

HOW READING MATURITY INFLUENCES READING COMPREHENSION ACHIEVEMENT OF THE TENTH GRADE STUDENTS OF SMA YWKA PALEMBANG

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Abstrak

Salah satu kemampuan paling penting yang perlu dikembangkan anak-anak adalah membaca. Karena kematangan membaca merupakan pencapaian kemampuan membaca dan informasi, maka memiliki kematangan membaca yang tinggi dapat memberikan manfaat bagi anak dalam membaca. Oleh karena itu, dengan menggunakan prosedur cluster random sampling, peneliti ini menguji hubungan dan dampak kematangan membaca dan pencapaian pemahaman membaca pada sampel 105 siswa yang terdaftar di kelas sepuluh. Kuesioner kematangan membaca dan tes pencapaian pemahaman membaca digunakan dalam penelitian ini, dan analisis regresi serta koefisien korelasi Pearson Product Moment digunakan untuk analisis. Hasilnya, nilai r lebih besar ($0,243 > 0,168$) dibandingkan r tabel untuk $df=94$. Demikian pula, tingkat signifikansi (p) (sig.2-tailed) adalah 0,017, kurang dari 0,05 ($0,017 < 0,05$). Ditentukan bahwa terdapat hubungan dan pengaruh positif yang cukup besar antara pencapaian pemahaman membaca dan kematangan membaca.

Kata Kunci : Prestasi pemahaman membaca, Kematangan membaca.

Abstract

One of the most crucial abilities that kids need to develop is reading. Because reading maturity is the achievement of reading abilities and information, having high reading maturity can benefit kids in reading. Thus, utilizing cluster random sampling procedures, this researchers examined the relationship and impact of reading maturity and reading comprehension achievement on a sample of 105 students enrolled in the tenth grade. The reading maturity questionnaire and the reading comprehension accomplishment test were employed in this study, and regression analysis and the analysis employed the Pearson Product Moment correlation coefficient. As a result, the r -value was greater ($0.243 > 0.168$) than the r -table for $df=94$. Similar to this, the significance level (p) (sig.2-tailed) was 0.017, less than 0.05 ($0.017 < 0.05$). It was determined that there was a considerable positive association and influence between reading comprehension achievement and reading maturity.

Keywords : Reading comprehension achievement, Reading maturity.

INTRODUCTION

The majority of people utilize English, which is the language that everyone on the planet speaks. English is widely utilized as the language of higher administration, superior justice, as well as to advance education and diplomacy, according to Subasini and Kokilavani (2013). In addition, a lot of printed materials are produced in English, as are television broadcasts and publication sources, according to Richard (2007) and Graddol (as mentioned in Ardiansyah & Djohar, 2012). A lot of information is also written in English. Consequently, English is used extensively in daily life as a communication tool and as a way to gather information.

To master English, students need to acquire four fundamental skills. According to

Aydogan and Akbarov (2014), learning English requires students to become proficient in four essential areas: speaking, writing, listening, and reading. Furthermore, there are other rationales for pupils to acquire the four fundamental English language abilities. Jing (2006) elucidated that mastering the four essential language abilities is crucial, as students use many skills—sometimes all four at once—in real-world applications like communication. This implies that in order for pupils to understand English, they must acquire the four aforementioned competencies.

Reading is regarded as the most crucial of the four English language skills. Acheaw (2014) argues that reading can help readers enter new understandings of their own experiences and possibly be a path toward discovering their own identities. In order to comprehend reading—its importance, purpose, and ramifications—Nurhadi (2021) continued, saying that reading is a process of digesting elegant and imaginative language. In this instance, reading is discovered to be a method of knowing things clearly and even of identifying oneself.

Students must overcome a variety of challenges in reading exercises in order to master reading abilities. According to Rukmini (2014), a number of factors, including the textbooks' unfamiliarity—long texts, foreign vocabulary, and a dearth of pre-reading activities to activate prior knowledge—made pupils disinterested in reading them. Furthermore, Westwood (2008) states that low reading comprehension can be caused by eight different reading challenges. The challenges include: (1) limited vocabulary; (2) fluency; (3) unfamiliarity with the material; (4) text difficulty level (readability); (5) insufficient use of affective reading strategies; (6) weak verbal reasoning; (7) information processing issues; and (8) difficulties remembering what has been read. Therefore, in reading there are difficulties that readers need to face in mastering reading skills.

One of the difficulties Indonesian students face is reading comprehension. According to the OECD (2019) in PISA, assesses students' basic literacy skills in reading, science, and mathematics at the age of 15. According to the survey, Indonesian students' basic literacy skills placed them in the bottom 10th or 70th place out of 79 participating countries. Indonesian students have an average reading proficiency of 80 points, with 42 points awarded for reading, 52 points for math, and 37 points for science. These scores still fall short of both the ASEAN countries' student accomplishments and the OECD average.

The inadequate literacy skills results for Indonesian students can be attributed to a number of variables. According to Nanda and Azmy's (2020) investigation, low reading comprehension among EFL readers was caused by a number of factors, including low initial knowledge, mastery of English vocabulary, and a lack of student motivation. Devira (2017) also studied reading comprehension issues and discovered that a range of factors, such as students' prior knowledge, material difficulties, motivation, and interest in reading, affect their reading abilities.

Furthermore, other elements like reading maturity play a significant part in students' comprehension of what they read, particularly in terms of boosting their love of reading. Mature, according to Theiss et al. (2009), is defined as having the attitudes, interests, and abilities necessary for everyone to engage in reading activities with great zeal and enthusiasm, especially those that lead to a better and more useful life. Reading maturity, however, is not a major factor in the role of a second language because some people believe it is unimportant and frequently ignored. According to Squires (2014), there isn't even a lot of knowledge about reading behavior, particularly reading comprehension and its connection to the development of readers. Additionally, reading proficiency plays a significant role in the second place. In conclusion, so the researchers were interest in conduct the research “How Reading Maturity Influences Reading Comprehension Achievement”.

RESEARCH METHODOLOGI

Utilized quantitative methods as a guide for research design when conducting this study. This study employed a correlational design, which is non-experimental in nature, to quantify and explain the degree of relationship or connection between two or more factors, or a set of scores (Cresswell, 2012). The cluster random sampling technique was used to select the study's sample. The purpose of sampling was to choose sample subjects that were typical of the population. "...30 subjects are seen as a minimum sample size," according to Emzir (2013). 105 students from X1, X5, and X7, the tenth grade, participated in this study using the random method.

Two methods of data collection were used in this study to gather information on the reading comprehension and maturity of the samples. To collect the required data, reading assessments and questionnaires were used to gauge students' comprehension. The researchers in this study evaluated the data using SPSS 26.0. The researcher used prerequisite analysis to confirm normalcy and linearity. The Pearson correlations between the variables were verified using product moment correlation analysis. Regression analysis was also employed to ascertain the research problem's impact.

RESULTS AND DISCUSSION

Normality Analysis

The test of normality was employed to evaluate the reading comprehension and reading maturity questionnaire results in order to establish whether or not the data were normal. Using SPSS 26, the researchers conducted the Kolmogorov-Smirnov test. The normalcy test results are shown in the following table:

Normality Test	
One-Sample Kolmogorov-Smirnov Test	
	Unstandardized Residual
N	96
Monte Carlo Sig.	.061 ^d

Based on the table, the monte carlo significant was .061 which was higher than 0.05 (.019 > 0.05). As a result, each variable's data was distributed normally.

Linearity Analysis

The reading maturity questionnaire and reading comprehension test data were subjected to a linearity test to determine whether or not they were linear. One Way ANOVA in SPSS 26 was used to perform the linearity test. The following table displays the linearity test result:

Linearity Test		
Anova Table		
		Sig
Reading Comprehension Achievement Reading Maturity	Deviation from Linearity	.633

The significant was .633, higher than 0.05 (.633 > 0.05), according to the table. The two variables were therefore linear.

Correlation Analysis

This section addressed the first research problem. With the aid of SPSS 26, the data were analyzed using the Pearson Product Moment Correlation Coefficient. The correlation analysis's outcomes are displayed in the table below:

Correlation between Reading Maturity and Reading Comprehension Achievement

		Reading Maturity	Reading Comprehension
Reading Maturity	Pearson Correlation	1	.243
	Sig. (2-tailed)		.017
	N	96	96
Reading Comprehension	Pearson Correlation	.243	1
	Sig. (2-tailed)	.017	
	N	96	96

Based on the result, the correlation coefficient or r-value was found .243 and the r-table with df (N-2=94) was found .168. This indicates that the r-value (.243 > .168) was greater than the r-table. Similar to this, the significance level (p) (sig.2-tailed) was .017, below 0.05 (.017 > 0.05). It indicates that H_{a1} was approved and H₀₁ was denied. Consequently, reading comprehension achievement and reading maturity showed a positive and significant correlation.

Regression Analysis

The second research problem was addressed in this section. Once a correlation between the two variables was found, regression analysis was performed to ascertain the impact of reading maturity on reading comprehension achievement. The table below exhibits the results of the regression analysis:

Regression Analysis

	Coefficients	Model Summary	
	Sig.	R Square	Adjusted R Square
Reading Maturity	.017	.059	.049

According to the table, the probability (p) significance level was .017, which was less than 0.05 (.017 < 0.05). It was determined that H_{a2} was accepted and H₀₂ was rejected. As a result, reading maturity had a significant impact on reading comprehension achievement. Additionally, R Square had a value of .059. Therefore, it can be said that the reading maturity of the samples accounted for 59% of their achievement in reading comprehension.

DISCUSSION

The interpretation was corresponding to the findings of the statistics investigation to back up the research's significance. The results demonstrated a connection between reading maturity and comprehension skills. Furthermore, the regression analysis findings indicated that the reading maturity changeable (X) had a significant impact on reading comprehension achievement (Y).

Initially, The amount of chance (p) value (sig.2-tailed), according to the Pearson Product Moment correlation coefficient findings, was .017 and the r-value was greater than the r-table (.243 > .168). their reading comprehension and reading maturity had a strong and positive correlation, as evidenced by this.

Second, the reading maturity variable (X) and reading comprehension variable (Y) had an influence, according to the regression analysis results. The probability (p) significance level was found to be .017, which is less than 0.05 (.017-0.05). As a result, reading comprehension achievement and reading maturity had a substantial impact. Additionally, R Square had a value of .059. Thus, it can be concluded that reading maturity influenced 59% of pupils' proficiency in reading comprehension.

Considering the aforementioned findings, the researchers made the assumption that reading maturity is a crucial component of learning and should still be taken into account. Nanda and Azmy (2020) were identified various factors that contribute to low reading comprehension. These factors include low initial knowledge, mastery of English vocabulary, and a lack of student motivation. Devira (2017) went on to say that a variety of factors, including prior knowledge, the difficulty of the material, motivation, and reading interest, can affect a student's ability to read.

CONCLUSION AND SUGGESTION

Conclusion

In light of the findings and explanations provided in the previous chapter, inferences regarding this investigation can be made. First, reading comprehension achievement and reading maturity showed a significant positive correlation. Second, reading maturity had a substantial impact on reading comprehension achievement. Reading comprehension achievement was 59% influenced by reading maturity. Consequently, it can be said that the factor that significantly influenced reading comprehension achievement was reading maturity. The level of reading maturity of students determines their achievement in reading comprehension. They would perform better in reading comprehension if they had high reading maturity.

Suggestions

Based on the conclusions above, Regarding The connection among studying comprehension achievement and studying maturity, The detective would like to share some recommendations. First, the students have to increase their reading maturity in order to improve their reading comprehension achievement. Considering that reading is a basic English aptitude especially in education, it is important for them to master reading skill. The learners must focus upon the skills they desire to develop in order to become more mature readers in order to improve their understanding of text scores. Second, this study will teach teachers that a student's reading maturity may have an impact on how well or poorly they read understanding. With the results in hand, educators can use them as inspiration to help students become Increased accountability readers and achieve higher reading comprehension scores. Teachers should encourage and provide reading materials that suit students' needs so that students have high reading maturity. Last, for other researchers, they can conduct their future studies which investigate the association between reading maturity and reading attainment of understanding by adding specific types of text. Further, the other researcher can be more specific in creating or choosing research instruments to get a higher reading score from the students. They can conduct the study using larger samples. Certainly, the finding of this study can be a reference for other researchers.

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