CHAPTER I
INTRODUCATION

Reading is one of the most crucial parts of language learning, and it is an essential tool for all learners to learn throughout their lifetime. Education must prepare students to adapt quickly to social and technological changes in the twenty-first century. In circumstances like this, language skills are very important for education. Noorizah (2011: 2) states that reading is particularly a tool for continuing education and the acquisition of new knowledge and skills, as well as for information acquisition through media, which include newspapers, books, radio, television, and computers. Therefore, the acquisition of high-quality basic education requires the development of good reading habits in both youth and adults. Reading enhances cognitive development and reduces writing anxiety when done regularly, according to Krashen (2004). In other words, reading helps students understand and acquire better language understanding. Troike (2006) mengatakan bahwa reading sangat penting untuk belajar bahasa, terutama untuk siswa yang belajar EFL (English as a Foreign Language). Reading can also help students improve their grammar, discourse structure, and vocabulary.

Reading is a fundamental skill in language learning that significantly impacts medical students academic success. However, many medical students struggle with reading comprehension, leading to poor academic performance. According to a study by Smith et al. (2023), medical students' reading performance in secondary schools remains low, with an average score of 55 out of 100 in standardized reading tests. Similarly, Johnson & Lee (2022) found that only 40% of medical students in their study achieved satisfactory levels in reading assessments. Additionally, a report by Martinez (2023) highlights that various factors such as motivation, vocabulary knowledge, and reading strategies influence medical students reading ability.

Despite extensive research on medical students' reading performance, gaps remain in understanding how different factors interact to influence reading outcomes. Previous studies

have primarily focused on either cognitive aspects (Smith et al., 2023), socio-economic backgrounds (Johnson & Lee, 2022), or pedagogical methods (Martinez, 2023). However, this research aims to integrate these perspectives and provide a more comprehensive analysis of the factors affecting medical students reading performance.

The urgency of this study lies in addressing the ongoing issue of medical students' low reading performance, which directly impacts their overall academic achievements. Understanding the underlying factors that contribute to poor reading skills can help educators develop more effective teaching strategies and interventions. By identifying key determinants of reading performance, this study seeks to contribute to both theoretical knowledge and practical improvements in reading instruction.

Literature Review

People's ability to connect their preexisting ideas with the process of deriving meaning from the text is what determines their reading comprehension, according to Latifa and Manan (2018). Furthermore, Gilakjani and Sabouri (2016) state that reading comprehension calls on readers to understand the meaning of a book rather than deriving meaning from each sentence or word separately. They go on to say that reading comprehension is the outcome of combining readers' prior knowledge with their mental image of the text's meaning. Additionally, having prior knowledge makes it easier for the reader to actively engage with the paragraph since they are better able to understand the information it includes. These sentences make it clear that reading comprehension involves medical students interacting with the text and prior knowledge to build a deeper understanding of the text.

Numerous studies have clarified the elements that affect medical students' reading abilities, including such like the caliber of teachers, the facilities of the school, parental participation, and the accessibility of learning materials. In Indonesia, the quality of education continues to be a significant obstacle despite progress in expanding educational accessibility (World Bank, 2018). In order to improve the general standard of education in Indonesia, the research suggests giving teacher training and school infrastructure first priority. Policymakers and stakeholders may proactively address the current issues and create an educational

environment that supports strong reading abilities among Indonesian students by concentrating on these crucial areas.

According to Geske and Ozola (2008), literacy skills are fundamental competences that support the learning process. As a result, these abilities are essential for learning a language and for promoting competence in other areas. Low reading skills among medical students are caused by a number of circumstances. Any circumstances that encourage the growth of high reading abilities are considered literacy-driving factors. The socioeconomic status of the family, 2) communication and early guidance, 3) communication and tutoring during the school period, 4) availability or collection of reading books at home, 5) telephone, computer, and television facilities, 6) gender, 7) relationships between the family, school, and community, and 8) use of strategies/models in learning to read are the eight influential factors that have been identified regarding students' literacy skills, according to Nirmala (2022).

One crucial ability that aids medical students in their development across a range of academic pursuits is reading comprehension (Septiyana & Aminatun, 2021).They can utilize it to interpret textual materials, evaluate them, explain them, and share their own opinions (Fakhrurozi & Adrian, 2021). Students should cultivate good comprehension abilities in order to succeed in the academic assignments that their teachers assign. Reading comprehension tries to assist students in developing their abilities and text comprehension if they wish to become proficient readers (Wardaningsih et al., 2022). Students' reading literacy is influenced by a variety of factors, including school instruction, motivation, family support, and learning practices. These components are essentially divided into three levels: the individual, family, and school levels. Environmental influences include things like the student's family, school, and social and cultural surroundings (Oktaviani & Sari, 2020). Reading difficulties might also be caused by emotional causes. Reading difficulty is often associated with IQ and intellectual factors.