

ANALYSIS OF FACTORS AFFECTING READING COMPREHENSION BASED ON TEXT CHARACTERISTICS OF HIGH-ABILITY STUDENTS AT GRADE XII OF SMK DINAMIKA KOTABUMI ACADEMIC YEAR 2024/2025

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Abstract: This research analyzed the factors that influenced the reading comprehension of twelfth-grade students at SMKS Dinamika Kotabumi based on text characteristics. Using a qualitative descriptive method, data were collected through structured interviews and closed questionnaires with six students with high reading abilities. The research results showed that the factors influencing reading comprehension included mastery of vocabulary, understanding of grammar, and the relationship between reading themes and students' experiences. Of these factors, understanding grammar had the greatest influence on reading comprehension, as students with a better understanding of grammar were able to understand texts more easily than those with limitations in this aspect.

Keyword: reading comprehension, text characteristic

Abstrak: Penelitian ini menganalisis faktor-faktor yang mempengaruhi pemahaman membaca siswa kelas dua belas di SMKS Dinamika Kotabumi berdasarkan karakteristik teks. Dengan menggunakan metode deskriptif kualitatif, data dikumpulkan melalui wawancara terstruktur dan angket tertutup terhadap enam siswa dengan kemampuan membaca tinggi. Hasil penelitian menunjukkan bahwa faktor-faktor yang mempengaruhi pemahaman membaca meliputi penguasaan kosakata, pemahaman tata bahasa, dan hubungan tema membaca dengan pengalaman siswa. Dari faktor-faktor tersebut, pemahaman tata bahasa memiliki pengaruh paling besar terhadap pemahaman bacaan, karena siswa dengan pemahaman tata bahasa yang lebih baik mampu memahami teks dengan lebih mudah dibandingkan siswa yang memiliki keterbatasan dalam aspek ini.

Kata Kunci: pemahaman bacaan, karakteristik teks

I. INTRODUCTION

Reading is not only a source of information but also a means to expand language knowledge, enhance cultural understanding, and support academic success. Developing reading habits is essential for students as reading plays a

significant role in the educational process and serves as the foundation for literacy development. According to the National Reading Panel (2000), students' success in various subjects is highly influenced by their reading skills. Reading also forms a crucial part of learning English as a foreign language, where students improve their

language proficiency, gain new experiences, and shape themselves into lifelong learners (McDonough et al., 2013; Ayu, Diem, & Vianty, 2017; Erya & Pustika, 2021).

Reading comprehension is the key to successful reading, requiring students to construct meaning by understanding vocabulary, recognizing relationships between words and concepts, organizing ideas, identifying the author's intent, and making evaluations. However, many twelfth-grade students at SMKS Dinamika Kotabumi face difficulties in reading comprehension, indicating that mastering reading skills remains a challenge, particularly for learners of English as a foreign language.

Several factors contribute to students' difficulties in reading comprehension. Firstly, limited vocabulary hinders students' ability to understand English texts, as they do not use English in daily communication. Secondly, students struggle with sentence interpretation and translation, often relying on dictionaries for word meanings. Thirdly, the lack of prior knowledge makes it difficult for students to relate new information to their existing understanding. Motivation also plays a crucial role in reading comprehension, as students with low motivation tend to struggle more with understanding texts. Furthermore, concentration is necessary for effective reading, and students who lack focus often face comprehension difficulties. Lastly, insufficient knowledge of English grammar, especially tenses, prevents students from properly interpreting texts.

In this research, researchers will analyze the factors that influence the reading comprehension of class 12 students at Dinamika Kotabumi Vocational School as well as the factors that most influence the

reading comprehension of class 12 students at Dinamika Kotabumi Vocational School. The subjects in this research were 6 high-ability students in class 12 at Dinamika Kotabumi Vocational School in order to analyze the factors that influence students according to the indicators that exist in students.

II. METHOD

This research was conducted at SMK Dinamika Kotabumi in January 2025. The type of research used in this research was a qualitative method with an approach to describe the factors that influence twelfth grade students' reading comprehension at SMK Dinamika Kotabumi. This method is suitable to use because it can provide a real picture of the facts in the field. The subjects used were 6 high-ability students in class XII of SMK Dinamika Kotabumi.

The instruments in this research include 1) interview sheets to determine the factors that influence students' reading comprehension. 2) questionnaire sheet to determine the factors that influence students' reading comprehension. Structured interviews were conducted individually with the support of audio-video recordings which helped prepare transcripts and data analysis. The interview process uses a hidden recorder to create a comfortable atmosphere for participants. In addition, a questionnaire was given directly to six class XII students to explore their opinions regarding the factors that influence reading comprehension.

The validity and reliability of the data is guaranteed by applying triangulation techniques, namely by comparing and

confirming data obtained from interviews and questionnaires. Data analysis was carried out interactively using the Miles and Huberman analysis model, which includes three main stages:

Data Reduction – Filtering and summarizing data to identify key themes and patterns.

Data Presentation – Organizing data systematically to facilitate interpretation.

Drawing Conclusions – Analyzing and verifying data to produce a clear narrative regarding the factors that influence students' reading comprehension.

III. RESULTS AND DISCUSSION

Hasil

Hasil penelitian diperoleh dari wawancara dengan keenam siswa berkemampuan tinggi dan lembar kuesioner yang telah dibagikan kepada keenam siswa tersebut. Data hasil penelitian faktor yang mempengaruhi pemahaman membaca siswa berkemampuan tinggi kelas XII SMK Dinamika Kotabumi tersebut dikategorikan berdasarkan aspek karakteristik teks, yaitu vocabulary, grammar, dan theme

1. Vocabulary

Questions assess the importance of vocabulary in understanding text, the relationship between vocabulary mastery and reading difficulty, its impact on understanding complex texts, the influence of vocabulary richness, and a rating scale (1-10) evaluates how vocabulary affects comprehension. Findings consistently show that a strong vocabulary reduces misunderstandings and makes text comprehension easier.

R : Does your vocabulary mastery determine the level of reading comprehension difficulty?

RS.1 : yes because the less vocabulary I know the more difficult it is to understand the text

RS.2 : yes sis, because the wider my vocabulary, the easier it is to understand the text

RS.3 : yes, because the more vocabulary I don't know, the more difficult it is for me to understand the text

Based on the results of interviews, it show that all respondents think that mastery of vocabulary greatly determines the level of difficulty in reading English texts.

R (5) : In your opinion, on a scale of 1-10, how much vocabulary causes difficulties in reading comprehension?

RS. 1 : 5 sis, depending on the text I read, if in the text I know a lot of the vocabulary it doesn't make it difficult for me and it's easier to understand the text

RS. 2 : 8 sis, it depends on the text I read, if there is a lot of text, I don't know the vocabulary, I have difficulty understanding the text

RS. 3 : 5 sis, because it depends on the text

RS. 4 : I'm 6 because my understanding of vocabulary is limited so I often find it difficult and there are often misunderstandings of meaning

RS. 5 : 2 Sis, in my opinion, understanding vocabulary is not too difficult

RS. 6 : 6 Sis I find it difficult to understand technical words or specific terms so it makes it difficult for me to understand the text

Based on the results of interviews, respondents gave varying assessments regarding how much vocabulary mastery influences difficulty in reading comprehension, with average scores ranging from 2 to 8.

2. Grammar

The interviews examined the role of grammar in reading comprehension by discussing the importance of grammar, difficulties arising from complex grammatical structures (including tense issues), and how knowledge of grammar determines overall ease of reading. Most respondents reported that grammar was the most challenging factor, which had a significant impact on their understanding of the text.

R : How important do you think grammar is in helping your understanding of the text you read?

RS. 1 : it's important, sis, because grammar helps me understand the text I read

RS. 2 : very important, sis, because if you know the grammar, it will be easier to understand the text

RS. 3 : grammar is very important in helping me understand the text

RS. 4 : very important, because the greater the understanding of grammar, the easier it is to understand

RS. 5 : yes, it's important, sis

RS. 6 : I think it is very important, especially for me who often has difficulty understanding texts

The interview results show that all respondents agree that grammar is very important to help understand texts, especially for those who often have difficulty reading.

3. Themes

The study also investigated whether familiarity with the topic or theme makes understanding the text easier. All respondents agreed that knowing the topic beforehand helped them understand the text better, with a lower level of difficulty assigned if the topic was familiar.

R : Do you think it is easier for you to understand a text if you are familiar with the topic beforehand?

RS. 1 : yes, it's easier for me to understand a text if I already know the topic

RS. 2 : yes, it is easier for me to understand texts that I have known before because they are familiar to me

RS. 3 : It is easier for me to understand a text if I am familiar with the topic or have read it before

RS. 4 : I understand the text more easily if the topic is familiar, sis

RS. 5 : yes sis, I can easily understand the text if I am familiar with the topic beforehand

RS. 6 : yes, it's easier to understand

Based on the results of the interviews, all respondents agreed that it was easier for them to understand the text if they were familiar with the topic beforehand. They feel more familiar with topics they already know, which helps them understand the text better. To ensure the reliability and validity of the data, questionnaires were distributed directly after the interviews to triangulate the findings. Overall, the triangulation data highlighted that among vocabulary, grammar, and familiar topics, grammar was the most significant challenge affecting students' reading comprehension.

Pembahasan

1. Vocabulary

Students highlighting its importance, vocabulary mastery is crucial for reducing misunderstandings and comprehending texts effectively. A strong vocabulary enables students to grasp overall text meaning, aligning with Nation's findings that link reading ability with vocabulary knowledge.

2. Grammar

Grammar was found to be the most dominant factor, with respondents indicating that complex grammatical structures significantly hinder their understanding. Difficulties in recognizing main ideas and relationships within texts were largely attributed to challenges in grammar, emphasizing its foundational role in reading comprehension.

3. Themes

Students agreed that familiarity with a text's theme enhances comprehension, particularly when the topic resonates with their personal experiences. Although themes play a supporting role, they can increase engagement and make the reading process smoother when combined with robust vocabulary and grammar skills.

Overall, while vocabulary and grammar have a greater impact on reading comprehension, the integration of engaging and familiar themes can further improve students' overall reading ability. These findings, based on student perspectives and triangulated data from interviews and questionnaires, underline the importance of a balanced approach in language learning.

IV. CONCLUSION

This study aims to answer the research question: "What factors affecting the reading comprehension of high-ability twelfth grade students at SMKS Dinamika Kotabumi" Based on the analysis of text characteristics, this study found three key factors that influence students' reading comprehension: namely vocabulary, grammar, and theme. In conclusion, vocabulary mastery, grammar understanding, and theme relevance have a significant effect on students' reading comprehension. Therefore, to improve students' reading skills, teaching strategies should focus on expanding vocabulary, increasing grammatical knowledge, and selecting texts that align with students' interests and experiences.

This study aims to answer the research question: "What factors most affecting the reading comprehension of twelfth grade students at SMKS Dinamika Kotabumi?" Research findings show that grammar is the most influential factor in students' reading comprehension. The complexity of sentence structures poses significant challenges, making it difficult for students to identify main ideas and understand the relationships between concepts in a text. In conclusion, grammar plays an important role in reading comprehension. Therefore, to improve students' reading skills, teaching strategies should focus on strengthening grammatical knowledge in addition to vocabulary development and text selection to support better comprehension.

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