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The Student's Awareness Of Learning Reading Comprehension

Khoiriyah Panjaitan^{1✉}, Didik Santoso²

English Education Departement, Graduate Program

AlWashliyah Nusantara Muslim University Medan, Indonesia

Email: khoiriah.rafifawfia@gmail.com^{1✉}

Abstrak

Penelitian ini dilakukan untuk mengetahui kesadaran siswa dalam pembelajaran membaca pemahaman di MTs Negeri Serdang Bedagai. Penelitian ini menggunakan pendekatan kualitatif. Teknik pengumpulan data menggunakan model wawancara. Populasi dalam penelitian ini adalah siswa kelas sembilan MTs Negeri Serdang Bedagai dan sampelnya adalah siswa kelas IX-A bernama Al dizqia Chaniago. Penulis menggunakan informan kunci dan informan pendukung untuk mengumpulkan informasi. Instrumennya adalah rekaman suara. Dari seluruh proses penelitian, penulis mendapatkan data yang menunjukkan hasil 9 temuan 1. Mengetahui judul teks bacaan, 2) Memahami gagasan utama teks bacaan, 3) Penalaran untuk memilih gagasan utama bacaan teks, 4) Menyimpulkan teks bacaan, 5) Tertarik dengan teks bacaan, 6) Mengetahui jenis-jenis teks, 7) Penalaran untuk memilih jenis teks bacaan, 8) Tidak mengetahui arti setiap kata dari teks, 9) Tidak mengetahui arti setiap kalimat . Artinya kesimpulan dari tesis ini adalah cukup signifikan dengan Kesadaran Siswa dalam mempelajari Reading Comprehension. Kesimpulan menunjukkan guru mengetahui bagaimana kesadaran siswa terhadap pembelajaran membaca pemahaman

Kata kunci : *kesadaran siswa, Pembelajaran Reading Comprehension*

Abstract

This research is made to know the student's awareness of learning reading comprehension in MTs Negeri Serdang Bedagai. This research used qualitative approach. The technique of collecting data is using interview model. This research took the population from grade nine at MTs Negeri Serdang Bedagai and the samples are the students of IX-A class named Al dizqia Chaniago. The writer used the key informant and supporting informant to collecting information. The instrument is voice record. From all the process of research, the writer got the data which showed the result 9 findings 1. Knowing the tittle of the reading text, 2) Understanding the main idea of the reading text, 3) Reasoning to choose the main idea of the reading text, 4) Concluding the reading text, 5) Interested in the reading text, 6) Knowing the types of the text, 7) Reasoning to choose the types of the reading text, 8) Not knowing the meaning every word of the text, 9) Not knowing the meaning every sentences . it means the conclusion of this thesis is there is enough significance with The Student's Awareness of learning Reading Comprehension. The conclusion shows the teacher knows how the student awareness of learning reading comprehension

Keywords : *student's awareness, Learning Reading Comprehension*

INTRODUCTION

Awareness has an important role in reading comprehension because the more awareness the students have the more understanding the reading text they read. beside that the bigger the awareness they have they are easier to understanding the reading text.

However, in reality, the students' awareness in learning reading comprehension is still low. This is proven by the fact that when the researcher was teaching reading comprehension most of the students did not aware with they are reading text.

Awareness according psycholinguistics means to have knowledge or discernment of something. Since the mind is a terrible thing to waste take this moment to integrate your memory and your imagination into your learning experience. Remember your memory will reply your past, however, your imagination has the ability to rehearse your future. Don't reach your future and recognize that you misused the depth of your potential by not showing up for rehearsal, Knight (2015).

In psychology, the most popular meaning of awareness is awareness as self-perceptions. For example when we say awareness of Body, Emotional Awareness, awareness of self or strength awareness. This can be described as awareness of. This can be seen as sensitivity to oneself. In all these awareness, it is a kind of self-awareness (awareness of own individuality). Here awareness denotes "unique perception". Unique perception is completely subjective. It

does not require great „knowledge“. Unique perception of all is considered a “higher” form of awareness, Gafoor (2012).

Learning means the process is continuous which starts right from the time of birth of an individual and continues till the death. We all are engaged in the learning endeavours in order to develop our adaptive capabilities as per the requirements of the changing environment. For a learning to occur, two things are important:

1. The presence of a stimulus in the environment, and
2. The innate dispositions like emotional and instinctual dispositions.

A person keeps on learning across all the stages of life, by constructing or reconstructing experiences under the influence of emotional and instinctual dispositions.

Psychologists in general define learning as relatively permanent behavioural modifications which take place as a result of experience. This definition of learning stresses on three important elements of learning:

1. Learning involves a behavioural change which can be better or worse
2. This behavioural change should take place as a result of practice and experience. Changes resulting from maturity or growth cannot be considered as learning
3. This behavioural change must be relatively permanent and last for a relatively long time enough.

Hower *et. al.* (2013) noted, ‘questions about learning are addressed in virtually all areas of psychology. It is therefore surprising to see that researchers are rarely explicit about what they mean by the term’.

The reality is that learning, as Kelly (2002) put it, ‘is a very individual, complex, and, to some degree, an indescribable process: something we just do, without ever thinking too much about it’. It is also a complex social activity

Perhaps the most striking result of recent research around learning in childhood and adolescence is that very little comes through conscious and deliberate teaching, Gopnik (2016). Reading comprehension means is the act of understanding what you are reading. While the definition can be simply stated the act is not simple to teach, learn or practice. Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing.

Reading comprehension is one of the pillars of the act of reading. When a person reads a text he engages in a complex array of cognitive processes. He is simultaneously using his awareness and understanding of phonemes (individual sound “pieces” in language), phonics (connection

between letters and sounds and the relationship between sounds, letters and words) and ability to comprehend or construct meaning from the text. This last component of the act of reading is reading comprehension. It cannot occur independent of the other two elements of the process. At the same time, it is the most difficult and most important of the three.

There are two elements that make up the process of reading comprehension: vocabulary knowledge and text comprehension. In order to understand a text the reader must be able to comprehend the vocabulary used in the piece of writing. If the individual words don't make the sense then the overall story will not either. Children can draw on their prior knowledge of vocabulary, but they also need to continually be taught new words. The best vocabulary instruction occurs at the point of need. Parents and teachers should pre-teach new words that a child will encounter in a text or aid her in understanding unfamiliar words as she comes upon them in the writing. In addition to being able to understand each distinct word in a text, the child also has to be able to put them together to develop an overall conception of what it is trying to say. This is text comprehension. Text comprehension is much more complex and varied than vocabulary knowledge. Readers use many different text comprehension strategies to develop reading comprehension. These include monitoring for understanding, answering and generating questions, summarizing and being aware of and using a text's structure to aid comprehension

However, in reality, the students' awareness in learning reading comprehension is still too low. This is proven by the fact that Indonesian people's reading awareness is very low compared to other countries, Indonesia is far behind. This is not surprising because we were not taught by our parents to love books since childhood. If given pocket money, Indonesian children will usually use it to buy food (snacks). That's why pocket money is better known as "snack money". because his goal is to buy food. Rarely are children taught to use their pocket money for something else, for example, to use their pocket money to rent books or buy stationery or books. these things are considered automatically the duty of parents to provide them. Children are not taught from childhood to be responsible for their own needs. Another reason why children don't want books is that the price of books is often not affordable by the child's "snack money".

Therefore, to enable children to love books and have awareness of learning reading comprehension, adults must be involved by setting an example and helping to provide reading books for them. The attitude of "living books" (awareness in learning to read) is usually born at home. If the parents, or adults living in the same house, love books and enjoy reading, it is

almost certain that the child will also be "infected", as the saying goes (the fruit doesn't fall far from the tree). if parents like to read, then books will easily be found in various places in the house and children will get used to seeing books, so if children are not having other activities, they will run to books as a place to entertain themselves.

Parents are expected to participate in moving their children to raise awareness in learning reading comprehension. Because children who grow up with a high awareness of reading are believed to grow into a quality generation. Growing children's awareness of learning reading comprehension is a step to create a quality generation in the future. Reading culture should always be developed, thus, it will become a necessity of life, and awareness of learning reading comprehension should be cultivated from an early age because when it is grown up the cultivation of reading culture will be more difficult to apply. history teaches that a developed nation is a nation that is aware of the importance of a passion for reading, therefore, automatically the intelligence and insight of science and technology is increasing so that there is an increase in the quality of human resources needed for sustainable and sustainable development efforts.

It is undeniable that increasing reading awareness is not easy, of course, there is something that needs to be known and can be known during research. The next question is why the awareness or desire to read in Indonesia is low? first. the learning process in Indonesia has not made children/students have to read, to seek information/knowledge more than what is taught, secondly, the many types of entertainment, games (games), and television shows that distract children and adults from books. third, there are many entertainment places to spend time such as recreational parks, karaoke places, nightclubs, malls, supermarkets, and others. Fourth, awareness of reading has not been inherited optimally by the ancestors. we are used to hearing and learning from various fairy tales, stories, customs verbally conveyed by parents, community leaders in ancient times, children telling stories orally, and there is no written socialization, so they are not accustomed to attaining knowledge through reading. and fifth, the means to obtain a reading, such as libraries or reading gardens, is still strange and rare items.

Several factors cause the reading awareness of Indonesian children to be below, such as the lack of facilities and infrastructure, especially a library with quality and adequate books. because with a library equipped with quality books, we can easily find references or references to sources of knowledge that are being studied, thus we can develop a wider discourse and insight.

RESEARCH METHOD

This study uses qualitative research to discover the students' awareness of learning reading comprehension, qualitative used to explore and obtain depth of understanding as to the reasons for success or failure to make students have the high their awareness in learning reading comprehension.

In writing this research there are several steps that Was go through, starting in preparing the proposal until writing the research result. The following are steps of writer writing this research.

- 1) First thing, the writer explores the research themes from several research and real-life problem the writer usually meets. Writer Was find research that matches the writer's experience.
- 2) After finding the theme, the writer decides to find further research related to the theme. The writer also Was find several related research to support the idea.
- 3) After data collected, the data Was be analyzed using thematic analysis by Jeffersonian.

RESULTS AND DISCUSSION

Based on the results of interviews with supporting informants and key informants that researchers conducted in the field, it can be seen that students' awareness in reading comprehension is 9 data. The data is taken from key informants and supporting informants. Meanwhile, students' awareness in reading comprehension, the researcher found that 7 data had awareness in reading comprehension and 2 data that the student had Unaware of learning reading comprehension. In addition, the student's own interest factor in participating in learning activities looks very low because he tends to be passive in class, likes to be busy alone, likes to chat with his desk, often does not pay attention to his teacher when the teacher explains the material in front of the class.

So in this case the awareness of the students themselves in understanding reading from an early age. Thus, it can be concluded that based on the results of researcher observations and interviews with key informants and supporting informants for students at the junior high school level according to the opinion of experts, researchers can conclude that there are students (key informants) who have not been able to master reading comprehension well.

CONCLUSION

Conclusion Based on the data analysis and discussion that has been carried out above, several conclusions were obtained, namely the lack of awareness of students in understanding learning. can be proven by the result that awareness is greater than nor awareness.

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