

## **Profile Of Reading Comprehension Ability In Students**

## **Profil Kemampuan Membaca Pemahaman Pada Siswa**

**Anggraeni Swastika Sari<sup>1\*</sup>, Nuraini Kusumaningtyas<sup>2</sup>**

<sup>1</sup>Program Studi Psikologi, Universitas Muhammadiyah Jember, Indonesia

<sup>2</sup>PG PAUD, Universitas Muhammadiyah Jember, Indonesia

[anggraeni.swastikasari@unmuhjember.ac.id](mailto:anggraeni.swastikasari@unmuhjember.ac.id)

**Abstract** . One of the important skills for a student is reading. Reading is a window to the world, where by reading students will be able to understand and analyze information and expand their knowledge horizons. This research aims to see a picture of reading comprehension abilities in undergraduate students. The approach taken is quantitative descriptive. The method used is a test, namely reading speed and reading comprehension. The research population was undergraduate psychology students with a sample size of 138. The sampling technique was random sampling using the NIM of undergraduate students. The data analysis technique is descriptive statistics using Jamovi. Based on data analysis, the results showed that in general the reading speed of undergraduate students tended to be slow with an average speed of 131 Kpm as much as 75.4%. The level of understanding of reading content is in the low category, namely with an average PI% value of 45.7 as much as 92%. In general, it can be said that the reading comprehension ability of undergraduate students still tends to be low with an average of 77.8 Kpm with a reading comprehension of 49.1%. This means that undergraduate students' reading comprehension is less than 70% of 350 Kpm. For other researchers who are interested in the same theme, they can find effective interventions to improve undergraduate students' reading comprehension abilities.

**Keywords** – Students; Reading; Reading Comprehension

**Abstrak**. Salah satu kemampuan yang penting bagi seorang mahasiswa adalah membaca. Membaca merupakan jendela dunia, dimana dengan membaca mahasiswa akan mampu untuk memahami dan menganalisa informasi serta memperluas wawasan pengetahuan yang dimilikinya. Penelitian ini bertujuan untuk melihat gambaran kemampuan memahami bacaan pada mahasiswa S1. Pendekatan yang dilakukan adalah deskriptif kuantitatif. Metode yang digunakan adalah tes yaitu kecepatan membaca dan pemahaman membaca. Populasi penelitian adalah mahasiswa S1 Psikologi dengan jumlah sampel 138. Teknik pengambilan sampel adalah *random sampling* dengan menggunakan NIM mahasiswa S1. Teknik Analisa data adalah statistik deskriptif menggunakan bantuan Jamovi. Berdasarkan analisa data diperoleh hasil bahwa secara umum kecepatan membaca mahasiswa S1 cenderung lambat dengan rata-rata kecepatan 131 Kpm sebanyak 75,4%. Tingkat pemahaman isi bacaan masuk pada kategori rendah yaitu dengan nilai PI% rata-rata sebesar 45,7 sebanyak 92%. Secara umum, dapat dikatakan bahwa kemampuan membaca pemahaman mahasiswa S1 masih cenderung rendah dengan rata-rata 77,8 kpm dengan pemahaman bacaan sebesar 49,1%. Artinya bahwa pemahaman bacaan mahasiswa S1 kurang dari 70% dari 350 kpm. Bagi peneliti lain yang tertarik dengan tema sama, dapat menemukan intervensi yang efektif untuk meningkatkan kemampuan pemahaman membaca mahasiswa S1.

**Kata Kunci** – Mahasiswa; Membaca; Pemahaman Membaca

### **I. INTRODUCTION**

Read is important abilities owned by someone , because read is window of world. Through read We can know various things that exist in this world ( knowledge ). read is something method For build Power reason someone , where inside it will involves cognitive processes in the process . (Tampubolon, 2020) . Meanwhile , according to (Burns et al., 1999) , the reading process consists of nine aspects, namely sensory, perceptual, sequence, experience, thoughts, learning, associations, attitudes and ideas. In reading, the first process is through visual sensory which is obtained from revealing graphic symbols from the five senses of sight. Meanwhile , according to Soedarsono ( in (Zahroh & Kirani, 2024) ) reading is complex activities involving activity other like understanding , imagination , observing and power remember .

Based on related data results ability reading Indonesian people, looks that the data is still are

in the category low . the data delivered by *Reading Literacy Study* in 2011 Indonesia occupied 45th out of 48 participating countries , with obtain score 428 of average score 500 (Martin et al., 2012) . This data is also supported by UNESCO findings (Wiedarti et al., 2018) that related from habit read Indonesian society , where Indonesia is in the category low , only One out of 1000 Indonesian people who read . On the side other , from PISA 2022 results visible There is increase ranking Indonesian literacy is in 5th position, though Thus , the score obtained show decline and Indonesia is still occupied 11th place bottom from 81 countries recorded .

Regardless from low ability read us , the need for reading material continues to increase. As a students , demands For read very high , as well as for undergraduate students . According to (Ristianti, 2022) activity reading at different universities with read at various levels education below . They required For independent in read material Good through book ( *hard cover* ) or in digital form ( *soft file* .) According to (Galenso & Hasan, 2022) that most sought after reading or seen by students is through book amounting to 46.4% and articles that is of 12.5%. That is , with development digitalization make student start interested For look for other references besides through book . However , in fact , reading articles also need good understanding For can understand what is said by the author . Because of That reader need find thought main , mind explanation , understanding overall and consolidation thinking (Tampubolon, 2020) . That matter can done , of course if student own understanding Good read , so can understand and conclude what is the rice line discussed in article the . This is what makes reading skills so important for undergraduate students . This is also in line with statement Abeeleh & Al Sobh ( in (Guidance et al., 2023) ) that mastery understanding reading is very necessary For support ability student in follow education , because used For dig information related material studying . In the learning process in lectures , every student need ability understanding strong reading For can understand fill reading (Zahroh & Kirani, 2024) . There are some factor affecting ability read that is ability language and knowledge about word meaning (Devina, 1987). The meaning of that word Alone related about understanding fill reading . If student not enough in ability read , then There is trend it's also difficult For understand fill reading . At level this , in fact student No only demanded at the level read only , but in stages furthermore that is understand fill reading . Almost part big related material in higher education with draft basic , where Lots understand draft theory from each character . Apart from that , in some universities activity based assignment , where activity Study focuses on usage meaning Language in his daily life (Sulaiman, 2017) . Because of that , ability read understanding student must more Good compared to with level education below it .

Turkeltaub , et al ( in (Rombot et al., 2020) say understand reading is complex interactions between automatic and strategic cognitive processes are possible reader For make mental representation of text . It means that understand reading No only just the process of recognizing and understanding words together It means . However , it involves more cognitive processes complex , where We can understand the meaning of written language , relate it with experience or knowledge previous and build mental representation of what has be read (Saraswati et al., 2021) . By general , understand reading own a number of stages . There are four levels inside understand reading (Burns et al., 1999) that is literacy , interpretive , critical and creative . Literacy is the most basic stage in understand reading whereas creative is highest stage . Based on results research conducted by ( Kholiq, 2020) state that ability understand reading student highest is at a stage literacy namely 64.12% and is at the stage creative namely 44.25%. It means that of course understanding student Still tend low and that why Why student tend difficulty For understand materials and assignments lectured .

There are some possible factors influence ability read student . According to (Ristianti, 2022) that frequent problems found at the University that created it student weak in read is 1) less exists interested and fast bored in read book lectures , 2) slow in reading , 3) less understand arrangement sentence in material read , 4) no understand terms read , 5) difficulty in finding the main idea , 6) difficulty in summarize reading , 7) go beyond important parts like graphs , diagrams, and tables , 8) less thorough and thorough in reading , 9) no wrote the essence of what was read , 10) no steady fill reading passage in a way clear and neat , 11) no steady fill reading with discuss it . This is also sufficient in line with results phenomena encountered by researchers through observations and interviews on several undergraduate students . That's it part big from student tend reluctant For read book , because book tend own Lots pages and rarely pictorial or only in writing only . When do assignments , students tend For copy answer through article or material *softfile* other rather than reading book print . While reading articles , students also tend to No read whole and only part just what is needed . Reading need a long time and understanding For concluded it . That 's it , finally make student No understand Meaning reading the in a way intact . The main thing is task finished , however student No understand with results workmanship and them No Can explain the meaning of the writing . The impact is student No can control material and also influences the results the work becomes not optimal.

Based on this description , the researcher wants to see what the profile is like reading comprehension ability in current undergraduate students This . Remembering that literacy is very important for us, especially students, to understand information or knowledge related to the field of interest the .

## II. METHOD

The population of this study were undergraduate psychology students with a population of 296. The characteristics of the population were as follows; namely active students, namely semesters 1, 3, 5 and 7, male and female, and can read. Sampling using the help of the *Isaac table* was 138 students. The sampling process uses *random sampling techniques* . The guideline is to use the NIM of students in each class which is assisted by the Spiner application, where each class will have the same opportunity to become a sample.

This research uses a form of test, namely a reading speed and reading comprehension test whose formula is adapted from (Bua et al., 2023) . This research is quantitative descriptive. The following are the stages in the data collection process:

1. The first stage is that students will be asked to read, in order to measure reading speed. The formula used is  $KM \text{ (Reading Speed)} = \text{number of words} / \text{time per minute}$ . Where, students are asked to read a paragraph and are asked to read it for a specified time. Next, the reading speed results will be entered into categories including: 100-200 kpm: slow, 201-250 kpm: medium, 251-300 kpm: good, 301 and above: very good.
2. The second stage is calculating the percentage of reading comprehension by answering questions from the number of questions created. The questions consist of 10 questions which are answered according to student understanding. The way to calculate is  $PI\% \text{ (Content Comprehension)} = (\text{number of correct} / \text{number of questions}) \times 100\%$ . Then the results are entered according to the categories, namely: 61%-70%: poor, 71%-80%: moderate, 81%-90: good, 91%-100%: very good. Next, look for reading comprehension by multiplying the results ( $KM * PI\%$ ).

data is processed using the Jamovi application. All procedures in this research have complied with the research code of ethics.

### III. RESULTS AND DISCUSSION

The following research data results are summarized in the following table:

**Table 1 . General Reading Speed Results**

Reading Speed	Average Reading Speed	N	Percentage	Category
	417 kpm	3	2,2	Very well
	265 kpm	11	8.0	Good
	232 kpm	20	14.5	Currently
	131 kpm	104	75.4	Slow
<b>Total</b>		138	100	

Source: Jamovi Analysis  
 Formula: Aritonang (in (Bua et al., 2023))

Table 1 shows that in general students' reading speed tends to be slow with a percentage of 75.4%, which has an average reading speed of 131 kpm. Students who have a moderate reading speed are 14.5% with an average of 232 wpm. Students who have good speed are 8.0% with an average of 265 kpm. Meanwhile, students who had good reading speed were 2.2% with an average speed of 417 kpm.

**Table 2 . Reading Speed Per Force**

Force	Average Reading Speed	N	Percentage	Category
<b>2019</b>	0	0	0	Very well
	0	0	0	Good
	216 kpm	1	3.3	Currently
	136 kpm	29	96.7	Slow
<b>Total</b>		30	100	
<b>2020</b>	0	0	0	Very well
	0	0	0	Good
	0	0	0	Currently
	127 kpm	36	100	Slow
<b>Total</b>		36	100	
<b>2021</b>	417 kpm	3	7.5	Very well
	265 kpm	11	27.5	Good
	232 kpm	19	47.5	Currently
	131 kpm	7	17.5	Slow
<b>Total</b>		40	100	
<b>2022</b>	0	0	0	Very well
	0	0	0	Good
	0	0	0	Currently
	130 kpm	32	100	Slow
<b>Total</b>		32	100	

Source: Jamovi Analysis

Table 2. Shows that three classes have a reading speed in the slow category, including the class of 2019 having an average speed of 216 kpm by 96.7%, the class of 2020 having an average speed of 127 kpm by 100% and the class of 2022 having an average speed of 130 kpm of 100%. Meanwhile, the class of 2021 tends to have medium speeds with an average of 232 kpm by 47.5%.

**Table 3 . Results of Content Understanding (PI%) in General**

	PI%	N	Percentage	Category
<b>Content Comprehension</b>	0	0	0	Very well
	90	2	1.4	Good
	80	9	6.5	Currently
	45.7	127	92.0	Not enough
<b>Total</b>		138	100.0	

Source: Jamovi analysis  
 Formula: Aritonang (Bua et al., 2023)

Table 3 shows that in general students' ability to understand reading content tends to be less than 92% with a PI% value of 45.7. Students who have a moderate understanding of reading content are 6.5% with a PI% value: 80 and students who have a good understanding of reading content are 1.4% with a PI% value: 90.

**Table 4. Results of Reading Comprehension Ability**

Force	N	Average PI%	Average KMP
<b>2019</b>	30	61.3	86 kpm
<b>2020</b>	36	50.3	65 kpm
<b>2021</b>	40	42.5	105 kpm
<b>2022</b>	32	42.2	55 kpm
<b>Total average</b>		49.1	77.8 kpm

Source: Jamovi analysis

Table 4. Shows that in general the reading comprehension ability of undergraduate students still tends to be poor. This can be seen from the results of the average KPM value in the table above, where the class of 2019 has an average PI% value of 61.3 with a reading speed of 86 wpm. The class of 2020 has an average PI% score of 50.3 with a reading speed of 65 kpm. The class of 2021 has an average PI% value of 42.5 with a reading speed of 105 kpm and the class of 2022 has an average PI% value of 42.2 with a reading speed of 55 kpm.

Based on the results of assessments in research conducted on undergraduate students, it is known that in general reading speed still tends to be slow with an average reading speed of 131 kpm, 75.4%. The results of this research are also in line with (Rahmawati & Ervannudin, 2015) and (Amalia, 2017) , where students tend to have a low reading speed. According to (Nurhadi, 2005) it is said that ideally a student is expected to be able to read quickly, namely at least 350 kpm, so this result is still far from the minimum limit. This is reinforced from the results of observations and interviews, that students tend to take a long time when asked to read something in a book or article in class. The reading process, which tends to be slow, often takes up learning time in class. Students tend to read when they are in class or when they have assignments. Therefore, students' reading skills become less developed. This is reinforced by Yuliana & Nurhasanah's statement (in (Bua et al., 2023)) that the ability to read quickly is done with exercises that improve the ability of the eyeballs to be more focused and concentrated when reading. Therefore, if students rarely reading, the tendency to focus and concentrate on reading tends to be low. According to Devine (in (St Y, 2008) ) says that language skills and knowledge of meaning are factors that influence a person's reading ability The word will be processed by the brain and influence the pronunciation process. When reading, we will involve the five senses (eyes) which will then be processed by the brain and channeled back through the five senses (verbal).

If you look at the results of each class, information is obtained that 3 of them have a reading speed that tends to be slow. The class of 2019 had an average speed of 216 kpm by 96.7%, the class

of 2020 had an average speed of 127 kpm by 100% and the class of 2022 had an average speed of 130 kpm by 100%. Meanwhile, the class of 2021 tends to have a medium average speed of 232 kpm, 47.5%. This means that in general the reading speed of undergraduate students per generation still tends to be slow. Reading itself requires a habituation process that cannot be formed instantly, but slowly to form a reading habit (Nita & Aini, 2021) . It seems that every year of student also has different reading habits, which affects their ability to read. According to (Amalia in (Sari & Melany, 2023) said that one thing that influences students' reading speed is internal, where students are not used to reading quickly and when reading do not use their understanding. This statement was added by (Kurniawanti, 2013) , who said that students have a slow reading speed, one of which is that if they encounter foreign words or that they have not known before, they will tend to slow down their reading to understand their meaning. The point is that students need to have a reading habit, so that they have a rich vocabulary to be able to add to it understanding of the words to be read.

In terms of understanding the content, it can be seen that in general undergraduate students tend to be in the poor category with a percentage of 92%. According to the opinion of (Bua et al., 2023) , the percentage of 61%-70% falls into the poor category. This means that in general, undergraduate students still lack understanding of reading content. This is reinforced by the statement from Slamet in (Bua et al., 2023) that the lack of students' level of understanding is due to a lack of comprehension training, so the results are not optimal. Apart from that, based on the results of observations, it is also clear that students' understanding is not optimal, which is also due to the students' habit of tending to *copy and paste* when doing their work. The *copy and paste* process tends not to involve much cognitive processing and tends to move from one visual process to another. The same opinion was also conveyed by (Putri & Harahap, 2019) that students prefer *smartphones* rather than having to read books directly, as a result students only *copy and paste* without rereading. Therefore, students do not understand what they are doing.

The ability to understand reading itself is the result of reading ability and also understanding of the content of the reading. Based on the description above, information is obtained that the reading comprehension ability of undergraduate students still tends to be low with an average of 77.8 kpm with a reading comprehension of 49.1%. This means that undergraduate students' reading comprehension is less than 70% of 350 wpm. According to (Badriyah & Yuliana, 2019) one of the factors that causes students' low reading comprehension can also be caused by habits that arise through attitudes when reading. This is reinforced by the results of research conducted by (Nita & Aini, 2021) and (Rahayu, 2020), it is known that there is a relationship between reading habits and reading comprehension. This means that if students do not have good reading attitudes and habits, this can affect their reading comprehension, especially academic understanding. According to Hoefft's research (in (Pujiastuti et al., 2022) ) that only 55% of students can demonstrate a level of understanding of the material they have studied or read previously. This is confirmed by research (Andina, 2019) which explains that students' reading activities are only done when facing exams, so that what they do is not understood and is just memorized. Therefore, students tend not to understand what has been done before.

#### **IV.CONCLUSION**

Based on the description above, it can be concluded that students' reading comprehension abilities still tend to be low. The results showed that the average reading comprehension ability of undergraduate students was 77.8 kpm with reading comprehension of 49.1%. Where in general it can

be said that students' abilities are still below the category. These results are quite in line with the phenomena that occur in the field, where this occurs due to patterns or habits of students who are less intensive in reading books or information from various media (print or electronic). It is hoped that recommendations for further research will be able to find appropriate interventions to solve the problems that occur.

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