehension.
- Interest factor has 70.44% influencing the third year students of Bung Hatta University in reading comprehension.

2. External Factor

There were 69.78% external factor influenced reading comprehension. They were divided into two subject factors;

- Lecturer factor has 75.63% influencing the third year students of Bung Hatta University in reading comprehension.
- Reading material factor has 63.93% influencing the third year students of Bung Hatta University in reading comprehension.
3. If we compare the both factors, internal factor were dominant influencing the students’ reading comprehension.

5.2 Suggestions

Base on the conclusion of this research as already discussed previously, the researcher derived several suggestion:

1. Related to motivation factor in reading comprehension, the researcher suggested to the lecturer to choose the text that has high frequency used daily life and the lecturer used discussion.

2. Related to the interest factor in reading comprehension, the researcher suggested to the lecturer to give them the more up to date topic because it can increase their interesting in reading.

3. Related to lecturer factor in students’ reading comprehension, the researcher suggests to the lecturer to increase students’ capability by giving style in teaching to influence students’ reading comprehension.

4. Related to reading material factor in reading comprehension, the researcher suggested to the lecturers to give the interesting material to the student. In other word, it can build the students’ interest in reading comprehension also as well.

5. The next researcher is suggested to do the research about the aspects that causes of the students interest in reading comprehension.

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