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

Sitti Halijah¹, Ratnawati ², Ratnasari³
¹,³ Sastra Inggris, Fakultas Sastra, Universitas Muslim Indonesia
² Akademi Bahasa Asing UMI, Makassar
¹ sittihaalijahlekk@gmail.com

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 diantanya 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

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 come 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 study. 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 Nurhisan 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 another 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, 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 passage |
| 3. Can develop imagination in literature | 3. Not knowing images in reading |
| 4. Know the organization imagination essay | 4. Not knowing the organizational arrangements |
| 5. Do not be afraid to discuss with anyone | 5. difficult to 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 contexts | 8. Unable to develop 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.

### Table 1
The score of student non course

| STUDENT   | CORRECT ANSWER | SCORE |
|-----------|----------------|-------|
| FATMALA   | 18             | 90%   |
| ANDITENG  | 10             | 90%   |
| JUMRIANI  | 16             | 80%   |
| SANTHI    | 15             | 95%   |
| MILKA ASIS | 18             | 90%   |
| ASRUATI ASIS | 16     | 80%   |
| MAKBAR    | 19             | 95%   |
| DIAN      | 18             | 90%   |
| UMMU KHASM | 15             | 75%   |
| INDRANI   | 15             | 75%   |
| HARDIANTI | 19             | 90%   |
| ZUL IDIL RAHMAT | 15 | 95% |
| FADIL     | 12             | 60%   |
| DAFFA     | 15             | 75%   |
| NUR ANISA | 18             | 90%   |
| FITRA     | 16             | 80%   |
| MARWA     | 17             | 85%   |
| HIRMA     | 18             | 90%   |
| MAYA      | 19             | 90%   |
| IRWAN     | 16             | 80%   |

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   | CORRECT ANSWER | SCORE |
|-----------|----------------|-------|
| AHMAD SLAMET | 17             | 75%   |
| ANGEL HUZAIN | 18             | 90%   |
| EMI FITRIANI | 12             | 60%   |
| FIRMANSYA   | 8              | 40%   |
| FITRI INDA FAUSIA | 11 | 55% |
| HASINDA     | 11             | 55%   |
| IKA NURILAH | 7              | 55%   |
| MAKBAR      | 10             | 50%   |
| MURSALAM    | 9              | 45%   |
| NUR INDAR SARI | 16       | 80%   |
| RUDIANTO    | 10             | 50%   |
| SARI WULANDARI | 13    | 65%   |
| RUDINI      | 9              | 45%   |
| SRI WAWYUNI | 17             | 85%   |
| VULANTI     | 9              | 45%   |
| FITRIANY    | 17             | 85%   |
| NIRMALASRI  | 9              | 45%   |
| MIRZAL       | 10             | 50%   |
| MAJAS       | 9              | 45%   |
| RAHIM       | 6              | 60%   |
| MUCOK       | 9              | 45%   |

The table above shote 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 research got the means score of the students course and non course students it can be seen as follows.
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 sore 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

| NO | QUESTION | STUDENTS COURSE | STUDENTS NON COURSE |
|----|----------|-----------------|---------------------|
|    |          | ANSWERS | ANSWERS | ANSWERS | ANSWERS |
| 1  | You are interested in reading English especially regarding to content and using reading comprehension | A 16 B 3 C 0 D 20 | A 16 B 3 C 0 D 20 | 5% 15% 0% 100% | 5% 15% 0% 100% |
| 2  | construction and used of good reading and correct grammar is important to learn? | A 5 B 10 C 5 D 20 | A 5 B 10 C 5 D 20 | 50% 25% 0% 100% | 50% 25% 0% 100% |
| 3  | knowledge about the construction and use of reading facilitate communication in the language? | A 6 B 8 C 6 D 20 | A 6 B 8 C 6 D 20 | 40% 30% 0% 100% | 40% 30% 0% 100% |
| 4  | knowledge it well about communication use/read accelerate in language? | A 6 B 9 C 5 D 20 | A 6 B 9 C 5 D 20 | 45% 25% 0% 100% | 45% 25% 0% 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 motivated there 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 | CLAUSEN | STUDENTSCOURSE | STUDENTSONCOURSE | ANSWERS | ANSWERS |
|---|---|---------|----------------|------------------|---------|---------|
|   |   |         | A   B   C   D  | A   B   C   D   |         |         |
| 1 | 1 | construction and used of grammar to reading and correct grammar is important to learn? | 6   10  4   0  20  7 | 12  1   0  20 | 30%  90%  20%  0  100 | 66%  66%  5%  0  100 |
|   | 2 | knowledge about the construction and used of reading facilitate communication in the language? | 7   8   5   0  20  5 | 10  5   0  20 | 30%  40%  20%  0  100 | 50%  25%  0  100 |
|   | 3 | good knowledge of the construction and used of reading explicate the language? | 6   9   5   0  20  6 | 10  4   0  20 | 30%  55%  25%  0  100 | 50%  20%  0  100 |
|   | 4 | use of readings are often found in the English language conversation? | 6   9   5   0  20  5 | 10  4   0  20 | 30%  90%  25%  0  100 | 50%  90%  25%  0  100 |

On the table above there were 10 (50%) studen course and student non course 12(60%) agree stated that reading comprehension is one of the reading of english that very important, it means that most of consider that english was important role of science field, while about reading comprehension 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 toun in english conversation there 12(60%) students course and 10(50%) students non course agree.

Table 7
Exercise

| N | O | CLAUSEN | STUDENTSCOURSE | STUDENTSONCOURSE | ANSWERS | ANSWERS |
|---|---|---------|----------------|------------------|---------|---------|
|   |   |         | A   B   C   D  | A   B   C   D   |         |         |
| 1 | 1 | you always any English grammar exercises, especially regarding construction word? | 6   9   4   0  20  4 | 6   10  4   0  20 | 30%  90%  25%  0  100 | 50%  30%  20%  0  100 |
|   | 2 | Stack about reading the dialog, you always use language to accelerate reading comprehension? | 7   11  2   0  20  6 | 9   9   4   0  20 | 6%  9%  20%  0  100 | 10%  30%  20%  0  100 |
|   | 3 | did you ever learn to develop and use reading outside of school? | 6   10  4   0  20  5 | 10  5   5  20 | 30%  10%  20%  0  100 | 25%  25%  10%  5  100 |

On table above there were 9(45%) students course rather not agree and 10 (50%) students non course 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.
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 what taught by the 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 also not agree.

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 subject especially reading comprehension.
3. 70% students course and 45% students non course agree will ask it to the teacher if get difficulties.
4. 50% students 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 given by teacher.
7. 50% students course and 50% students no 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 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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