

Factors Affecting Medical Students' Performance in Reading Text

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Abstract

Medical students must be able to read English texts in order to have a broader understanding. However, there are a number of obstacles that medical students face when reading English texts, preventing them from achieving the goal of reading—to expand one's knowledge. The purpose of this study was to find out what influences medical students' ability to read English texts. In this study, questionnaires were used for quantitative research. Syntax, vocabulary, word meaning, sociocultural knowledge, nervousness, and time pressure are among the factors that influence medical students' ability to read English texts, according to the findings of this study. To improve medical students' ability to read English texts, the findings of this study suggested that specific aspects must be focused on and taken into consideration.

Keywords: affecting factors, medical students, English text, reading performance.

Abstrak

Mahasiswa kedokteran harus mampu membaca teks bahasa Inggris agar memiliki pemahaman yang lebih luas. Akan tetapi, ada sejumlah kendala yang dihadapi mahasiswa kedokteran saat membaca teks bahasa Inggris, yang menghalangi mereka mencapai tujuan membaca—untuk memperluas pengetahuan. Tujuan penelitian ini adalah untuk mengetahui apa saja yang memengaruhi kemampuan mahasiswa kedokteran dalam membaca teks bahasa Inggris. Dalam penelitian ini, kuesioner digunakan untuk penelitian kuantitatif. Sintaksis, kosakata, makna kata, pengetahuan sosial budaya, kegugupan, dan tekanan waktu merupakan beberapa faktor yang memengaruhi kemampuan mahasiswa kedokteran dalam membaca teks bahasa Inggris, menurut temuan penelitian ini. Untuk meningkatkan kemampuan mahasiswa kedokteran dalam membaca teks bahasa Inggris, temuan penelitian ini menyarankan bahwa aspek-aspek tertentu harus difokuskan dan dipertimbangkan.

Kata kunci: faktor-faktor yang memengaruhi, mahasiswa kedokteran, teks bahasa Inggris, kinerja membaca.

1. Introduction

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.

2. 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.

3. Method

This study employs a quantitative research method, as it aims to analyze numerical data related to students' reading performance. According to Creswell (2014), quantitative research is suitable for investigating relationships between variables and making generalizations from a sample to a population.

A questionnaire was used in this study's qualitative research design. Finding out what EFL students think about the things that influence their reading comprehension of English texts was the method employed in this study (Kothari, 2004). 110 medical students from a private university in participated in this study. A total of 50 individuals were selected from the nursing major, twenty- five from midwifery students, and thirty-five students from the public health major students. Every participant was a first-year college student.

4. Results and Discussion

4.1 Result

The purpose of this study is to identify the variables that affect medical students' performance of English texts. Participating in this study are 110 students, whose attributes are as follows.

Students' Major	Factors Affecting Reading Performance						Total Respondent
	Access to reading materials and technology	Vocabulary knowledge and language proficiency	Phonemic awareness and decoding skills	Teaching methods and instructional strategies	Vocabulary knowledge and language proficiency	Reading interest and motivation	
Nursing Students	15	10	5	6	4	10	50
Midwifery Students	5	2	6	3	4	5	25
Public Health Students	5	3	7	9	6	6	35

Students' majoring in nursing are expected to study English for three semesters. Due to their lack of exposure to and education in this area throughout their three semesters of English language study, most students of this major select access to reading materials and technology as the most dominant factor. In the other hand students' majoring in midwifery are expected to study English for two semesters. They chose phonemic awareness and decoding skills as the dominant factor in their reading' performance. The last public health students who only got English for one semester chose teaching methods and instructional strategies factor is the most dominant. Thus, it can be concluded that the three major factors affect the medical students' performance in

reading are access to reading materials and technology, phonemic awareness and decoding skills and teaching methods and instructional strategies factor.

Motivation also affects the cognitive processes that underpin reading proficiency. For example, motivation can affect attention, which is essential for processing and comprehending written and mathematical information. Students that are motivated are more likely to concentrate on key information and tune out outside distractions, which enhances their ability to comprehend and resolve challenges in the classroom.

The second item shows how parents' involvement in their children's education has a big impact on their literacy skills "My parents encourage me to study every day," said one youngster, referring to their parents' encouragement to learn on a daily basis.

When parents have a positive attitude toward education and learning, their children are more likely to follow suit. Children often mimic their parents' conduct. By offering homework assistance, giving feedback on assignments, and keeping in touch with teachers to monitor their kids' progress, parents may actively support their learning.

Parental involvement as the other factor in their children's education strengthens what is learned in the classroom and offers extra assistance for the development of reading skills. A good learning environment that supports cognitive development is created by encouraging children to read and participate in educational activities in a nurturing family context. As a result, parents play a critical role in helping students develop literacy habits.

The following item, "reading lessons in class are enjoyable," emphasizes how important enjoyable learning experiences are in determining medical students' literacy abilities. Engaging learning activities stimulate the reward areas of the brain, boost drive and excitement, encourage creativity and problem-solving skills, and advance social and emotional growth. Students' academic performance as well as their general cognitive and personal development are significantly impacted by these elements. Including enjoyable learning activities improves students' academic performance and promotes positive learning outcomes.

"I learn to read every day" is the literacy practice that has the least impact. Although creating a daily reading routine is typically thought to help with literacy development, the results of this study indicate that in the particular. Students rarely have effective literacy habits in the rural context. In an interview, one of the medical students stated, "I don't learn every day because I get bored to learn sometimes." The statement demonstrates that reading habits among students in rural areas still require improvement.

"The teacher guides us to read outside the classroom," alludes to the function of the classroom setting. Even though a supportive learning environment is crucial for kids' academic development, the results of this study indicate that school environments are still insufficient, especially in rural areas. One of the teachers remarked, "It can be challenging to establish a supportive learning environment at school because of the students' reading habits and the lack of facilities."

Finally, "my parents accompany me while studying" ranks as the third least influential factor, emphasizing the part parents play in helping their kids learn. Even though it is commonly known that parental involvement is crucial for medical students to achieve academic success, the results of this study suggest that parents seldom ever accompany their children to school in rural areas. They encourage their kids to learn, but they seldom ever accompany them while they read or study. According to one student, their parents never ask them about their homework or classwork.

"My parents never come with me when I'm studying," he remarked. They believe that my teachers, not they, should be in charge of my studies. This type of mindset is still prevalent in rural regions.

The other factor on students reading performance was Facilities at Home and School. The four items in this domain are: 1) My school has a library with cozy spaces; 2) My classroom has a large selection of engaging reading materials; 3) My school has a decent "reading corner"; and 4) My school lacks high-quality and varied literature.

4.2 Discussion

Students' reading and numeracy abilities are greatly influenced by the facilities at home and at school. Access to appropriate learning resources at home and at school has been shown to positively affect medical students' literacy development. Students will perform better academically if they have access to resources, including literacy. Facilities are essential for literacy development because they provide students with the tools

and resources they require for effective learning. Books, technology, and instructional materials are examples of educational amenities that can greatly enhance learning by enabling students to engage in practical exercises and try out various teaching philosophies. Students can continue their education outside of the school by having books, educational games, and other resources available to them at home.

5. Conclusion

This study identifies multiple interrelated factors affecting students' reading performance. A combination of cognitive: Vocabulary knowledge and language proficiency and Phonemic awareness and decoding skills , affective : reading interest and motivation , and instructional elements : Reading interest and motivation and Access to reading materials and technology plays a crucial role in shaping reading abilities.

From the study , the researchers suggest some recommendations as follows:

1. Teachers should implement evidence-based reading strategies.
2. Schools should provide engaging and supportive reading environments.
3. Future research should explore intervention programs to enhance reading skills.

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