

Factors That Affect Reading Proficiency of Lower Class Student in Central Sumba Regency

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Abstract: This report was the result of a research related to factors that affect the ability to read of lower class students (I, II, III) of primary school in central Sumba Regency in East Nusa Tenggara. This research was done in 45 primary schools in grade 1, 2, and 3 with total 3.645 students (2430 boys and 1215 girls) that are scattered in 5 Sub-district in central Sumba regency, East Nusa Tenggara. Whereas the population of teachers in this research are 270 teachers (125 male and 145 female) counted from the whole total amount of teachers based on initial data assessment taken from the secondary data of 45 schools that scattered in 5 Sub-district in central Sumba regency, East Nusa Tenggara. Students' sample taking in this research using Slovin formula to an error rate 5%, so that students' sample that taken in this research is 675 students. From that total of students the researchers do the transmission using proportionate stratified random sampling technique. After that, the samples will be taken by school, by class and by gender proportionately and randomly thus gained 350 male students and 325 female students. This sample taking was also considered gender representation with sampling technique of students as the sample of this study was rated based on students ability in basic concepts of letter, word and literature (story).

Based on the data which had analysed, there are some factors that affect reading proficiency of lower class students (I, II, III) of primary school in central Sumba regency East Nusa Tenggara province, that are (1) education factor. From 57% students of lower class who already know about letter, word, sentence, fluency and understanding in reading, there are 42% of students who were graduated from playgroup and kindergarten while 15% of them were not graduated from playgroup or kindergarten. That is way child's educational factor before enter primary school is a part of what contributes to his/her reading proficiency. But the finding of this research shown that the society awareness of the importance of kindergarten or playground still low; (2) socio-economic factor. Based on teachers' interview, one of the findings in this research was socioeconomic factor of the family. Family's socioeconomic status is a factor that affects children's proficiency to read. Children with adequate socioeconomic abilities will have more knowledge in reading because they taking advantage of the media at their home or because educational background of their parents that allow the children to be motivated to be the best at their school; (3) availability factor in reading material, and children's habit of reading books where there are 75% of students who unaccustomed to read books while 25% of them accustomed of reading books. It is because some students would rather play with their friends than use their free time at school to read. Moreover, students spend their time at home to help their parents.

Key terms: students' background, socioeconomic, habits of reading

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I. Introduction

Reading ability is a major capital of students. With reading ability, students can gain knowledge, communicating ideas, and express him-self through verbal or writing. Therefore, the failure in mastery reading ability will lead to serious problem, whether to continue the next level of education or to live an equal social life. The aim of Learning Indonesian is to increase students' ability to communicate use Indonesian properly whether in verbal or in writing, and also to cultivate the appreciation of Indonesian literary works. According to Chaer (2011:1) "language is a symbol of sound, arbitrary, and it is used by society to work together, to communicate, and to identify matter." The symbol which used in language system is sound that produced by human speech organs. Because of the symbol used is sound that is why the one which considered primary in language is verbal language.

Hodgson (in tarigan, 2008:7) states that reading is a process that done and used by the reader to get meaning or message which the writer wants to pass on through words or written language. A process that requires the group of words which is a composite will be visible in a glance and the meaning of the words

individually will be known. If this is unfulfilled, written and implied meaning or message would not get understood, and the process of reading would not to be done well. Whereas according to Anderson (in Tarigan, 2008:7) states that linguistically reading is a recording and decoding process, different from speaking and writing which actually involve encoding. An aspect of decoding is a process of associate written word with oral language meaning which includes altering of text or printing to make a meaningful sound.

Students difficulty in reading to comprehend generally shows weakness in understanding what they have read. Reading to comprehend is relating to verbal memory. As stated by Pimperton (2012) reading comprehension manifest weakness in verbal memory process but not in nonverbal, appropriate to "language accounts". Verbal language deficits in students who have difficulty in reading comprehension play an important role. This research has shown that bad reading comprehension shows deficit in verbal language before they learn to read. That is why verbal language training and vocabularies yield a profit in reading comprehension.

The difficulty in reading comprehension results in inability to understand verbal messages. Whereas all of lessons message are relegated in written form. The ability of reading comprehension is influenced by many factors both internal and external. The external factor as stated by Trapanier (2005) explained the ecological approach specifically stresses the importance of understanding the surrounding environment (including people and their interactions with the child in the learning environment). Furthermore based on a study by East China Normal University, 82,6% teachers felt inadequate about special-needs students, and 81,8% of them having an awareness of special-needs students but felt inadequate to teach them (Woodcock, 2012). Learning strategy used by teachers in the class also has a bearing on the students' ability in reading comprehension. It is compatible with Landmark research (in Klingner, 2007:2) in a reading study Landmark, Durkin (1978-1979) by doing research with instruction observation in reading comprehension. It shows that understanding distinctive instructions can increase reading comprehension. But concern occurs in the quality of teaching for comprehension that there is scarcity of reading instructions. More than 4.000 minutes of reading instruction observed in the fourth grade, only 20 minutes of comprehension instructions that recorded.

Internal factors that affect reading comprehension are motivation, interest, vocabulary, general knowledge, knowledge of a particular subject, word identification skills, reasoning ability, the used of effectiveness strategy to identify main idea and support details, and text structure knowledge (Westwood, 2008:23).

Johnson and Medinus' finding (in Ratnengsih, 2012:130) stated that the ability of reading comprehension significantly is influenced by semantics and syntax. Shell of the semantic components (21,9%) and syntax (29,8%). That finding can be interpreted that students who can discern a sequence of words or sentences will increase the ability to understand the content of one's literature. The same influences of semantic and syntax component for reading comprehension is 51,70% . Meanwhile the rest of semantic and syntax component (100%-51,7%) = 48,3% are influenced by another factors. The example of another factors that influenced students' ability in reading comprehension are learning facilities, material content, teaching techniques, teacher competence, curriculum, the way of giving score, learning motivation, family socioeconomic conditions, etc. Moreover, the research output of Tong et al. (2011) also showing that the fifth grade students with reading comprehension difficulty has a syntax consciousness that is lower than the average reader's understanding when tested in the corrective form of the verb. Students with the difficulty in reading comprehension inadequate to verbally correct the sentence as well as in the ability to read words. The biggest difficulty is when the sentence has high syntax. students have difficulty in reading comprehension having a complete phonology consciousness and weak awareness of syntax grammar.

Along with the findings above, Rahmawati's (2010) added that students who have difficulty in reading influenced by semantic components by (4,9%), it shows that the semantic component have a great influence in students reading comprehension ability. In fact the problem that often happens is generally students in lower class have difficulty in reading comprehension skills. In most cases, students in lower class have not been able to read fluently, and they do not understand what they have read.

That difficulty comes because the students in lower class are already in the stage of reading that accentuated the meaning of a reading. It does not mean that reading comprehension of students in lower class is not related to meaning. Students in lower class are still on the lower one process, it is the regularity of letter form and meaningful sounds. As stated by Dardjowidjojo (2005:303) that the process of further reading emphasizes the understanding of the meaning of material that read although this does not mean that at beginner's stage there is no meaning involved. The striking differences between the two stages are readers in advanced stages no longer have to pay attention to the regularity of letter forms.

Based on the problems above, this study is focused the factors that affect reading proficiency of lower class students in central Sumba regency. Accordingly, this research is aimed to analyse factors that affect students reading ability in lower class and also the solutions given to resolve the problems that being obstacle factors or the cause of students have trouble in reading. By finding and knowing predictor factors which is affected students ability to read in the linguistic competence aspect and family factor, because the possession of

linguistic competence (syntax and semantic) has a major role in decisive students' success in understanding the meaning of a reading. By the discovery of the essential factors that affect students' ability in reading in linguistic competence is expected to be a guide for teachers to determine learning strategy which appropriate for students who have low reading proficiency. The purpose of this research is to find out the factors that affect reading ability of students in lower class.

The result of this research are expected to be one of the references for parents and teachers to be able to motivate students about the importance of reading and try to find out the specific strategies in conducting teaching and learning process in the class. The results of this activity are expected to be one of the references for parents and teachers in order to motivate students about the importance of reading and try to find out the specific strategies in the teaching-learning process in classroom. This can allow students to have good reading skills. In addition, the results of this activity can also be a reference for the education office in Central Sumba Regency to conduct training activities or other things that come in direct contact with students.

II. Method

This research was conducted in Central Sumba District, East Nusa Tenggara. The method of this research is a survey method by distributing questionnaires and interviews to respondents. The population of children in this study was all class 1, 2, and 3 as many as 3645 students (2430 male and 1215 female) of Primary Schools that spread in 5 Sub-districts in Central Sumba District, East Nusa Tenggara Province. While the teacher population in this study was calculated from the total number of teachers based on preliminary assessment data taken from secondary data in 45 schools, 270 teachers (125 male teachers and 145 female teachers) spread across 5 sub-districts in Central Sumba District, East Nusa Tenggara Province. Sampling of students in this study used the Slovin formula for an error rate of 5%, so that the sample of students took in this study were 675 students. From this amount, sanding is carried out using the Proportionate Stratified Random Sampling technique. Furthermore, samples will be taken per school, per class and per gender proportionally and randomly so that the number of male students is 350 people and 325 women. Data analysis in this research is descriptive to describe the results obtained from the data collection process related to the factors that influence the reading ability of low grade students.

III. Result

After the data is collected, analysis is then carried out. Based on the results of data analysis, there are several general findings in this study. For more details, it can be seen in the following table

Table1. Amount of Student Sample Based On Class and Gender Identity

grade	sex		total
	Male	female	
I	114	111	225
II	120	105	225
III	116	109	225
Total	350	325	675

The amount sample of students in this study are 675 consisting of 350 male students and 325 female students. While the teacher sample in this study can be seen in the following table.

TABLE 2. NUMBER OF TEACHER SAMPLES BASED ON CLASS AND GENDER IDENTITY

Grade	Sex		Total
	Male	female	
I	17	28	45
II	13	32	45
III	15	30	45
IV	14	31	45
V	13	37	45
VI	15	30	45
Total	82	188	270

The amount of teachers sample in this research is 270 people with 80 male teachers and 188 female teachers.

Students Background

TABLE 3. STUDENTS BACKGROUND

No	Indicator	Grade	sex		Total
			male	Female	
1	% students who finished playgroup	I	37%	47%	42%
		II	35%	41%	38%
		III	34%	38%	36%
		Total	35%	42%	37%
2	Kinds of playgroup based on gender identity	KINDERGARTEN	47%	45%	46%
		PLAYGROUP	24%	26%	25%
3	% students socioeconomic based the condition of the house and the electronics	Thatch	8%	7%	8%
		Tin roof	90%	89%	90%
		Electricity	94%	94%	94%
		Toilet	94%	93%	93%
		TV	77%	79%	78%
		Refrigerator	49%	50%	49%
		Bicycle	40%	38%	39%
		Motorcycle	72%	73%	72%
		Computer/laptop	5%	7%	6%
		Smartphone/tablet	15%	20%	18%
		Radio	38%	38%	38%
4	% students who watches TV at a certain time	In the morning before go to school	4%	3%	4%
		In the afternoon	47%	45%	46%
		In the evening before sleep	30%	32%	31%
		Saturday/Sunday	2%	3%	3%
		At Holliday	2%	2%	2%
		Unknown	15%	15%	15%
5	% students who use bahasa at home based on gender identity	Indonesian	44%	46%	45%
		Sumba language	45%	45%	45%
		Rote	1%	1%	1%
		Timor	1%	1%	1%
		Flores	1%	1%	1%
		Others	5%	7%	7%

From the table it can be seen that 37% of low grade students have graduated from playgroup before entering primary school. Family social economy also supports, where there are 94% of students who have electricity, 78% have tv, 72% have motorcycle, 18% have tablets / smartphones and 6% have computers / laptops. The language used by students is more dominated by Sumba language (45%) and Indonesian (44%).

Literation

Furthermore, data analysis relates to the reading ability of child based on five basic skills (letter knowledge, phoneme recognition, vocabulary, fluency in reading, and reading comprehension). In reading letters correctly, students are given a test in the form of a test of knowledge of letters or alphabets as many as 26 letters (A - Z). The results of data analysis can be displayed in the following table.

TABLE 4. THE AVARAGE OF LETTER'S THAT IS READ CORRECTLY

Grade	Sex		Total
	MALE	FEMALE	
I	73%	82%	77%
II	86%	89%	87%
III	94%	95%	95%
Total	84%	88%	86%

From the table it can be seen that there are 77% letters of 26 letters that are read correctly by I grade students, 87% of letters from 26 letters are read correctly by II grade students, and 95% letters of 26 letters are read correctly by III grade students. Based on gender, 88% of 26 letters are read correctly by male students and 84% of 26 letters are read correctly by female students. in general, there are 86% of letters from 26 letters that are read correctly by all low grade students.

Morover, the data analysis is performed to determine the percentage of students who read the given word correctly. The words given in this test are words that are often spoken by students. The results of the analysis can be seen in the following table

TABLE 5. THE PRESENTATION OF READ THE WORD CORRECTLY(TOTAL 20 WORDS)

grade	Sex		Total
	male	female	
I	31%	42%	37%
II	62%	69%	66%
III	82%	89%	85%
Total	59%	66%	62%

From the table it can be seen that there are 37% of words from 20 words that are read correctly by I grade students, 66% of words from 20 words that are read correctly by II grade students, and 85% of words from 20 words that are read correctly by III grade students. Based on gender, there are 59% of words from 20 words that are read correctly by male students and 66% of words from 20 words that are read correctly by female students. Generally there are 62% of words from 20 words that are read correctly by low class students. The words asked in this test are words that students often express in communicating both at home and at school. After completing the letter knowledge test, students as research samples undergo a 100-word reading test correctly. The results can be seen in the following table

TABLE 6. PERCENTAGE OF WORDS READ ACCURATELY IN THE PASSAGE (TOTAL 100 WORDS)

Grade	Sex		Total
	Male	Female	
I	19%	27%	23%
II	53%	63%	58%
III	79%	90%	84%
Total	50%	59%	55%

From the table, it can be seen that there are 23% of words from 100 words that are read correctly by I grade students, 58% of words from 100 words are read correctly by II grade students, and 84% of 100 words are read correctly by III grade students. Based on gender, there are 50% words from 100 words that are read correctly by male students and 59% from 100 words that are read correctly by female students. In general there are 55% of words from 100 words that are read correctly by low class students. In this reading ability test, students are also assessed the level of reading speed in the first 30 seconds and then in the first minute out of 100 words given in the test. The level of reading speed can determine the percentage of students who are readers clearly can be seen in the table below:

TABLE 7. THE PRESENTAGE OF STUDENTS IN READING THE WORD CORRECTLY

Indicator	Grade	Sex		Total
		M	F	
% of readers (children who are able to read minimum 5 words in 30 second from the passage)	I	23%	35%	29%
	II	59%	70%	64%
	III	83%	95%	89%
	Total	55%	66%	60%
Fluency (words read correctly in 60 second from the passage (total 100 words)	I	23	25	24
	II	34	39	36
	III	49	59	54
	Total	40	45	43

The table above shows that there are 29% of I grade students read 5 words correctly within the first 30 seconds, 24 words are read correctly and fluently within 60 seconds. As much as 64% II grade students read 5 words correctly in the first 30 seconds, 36 words are read fluently and correctly in the first 60 seconds. Then as much as 89% of III grade students read 5 words correctly in the first 30 seconds, 54 words are read correctly and fluently within 60 seconds. Based on gender, it can be seen that there are 55% of male students correctly reading 5 words in the first 30 seconds, 66% of female students have read 5 words correctly in the first 30 seconds. Male students have already read fluently and correctly as many as 40 words in the first 60 seconds and female students have read smoothly and correctly as many as 45 words in the first 60 seconds. While for students who cannot read with the set time can be seen in the following table.

Table 8. Percentage Of Non Readers Student

Indicators	Grade	Sex		Total
		Male	Female	
% Non- Readers	I	78%	75%	77%
	II	41%	35%	38%
	III	17%	10%	14%
Total		45%	40%	43%

The table above shows that there are 45% of male students and 40% of female students who are in the category of non-readers. In total there are 43% of low grade students still unable to read. Respondents cannot correctly read the number of words given in the test with a predetermined time.

Table 9. PRECENTAGE OF STUDENTS WHO ARE READERS

No	indicator	PAUD/TK (playgroup)	Jenis Kelamin		Total
			Male	Female	
	% Readers	PAUD/TK (playgroup)	40%	45%	42%
		Non PAUD/YK (playgroup)	15%	15%	15%
	Total		55%	60%	57%

From the table, it can be seen that 42% of children who have read fluently are kindergarten or playgroup graduates while 15% are children who directly enter primary school. The table shows differences in the level of knowledge of reading between students who are readers and non readers. This difference is also due to the involvement of parents in helping children in reading and the availability of reading materials that can facilitate children in reading. The following table will show the availability of reading material at home.

TABLE10. THE AVAILABILITY OF READING MATERIAL AT HOME

No	Indicator	Indicator	Sex		Total
			Male	Female	
1	% students who have availability of reading at home	Textbook	60%	70%	65%
		The bible/other religious book	90%	90%	90%
		Magazine	15%	20%	18%
		Newspaper	20%	30%	25%
		Storybook	25%	55%	40%

The table above explains that the availability of reading material at home such as textbooks, bible / other religious books, magazines, newspapers, and story books is very helpful for students in improving reading skills. From the table it can be seen that 90% of students both male and female students have bible/ other religious book, 65% have textbooks, 40% have storybooks, 18% have magazines, 25% have newspapers. From this data it can be seen that the availability of reading material at home helps children to read. In addition, the availability of time at home helps children to read. For more details, consider the following table

TABEL 11. STUDY TIME AND FREQUENCY OF READING IN THE LAST ONE WEEK

No	Indicator	Grade	Sex		Total
			Male	Female	
1	Studying time at home	I	2,3	2,5	2,4
		II	2,5	2,5	2,5
		III	2,5	2,7	2,6
	Total		2,4	2,6	2,5
2	Frequency of reading book in the last one week	I	1,3	1,2	1,2
		II	1,3	1,4	1,3
		III	1,5	1,5	1,5
	Total		1,3	1,4	1,3

From the table it can be seen that the average of male students read a book at home in a day of 2.4 hours and female students of 2.6 hours and the frequency of the students reading a book in the last one week for male students, they can spend 1, 3 hours and 1.4 hours for female students. This is also due to the availability of time, parents or family members who help children to read and the availability of interesting books to be read. The following table will be explained where children often read books and how the child's perceptions relate to the assistance that obtained in reading and children who often borrow books to be read.

TABLE 12. PLACE, PERCEPTION, AND HABIT OF READING BOOK

No	Indicator	Descriptor	Sex		Total
			M	F	
1	Place where children used to read book	Home	34%	34%	34%
		School	13%	11%	12%
		Other	2%	1%	2%
		Total	50%	46%	48%
2	Perception- what helps children to read well	Do not know/ blank answer	11%	9%	10%
		If there is anyone that helps/accompany me in practice reading	22%	21%	21%
		More time to train	11%	10%	11%
		More INTERESTING books to be read	8%	8%	16%
3	Children's habit of borrowing book	Yes	24%	26%	25%
		No	76%	75%	75%

In Table 12 it shows that as many as 68% of students choose places to read book at home, and only 24% choose schools as a place to read book. There were 43% of students saying that if someone helped/accompanied them to practice reading then they would able to read fluently. While children's habit of borrowing book as much as 64% of them were borrowing book to read.

IV. Discussion

The results of this research have discussed the background of students, and the results of literacy related to reading ability, availability of reading material, study time and place of learning conducted by children. Basic literacy skills (ability to read letters, words, and readings) in primary school in Central Sumba Regency. Their abilities are measured through the fluency and accuracy of reading, and their understanding of the contents of the reading. However, literacy skills are also influenced by the family environment, socio-economic environment, ethnicity, religion, adequate facilities both at home and at school.

From the findings based on data analysis, it was seen that 37% of low-grade students had graduated from playgroup before entering primary school. These findings indicate that public awareness of the importance of kindergarten or playgroup is still low. The level of children's knowledge about the introduction of letters, words, and sentences and the fluency of reading has been introduced from an early age when the child is in kindergarten or early childhood. The development of children's knowledge will continue to grow as we age. Children who go through the process of education in kindergarten or early childhood education seem different from children who go directly to primary school. Carla Shatz (in Rahardjo, 2006) suggests that the critical development period (windows of opportunity) includes five things that are important for child development, namely (1) vision development; (2) the development of feelings / emotions; (3) development of language skills; (4) development of mobility; (5) development of musical abilities.

From Carla's opinion, we can conclude that the development of children is very important for the growth of children's knowledge, both intellectual development and emotional development. The results of this study indicate that children who are educated in kindergarten or playgroup are generally better at reading fluently, recognizing letters, words, and understanding the content of reading than children who do not go through kindergarten or playgroup (see table 9). This shows that the role of parents is very important to direct their children to get playgroup / kindergarten before entering primary school level.

In addition to the educational background that also influences the ability to read, the findings of this research indicate that family social economy also supports, where there are 94% of students who have electricity, 78% have TV, 72% own a motorcycle, 18% have a tablet / smartphone and 6% have computers / laptops. The language used by students is more dominated by Sumba language (45%) and Indonesian (44%).

From the results of interviews with the teacher, it was shown that the parents' background (education, employment, and socio-economic) contributed to the improvement of children's reading skills. This was said by a teacher (grade 2 teacher) who said that "in my class, children who are socio-economically disadvantaged (financially), the employment of parents only as farmers, the children tend unable to read. This is because children often work to help parents and do not use their time well for learning. "Socio-economic status is also related to the ability of parents to give motivation according to their educational background, income and work that affects parents to give motivation for their children. This research is in line with the opinion of Saifi (2011: 119) which says that parents' socio-economic status consists of education, employment, income, material possessed, services, and transportation. Cahyono (2013) socio-economic status is someone's position within the community based on social recognition, and the ability to fill a need. Where later the background relates to the

status of his work and contributes to the high / low income to be obtained. Widodo (2007) states that family background has a significant positive effect on student achievement.

Thus it can prove that socio-economic status is one of the factors that influence children's ability to read. Children with sufficient family socio-economic abilities will have more knowledge in reading because they use the media at home, or because of their parents' educational background that allows children to be motivated to be the best in their school.

Besides socio-economic factor, other factors that also influence children's ability to read are the availability of reading material, and children's habit of reading books. From the results of data analysis, it is known that most children have their own reading material at home (see table 10). However, the availability of reading material is not in line with children's habit of reading book. Where 75% children are not used to reading books and 25% children have the habit of reading books (see table 12). This certainly has an impact on the child's ability to read. This is also in line with the statement of a teacher (grade 3 teacher) who said that "children here generally do not like to read books, because, after school they work to help their parents. They are always involved in traditional ritual events. In addition, when they were in school they did not use their spare time to read books but they played more with their friends"

The habit of reading books done by children is largely determined by the child's interest in reading. Children desire to read also shows how deep their understanding and knowledge is. Children usually do their reading activities in the library outside of school hours. Children's frequency of visiting library also shows their high interest in reading books.

According to Dalman (2014: 141) the interest in reading is an encouragement to understand word by word and content of the reading text, so that the reader can understand the things set forth in the reading. However, the interest in reading elementary school students in Central Sumba Regency is still lacking and they prefer to go to a kiosk or canteen or play with friends instead of reading. In fact, they read textbooks only if there is a test. Apart from being less interested, they also have other reasons such as a lack of reading books and are not used to reading books, as well as parents who pay little attention to their children's education. Reading habits are reading activities that have ingrained in a person. As with other habits, reading habits also require a long time. In reading habits, there are two aspects that must be considered, namely interest and reading skills. If children's interest in reading books is lacking, the habit of reading books will also not develop (Tampubolon, 2015: 227-228).

The ability to read of low grade primary school students in central Sumba regency is still not as expected. Based on the results of this study it was found that 57% of Low-class students in Central Sumba district (see tables 8 and 9) were able to read and 43% still could not read. The results of this study accommodate school representation located in cities, suburbs and in villages. So that the results of this research can be generalized for 45 primary schools which were sampled in this study.

V. Conclusion

Based on the results of the analysis of this research data, it can be concluded that the factors that influence reading ability for low grade primary school students (I, II, and III) are (1) Educational Factors. Of the 57% of low-class students who have known poetry, words, and sentences and read fluently and comprehensively readings, 42% are students who graduate from PAUD or TK and 15% are students who do not park from PAUD / TK. Thus the factor of children's education before entering Elementary School becomes a part that also influences a child's ability to read. However, the findings of this study indicate that public awareness of the importance of TK or PAUD is still low; (2) Socio-Economic Factors. Based on the results of interviews with classroom teachers, one of the findings in this study was family socio-economic factors. The family's socio-economic status is one of the factors that influence a child's ability to read. Children with adequate family socio-economic abilities will have more knowledge in reading because they use the media in their homes, or because of their parents' educational background which enables them to be motivated to be the best in their schools; (3) Factors in the availability of reading material, and the habit of children reading books. Where children are not used to reading books as much as 75% and children who have the habit of reading books as much as 25%. This is because children prefer to play with friends rather than using leisure time in school to read. In addition, the time spent at home is more used to help their parents.

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