

The Ability of Course Students and Non Course Students at SMPN 19 Moncongloe in Reading Comprehension

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Abstract

This study aims to determine the differences in learning outcomes between students which follows the course of study with students who do not join the course in terms of. Lessons English lessons are considered difficult by most students. This is caused by many factors diantaranya class hours less, the lack of professionalism of teachers, learning styles unpleasant and so forth. To that end, so that more students master the learning should be given an extra hour, one of them with learning course program. The course is a proactive and systematic efforts in facilitating individuals achieve optimal levels of development, the development of effective behavioral, environmental, and an increase in function or benefit of individuals in their environment. The population in this study is the whole class at SMPN 19 MONCONGLOE. sample includes 20 Siwa took courses and 20 students who did not join the course. In the data collection writers do the following things, namely observation, documentation, and giving the test to the two groups. The results showed that there were differences in learning outcomes in literacy significant with an average of 90% for students who take courses to learn and 80% for students who do not follow the course to determine whether there are differences in the ability to read the learning outcomes of the two groups, the researchers used data analysis is test test, this is because the data obtained from this research is the normal data differences in learning outcomes of reading skills among students who take courses to learn with students who are not taking a course.

Keywords: Wedding Ceremony, Tulehu Village, Central Mollucas

Abstrak

Penelitian ini bertujuan untuk mengetahui perbedaan hasil belajar antara siswa yang mengikuti program studi dengan siswa yang tidak mengikuti kursus dalam hal. Pelajaran bahasa Inggris dianggap sulit oleh sebagian besar siswa. Hal ini disebabkan oleh banyak faktor diantaranya jam pelajaran kurang, profesionalisme guru yang kurang, gaya belajar yang tidak menyenangkan dan lain sebagainya. Untuk itu, agar lebih banyak siswa yang menguasai pembelajaran harus diberikan jam tambahan, salah satunya dengan program kursus pembelajaran. Kursus ini merupakan upaya proaktif dan sistematis dalam memfasilitasi individu mencapai tingkat perkembangan yang optimal, mengembangkan perilaku, lingkungan, dan peningkatan fungsi atau manfaat individu yang efektif di lingkungan mereka. Populasi dalam penelitian ini adalah seluruh kelas di SMPN 19 MONCONGLOE. sampel termasuk 20 Siwa mengambil kursus dan 20 siswa yang tidak mengikuti kursus. Dalam pengumpulan data penulis melakukan hal-hal berikut, yaitu observasi, dokumentasi, dan memberikan tes kepada dua kelompok. Hasil penelitian menunjukkan bahwa terdapat perbedaan hasil belajar literasi yang signifikan dengan rata-rata 90% untuk siswa yang mengambil kursus untuk belajar dan 80% untuk siswa yang tidak mengikuti kursus untuk menentukan apakah ada perbedaan kemampuan membaca pembelajaran. hasil dari dua kelompok, peneliti menggunakan analisis data tes tes, ini karena data yang diperoleh dari penelitian ini adalah perbedaan data normal dalam hasil belajar keterampilan membaca di antara siswa yang mengambil kursus untuk belajar dengan siswa yang tidak mengambil kursus .

Kata Kunci : Upacara Pernikahan, Desa Tulehu, Maluku Tengah

1. Introduction

Language is a tool used to form the thoughts and feelings, desires and actions, a

tool used to influence and be influenced languages also the main communication tool. With language, we can communicate with

others in a way that is almost without limit. We can express the desire to others so that others can know what we want. We can explain the ideas, thoughts, ideas to others so that others understand the explanation. Thus we are able to confide, are able to understand the thoughts and ideas, even we can create a world that is not real (imaginary) by means of which only the man that language.

Reading is the process of obtaining the message delivered by a person through writing. Reading does not arise naturally but there are factors that can influence it, namely factor in (internal) reader and external factors (external) reader. Factors that comes from within the reader that, among others, the demands of the reader, a sense of competition among others. While the factors that come from outside readers include the availability of time, the availability of all required by the reader, the encouragement from the outside (eg from a teacher). Reading skills in elementary school is the basis or foundation for the higher education level. If the base is less strong, undoubtedly influence is quite large and deeply felt good for the students or the teachers (1968: 21).

Types of reading can be divided into two, namely silent reading (reading aloud; oral reading), and read silently (silent reading). Reading in the liver can also be divided into: extensive reading, and Intensive Reading. Further reading extensively include top: read the survey , skimming , and read the shallow.

Then intensive reading can be divided into: read carefully, reading comprehension, critical reading, and reading ideas. (1987: 12).

In English Language Content Standards, regarding goal-oriented approach to teaching reading, this means that every teacher should know clearly the objectives to be achieved by students in designing learning activities and student guidance to implement the plan.

Prior to teach reading to students, teachers first need to know the purpose of teaching reading books .In English teacher guidelines say, that the purpose of teaching reading da is to educate and familiarize the students pay attention and remember the material he read it (Dekdikbud, 1982: 41)

For more details about the reading, the researchers need to bring up the levels of the teaching of reading material in the liver, especially in understanding its contents. Levels are :

1. Reading to understand the content.
2. Silent reading to understand the content of the discourse is limited.
3. Reading to understand the content analysis.

Many definitions with regard to the course. Each definition depends on the flow and the philosophy espoused by the person. If in the study of a variety of sources will be found a different notions of course, depending on the type of source and that formulate the notion.

courses can be interpreted instructions, explanations and so forth. Something, guidance, courses can also be interpreted pimpinan.1 lead, foster.2 course is a guidance that is helpful.

According Rochman Natawidjaja in his book Education courses in the School Development as quoted by Juhana Wijaya formulate:

The course is a process of providing assistance to individuals who performed continuously (continue) so that people can understand him, so he was able to steer themselves and can act fairly, in accordance with the demands and circumstances of the school environment, family, and community. Thus he can taste the happiness of his life and can make a significant contribution to community life.

Medium Shertzer and Stone define courses as quoted by Zulkifli Yusuf, namely that:

The course as a process of helping people to understand themselves and the natural surroundings. This process shows a quest effort and involves a lot of a step. Helping here intended as a help. Individuals here are intended to prosecutor-claimant school or students. The course is also an educational process a continuous, structured and systematic and can help individuals through their own efforts to develop the power of his ability, to obtain the welfare of his life

In short it can be said of the course is the assistance given to someone in order to develop the potentials possessed, recog-

nize themselves, overcoming the problems that can determine their own way of life in a responsible manner without relying on others.

Basically, education is a conscious effort to prepare students through teaching, counseling, and or training for his role in the future. It is known, there is one essential element in educational activities, namely guidance. The course is a kind of educational activities which mainly focused on the growth of the Indonesia human personality that fear of God Almighty, maintaining the character of humanity, and to uphold the ideals of the people of noble moral.

The course is an essential element in the process of educational activities, which is a series of activities or steps that are used to change the initial conditions of the learner as input, into ideal conditions as a result. These processes take place in the forms of educational activities in the form of courses.

Courses as education and development that emphasizes the systematic learning process. Guidance as education and development that emphasizes the learning process. This understanding emphasizes the guidance as a form of education and self-development, the desired goal is obtained through a process stady. There is a close relationship between guidance and education although sometimes there is a difference. For example, can be said that education moving towards coaching yourself. The process takes place in the self-education of the students, and educational outcomes appear in his behavior. And than, the course is beyond the individual factors that played a role in efforts to develop themselves yourself.

In relation to education, the course is an integral part of the educational program. The course is complementary to all aspects of education. The course helps to keep the education process run efficiently, in terms of fast, easy and efektif.

Syamsu Joseph and Juntika Nurihsan concluded "a course of basic services support services for learners (students) through activities in the classroom or outside the classroom, which is presented systematically, in order to help students develop their potential optimally" .There is an

other opinion which states that 'courses are given help one person to another to determine the options and adjustment of students in solving the problems being faced'. (Redya Mudyahardjo, 2008: 65).

The course is a service that is universal, not only in schools and families, but wherever there are people who need help and wherever there are people who help. In the implementation of the course, not all tasks in the guidance should be carried out by experts in their respective fields. In the particular case sometimes the role of teachers and parents is more prominent than the experts. Where teachers or parents are very close to the child. But of all of it depends on the people who need help .

The course is a guidance. Courses can be given to an individual or group of individuals. Guidance can be given either to avoid difficulties and to overcome the problems faced by the individual in his life. This means that the guidance can be given either to prevent difficulties that do not or do not arise, but it can also be given to overcome the difficulties that have happened to the individual.

Experience has shown that failures experienced by students in learning is not always caused by ignorance or lack of intelligence. The failure often occurs because they do not get adequate tutoring services.

There is a purpose and benefits of the course r, general purpose tutoring is academic achievement of students so that adjustments can optimally develop their potential. Provide assistance to students in solving the difficulties associated with learning problems, for example in the case of:

1. Obtain an efficient way of learning, either alone or in groups
2. Determine how to learn or use textbooks
3. Make school assignments, prepare for a retrial or exam
4. Facing difficulties in certain subjects
5. Determine the division of time and planning study

As for the goal of the course is to help students in order to get a good adjustment in a learning situation. With this guidance is expected that each student can learn as well as possible, in accordance with existing capabilities in specific yourself. See,

objective of the course so that students can:

1. Know, understand, accept, directing and actualize the potential optimally,
2. Develop a range of skills to learn,
3. Develop a conducive learning atmosphere .

In the field of tutoring, also aims to help students develop good study habits in mastering knowledge and skills. Because in the field of this course includes subjects such as the following:

1. The development of attitudes and habits learned to seek information from a variety of learning resources, following the daily lessons, tasks, develop learning skills
2. The development discipline of study and practice, either independently or in groups
3. The development and developing mastery of the subject matter in school.

Benefits for students learning courses are available comfortable learning conditions, know personal characteristics of students, and students can reduce the possibility of learning difficulties, while benefits for mentors is to help tailor the learning program to suit the characteristics of students and facilitate the overall development of student potential. Many benefits can be obtained by students in the course. They will be helped to understand the lessons that have not been well understood or mastered.

Service course can have function :

1. Functions of prefentif
2. Functions of understanding
3. Function improvement

Each student as an individual has a unique individual in the sense that no student is the same personality. This difference is due to various factors, both internal and eksternal. Faktor internal factors, appear to be differences in terms of intelligence, desires, interests, talents, character or nature. Judging from external factors differences will appear in the background of the family, the environment. Similarly, in school, these individual differences more visible in the presence of an intelligent student, slow, or fast in doing the task or vice versa. Therefore, in learning requires different ways of learning both in school and outside of school, or often called the course .In this

case a teacher can differentiate students who took courses and courses in reading.

profile of students who take courses with students who do not take a course in reading skills can be seen in the following table :

Students who take a course to learn	Students who do not follow the course study
1. can distinguish punctuation in reading	1. difficult to distinguish punctuation in reading
2. recognize the importance of a word in detail.	2. Not knowing the important word in the passag
3. Can develop imagination in literature	3. Not knowing imajisi in reding
4. Know the organization imagination essay	4. Not knowing the organizational arrangements
5. Do not be afraid to discuss with anyone	5. rigid discuss with others
6. speaking of difficult word	6. unable to determine the difficult words
7.Quick understand the teacher's explanations	7.slow to understand the lessons taught by the teacher
8. can develop test contets	8. Unable to develop isis test
9. Being able to tell the contents of discourse	9.unable to tell the contents of discourse
10.increase knowledge outside of school	10.achievement of learning erratic

2. Method

There are two kinds of approa in the study of quantitative approach in which researchers will work with numbers as the manifestation of symptoms observed and qualitative approach where researchers will work with the information in the data and analyze it does not use statistical data analysis.

The approach in this research is quantitative research action research. This stud aims to investigate the influence of the speed reading method to increase students' ability to read fast, determine whether there is a difference with the pre-test and post-test.

3. Findings and Discussion

Observation of activities carried out by teachers and researchers during the learn-

ing process. The results of observations on the implementation of the action can be described that there are students who pay less attention in learning influenced their new learning considered learning new things. At the time of observation or observation is still visible presence of students who are less active in the learning activities such as expression and hesitant in using props, this is because less familiar. In the group discussions, activity is still dominated by the students who are good are other students just follow the course and less daring argued. This is because students are not accustomed to the discussion. In reporting the results of activities through student presentations there were less bold expression and activity is dominated by students who are good.

The test that is given to the students before questionnaire. it means that, the writer gave the test before give the material about reading comprehension .the purpose of this test is writer want to know the students' ability in using reading comprehension.

After the test, write directly provide some questionnaires to students. purpose of the questionnaire is the author would like to know the factors that affect students taking a course.

To know more about the capabilities and the factors that influence students' use of reading comprehension, the author will analyze all the data collected from the tests and questionnaires of twenty students took courses and twenty students who did not participate in the course of SMPN 19 MONCONGLOE.

STUDENT NON COURSE	CORRET ANSWER	SCORE
AHMAD SLAMET	17	75%
ANGEL HUZAIN	18	90%
EMI FITRIANI	12	60%
FIRMANSYA	8	40%
FITRI INDA FAUSIA	11	55%
HASLINDA	11	55%
IKA NUR ILAHI	7	35%
M.AKBAR	10	50%
MURSALAM	9	45%
NUR INDAH SARI	16	80%
RUDIANTO	10	50%
SARI WULANDARI	13	65%
RUDINI	9	45%
SRI WAHYUNI	17	85%
YULIANTI	9	45%
FITRIANY	17	85%
NIRMALASRI	9	45%
M.IKBAL	10	50%
M.ANJAS	9	45%
RAHIM	6	60%
M.UCOK	9	45%

Table 1
 The score of student non course

The data on table above showed the score of the students non course and we can see from the table above that there 3 student got a highest score was 85% and there was 1 student got a score 80%, 1 student got a score 65% and 2 students got 60 , and the 1 score was 55 .there was 3 student got score 50,while sore 40 And 5 students got score 45 ,while score 2 one student, and two student got score.

Table 2
 The score of student course

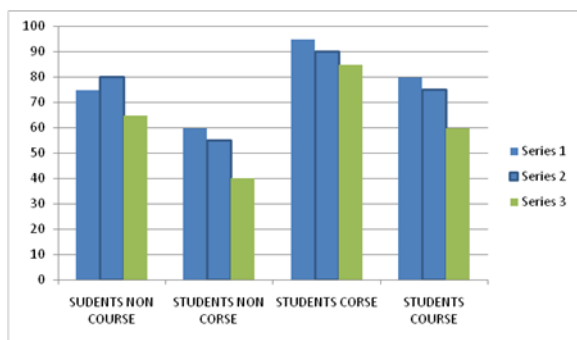
STUDENT COURSE	CORRET ANSWER	SCORE
FATMALA	18	90%
ANDI ITENG	18	90%
JUMRIANI	16	80%
SANTHI	19	95%
MILKA ASIS	18	90%
ASRUATI ASIS	16	80%
M.AKBAR	19	95%
DIAN	18	90%
UMMU KHALSUM	15	75%
INDRIANI	15	75%
HARDIANTI	18	90%
ZUL IDIL RAHMAT	19	95%
FADIL	12	60%
DAFFA	15	75%
NUR ANNISA	18	90%
FITRA	16	80%
MARWA	17	85%
HIKMA	18	90%
MAYA	18	90%
IRWAN	16	80%

The table above shove showed score of the students course and non course students was different after gave test, because the highest score was 95 and it was got 3 students , while 8 student got score was 90 and lowest score was 85 it was got 1 student .

The table showed that there 3 student got 95, and 8 students got score 90 ,while 1 students got score 85, and then 4 students got score 80, and 3 student got score 75 and then 1 student got score 60 .

From the table 1 and 2 the researc got the means score of the students course and non course students it can be seen as follows.

Table 3



From the table 1, 2, and 3 we can see the ability of students course and non students course at SMPN 19 MONCONGLOE in reading comprehension. The data on table above showed the score of the students non course and we can see from the table above that there 3 student got a highest score was 85% and there was 1 student got a score 80%, 1 student got a score 65% and 2 students got 60, and the 1 score was 55. there was 3 student got score 50, while score 40. And 5 students got score 45, while score 2 one student, and two student got score 40. The table showed that there 3 student got 95, and 8 students got score 90, while 1 students got score 85, and then 4 students got score 80, and 3 student got score 75 and then 1 student got score 60.

The questionnaire of this study intend to describe the factor that influence the students in using reading comprehension. There were some factors that have done by respondents with analyzing 20 number that consists of internal and external factor there were 3 numbers for interest, 3 numbers for motivation, and 4 numbers for attitude. External factor, there were 3 numbers for exercise, 4 numbers for lesson, and 3 numbers for opportunity. Notice the following table.

Table 4
Internal Factor

NO	QUESTION	STUDENTS COURSE				STUDENTS NON COURSE					
		A	B	C	D S	A	B	C	D S		
1	You are interested in learning reading of English especially regarding to constructing and using reading comprehension	1	16	3	0	20	1	14	5	0	20
		5%	80%	15%	0	100%	5%	70%	25%	0	100%

2	if the teacher explains about the construction and use of reading is good and right then you take seriously	3	15	2	0	20	5	15	0	0	20
		15%	75%	10%	0	100%	25%	75%	0	0	100%
3	if you are experiencing difficulties in the use of reading then you ask the teacher	3	14	3	0	20	4	9	5	1	20
		15%	70%	15%	0	100%	40%	45%	25%	5%	100%

From the table above the research assumes that the most of the students agree interested in learning grammar especially reading comprehension there were 16(60%) students course and students non course there were 15(75%). and then students agree if the teacher explain about reading comprehension students course 15(75%) and students non course there were 15(75%), and there were 9(45%) students course and students non course there were 6(30%) agree also if get difficulties will ask it to the teacher.

Table 5
Motivation Factor

NO	QUESTION	STUDENTS COURSE				STUDENTS NON COURSE					
		A	B	C	D S	A	B	C	D S		
4	construction and use of good reading and correct grammar is important to learn?	5	10	5	0	20	6	10	4	0	20
		25%	50%	25%	0	100%	30%	50%	20%	0	100%
5	knowledge about the construction and use of reading facilitate communication in the language?	6	8	6	0	20	5	10	5	0	20
		30%	40%	30%	0	100%	25%	50%	25%	0	100%
6	Knowledge it well about construction use reading accelerate in language.	6	9	5	0	20	5	10	5	1	20
		30%	45%	25%	0	100%	25%	45%	25%	5%	100%

On the table there were 10(50%) students course agree and students non course there were 10(50%) to motivated in doing exercise in the classroom, there were 11(55%)students course and students non course 10(50%) agree to motivatedthere teacher ask to do some test on whiteboard, and were 12(60%) students course and students non course there were 9(45%) agree also to motivated doing assignment of reading comprehension that given by teacher.

Table 6
Attitude Factor

N O	QUESTION	STUDENTS COURSE				STUDENTS NON COURSE			
		ANSWERS				ANSWERS			
		A	B	C	D S	A	B	C	D S
1	construction and use of good reading and correct grammar is important to learn?	6	10	4	0 20	7	12	1	0 20
		30%	50%	20%	0 100	65%	60%	5%	0 100
2	knowledge about the construction and use of reading facilitate communication in the language?	7	8	5	0 20	5	10	5	0 20
		30	40	20	0 100	25	50%	25%	0 100
3	good knowledge of about the construction and use of reading expedite the language?	6	9	5	0 20	6	10	4	1 20
		30	55	25%	0 100	30	50%	20%	5 100
4	use of readings are often found in the English language conversation?	6	9	5	0 20	6	10	4	0 20
		30%	55%	25%	0 100	30%	50%	20%	0 100

On the table above there were 10 (50%) studen course and student non course 12(60%) egree stated that reading comprehension is one of the reading of english that very inportant, it means that most of consider that english was importantrole of science field ,while about reading comperhension can help us in communication is very well there 8(40%) students course and there were 10(50%) students non course rather not agree, there 10(50%) tudents course and sthere 10(50%) students non course agree about reading comprehension can increase

our ability in communication, and using reading is always to be foun in english conversation there 12(60%) students course and 10(50%) students non course agree.

Table 7
Exercise

N O	QUESTION	STUDENTS COURSE				STUDENTS NON COURSE			
		ANSWERS				ANSWERS			
		A	B	C	D S	A	B	C	D S
1	you always carry English grammar exercises, especially regarding construction read?	6	9	4	0 20	6	10	4	0 20
		30%	55%	20%	0 100	30%	50%	20%	0 100
2	Stady about reading thru dialog, you always use language to accelerate reading comprehension.	7	11	2	0 20	6	9	4	0 20
		65%	55%	10%	0 100	30%	45%	20%	0 100
3	did you ever learn to develop and use reading outside of school?	6	10	4	0 20	5	10	5	1 20
		30%	50%	20%	0 100	25%	55%	25%	5 100

On table above there were 9(45%) students course rather not agree and 10 (50%) students non course agree do an exercise in reading of english especially using reading comprehension. 11(55%) students course and 9(45%) students non course agree a conversation on the dialogue always use reading to increase comprehension in using reading and learning reading comprehension always use some referential books about reading and there 10(50%) students course and 10(50%) students non course rather not agree it means that they did not have some books about reading.

Table 8
Lesson Factor

NO	QUESTION	STUDENTS COURSE				STUDENTS NONCOURSE			
		ANSWERS				ANSWERS			
		A	B	C	D S	A	B	C	D S
1	did you ever learn to develop and use reading outside of school?	6	11	4	0 20	7	12	1	0 20
		30%	55%	20%	0 100	65%	60%	5%	0 100
2	you understand the exposure of the subject matter of the correct reading outside seekdaha?	7	10	3	0 20	5	10	5	0 20
		65	50	15%	0 100	25	50%	25%	0 100
3	Teory lesson about use reading do you know well?	6	9	5	0 20	6	10	4	1 20
		30	55	25%	0 100	30	50%	20%	5 100
4	how teachers teach the use of the correct reading and good can you understand it well	6	9	5	20	8	10	2	0 20
		30%	55%	25%	0 100	40%	50%	10%	0 100

On the table above there 11(55%) students course and 12(60%) students non course not agree to always leaned about understand of lesson material of reading comprehension yhat taught by teacher, there 10(50%) students course and 10(50%) students non course rather not agree, while lesson material that taught of teacher has been better enough there were 9(45%) students course and 10(50%) students non course rather not agree and way of teacher to teach about reding make understand as good there 9(45%) students course and 10(10%) students non course also not agree.

Table 9
Opportunity Factor

NO	QUESTION	STUDENTS COURSE				STUDENTS NONCOURSE			
		ANSWERS				ANSWERS			
		A	B	C	D S	A	B	C	D S
18	if you have the opportunity to learn English outside the home	0	20	0	0 20	6	10	4	0 20
		0	100	0	0 100	30%	50%	20%	0 100
19	besides you learn English in school you also read to learn course elsewhere?	0	20	0	0 20	6	9	4	0 20
		0	100	0	0 100	30%	45%	20%	0 100
20	if you follow the courses and tutoring you practice reading?	0	20	0	0 20	10	10	0	0 20
		30%	50%	20%	0 100	55%	55%	0	0 100

On the table above there were 20 (100%) students course and 10(50%) students agree , need the other places in learn english especially reading comprehension, there 20(100%) students course and 9(45%) students non course agree and 20(100%) students course and 10(50%) students non course agree also follow english course.

From the table of reading comprehension the research found some factors as follows:

1. 85% students course and students non course 75% agree learning english speaking especially reading comprehension.
2. 90% students course and students non course 75% agree pay attention seriously if the teacher explain the cubject especially reading comprehension.
3. 70% students course and 45% students non course agree will ask it to the teacher if get difficulties.
4. 50%stdents course and 50% students non course agree motivated in doing exercises reading of english especially using reading comprehension.
5. 45%students course and 50% students non course agree motivated if asked the teacher to do test on the white-

- board.
6. 60% students course and 45% students non course agree motivated in doing assignment of reading comprehension what given by teacher.
 7. 50% students course and 50% students non course agree that reading comprehension is very important.
 8. 40% students course and 50% students non course agree that using reading comprehension can help us in communication.
 9. 60% students course and 50% students non course agree that using reading comprehension can increase our ability in communication
 10. 60% students course and 50% agree that reading is always to be found in English conversation
 11. 55% students course and 45% course and rather not agree do an exercise.
 12. 50% Students course and 50% students non course and agree that always use reading comprehension to increase comprehension in construction and using question tags
 13. 55% students course and 45% students non course rather not agree that always use some referential books about reading comprehension
 14. 45% students course and 50% students non course rather not agree that always learned about reading comprehension in the school .
 15. 55% students course and 45% students non course rather not agree that understand describing of lesson material of question tags that taught by teacher
 16. 50% students course and 50% students non course rather not agree lesson material that taught of teacher has been better enough
 17. 55% students course and 60% students non course rather not agree that reading comprehension make understand as good as possible by teacher
 18. 100% students course and 50% students non course agree that have opportunities learned reading comprehension at home opportunity to learn to learn English outside the home
 19. 100% students course and 45% students non course agree need the other places to learned English especially

reading comprehension besides you learn English in school you also need to learn course or elsewhere?

20. 100% students course and 50% agreed follow English course

4. Conclusion

So that, the researcher concluded the factors that influence the students in learning reading comprehension they were lazy to do the task while the task may help to know a particular lesson the question tags where found difficulty trying to figure out, they also lack the speaking books, specially reading comprehension, lessons were rarely taught about reading or only once so that they forget the way its use, and how well the teachers were less well explained subjects so that students were difficult to understand.

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