

AN ANALYSIS OF STUDENTS' INTEREST IN READING**Eka Riani¹ , Citra Kusumaningsih² , Elly Syahadati³**^{1,2,3} English Education Study Program, Language and Arts Education Faculty, IKIP PGRI Pontianak¹²³ ekariani771@gmail.com**Abstrak**

Tujuan penelitian ini bermaksud untuk melihat hasil minat baca siswa bahasa Inggris program studi pendidikan di IKIP PGRI Pontianak dan menemukan faktor-faktor yang mempengaruhinya minat baca siswa. Tujuan penelitian ini bermaksud untuk melihat hasil minat baca siswa bahasa Inggris program studi pendidikan di IKIP PGRI Pontianak dan menemukan faktor-faktor yang mempengaruhinya minat baca siswa. Hasil penelitian ini menunjukkan bahwa siswa memiliki minat membaca. Hal ini juga berkenaan dengan hasil wawancara. Hal ini terlihat dari aspek kesenangan yaitu mereka mengaku senang membaca, dibuktikan dengan siswa setuju bahwa membaca merupakan salah satu kegiatan yang paling menyenangkan, bahkan menurut tabel penelitian siswa memilih Tidak setuju jika mengatakan tidak suka membaca dan dari kebiasaan mereka yang masih menggunakan waktu luangnya untuk membaca sekitar 10-15 menit per hari, meskipun hampir semuanya lebih suka membaca buku-buku bergenre hiburan. Sebagian kecil dari mereka yang membaca buku pelajaran yang memiliki banyak manfaat. Namun, mereka akan membaca jika dosen memberikan tugas dan beberapa faktor yang mempengaruhi minat baca mereka adalah: kesadaran akan pentingnya membaca, motivasi membaca, bahasa, ketersediaan buku di perpustakaan, intensitas waktu membaca, persepsi, lingkungan, internet, dan sistem pembelajaran. Peneliti menyimpulkan bahwa siswa harus meningkatkan minat membaca mereka. Selain itu, dosen bisa membantu mereka untuk menumbuhkan minat membaca dengan memberikan mereka beberapa tugas yang membutuhkan banyak referensi dan banyak membaca, meminta mereka untuk membuat rangkuman, dan lain-lain.

Kata kunci: Analisis, kualitatif, minat membaca

The purpose of this study intends to see the results of English students' reading interest education study program at IKIP PGRI Pontianak and find the factors that influence it students' reading interest. The research results obtained indicate that students have an interest in reading however, interest in reading is more of a type of entertainment. This is also supported by the results of interviews. This can be seen from the aspect of fun, namely they claim to enjoy reading, evidenced by students agreeing that reading is one of the most enjoyable activities, even according to the research table students choose Disagree if they say they don't like reading and from their habits who still use their free time to read about 10-15 minutes per day, although almost all of them prefer to read entertainment genre books. Only a small proportion of them read textbooks that have many benefits. However, they will read if the lecturer gives them assignments and several factors that affect their interest in reading are awareness of the importance of reading, motivation to read, language, availability of books in the library, intensity of reading time, perception, environment, internet and learning system. In addition, lecturers are influential because they can unknowingly help them develop their interests in reading by giving assignments that require a lot of references certainly makes students read more, ask them to make a summary, etc.

Keywords: Analysis, qualitative Research, Reading Interest

INTRODUCTION

Interest in reading, namely the desire and tendency to do an activity that is fun in the context of reading get ideas and information. Vig and Sharma (2014) state reading interest as a person variable meaning characteristic in an individual, which takes time to develop, however become stable with the passage of time towards a particular topic or domain as well influenced by the level of knowledge, values, and positive feelings. Interest got cause special attention to reading. Students will be active in reading if they have pleasure in reading. To excel in reading, students must be willing to learn. Students must be willing to learn to be successful in reading. Because it has the potential to make reading as a habituation activity for them. Sinambela (2015) states that in reading activities and interest in books, reading interest is a positive attitude and has a sense of self interest Khairudin (2013) defines reading interest as whether students like reading in their spare time or not. Time or at home or whether they like to go to the library. In addition, reading interest is also determined by the number of books read in a month and students' reading time in a week as well as the preferred genre and type of English reading material. Enjoyment of reading and awareness of the benefits of reading are two aspects of interest. Furthermore, reading activity has a significant effect on interest. Interest is a sense of preference and connection with activities without anyone being forced to do them (Djali, 2011). Furthermore, everyone has a strong desire to relate to something that brings pleasure and happiness. Reading is an effective way to obtain information. Reading is also very important in life, especially for students. Reading not only provides knowledge but also encourages students to think critically. According to Hafis, et al (2020), without reading students can only imitate someone's language and read a text without understanding its meaning. Reading not only perceives but also absorbs the meaning contained in the text, followed by the ability to respond or react to what is read, resulting in understanding. At this time, the reluctance to read tends to affect students, especially students of the English Education Study Program. Reading reluctance tend to be experienced more by students, particularly English Education students (Kurniawati,2016).

Forming the reading interest takes a long time for interest in reading to become a habit, because some factors influence the development of interest in reading among students. In general, the factors that influence reading interest are divided into several types, namely internal factors and external factors. Internal factors are factors that come from within the student, such as innate, awareness and perception. Likewise Prasetyono (2008) as quoted by

Khasanah (2015) states that the internal factors that affect students' interest in reading include intelligence, age, gender, reading ability, perceptual abilities and psychological needs. While external factors are factors that come from outside the student himself. For example, there is; 1) environmental factors, can be from family, university and even the community; 2) lack of appropriate reading, 3) lack of social figures and 4) lack of ethnic groups. This external factors affect motivation, willingness and tendency to always read. Prasetyo (2008) also showed that several other factors were students following the practice but feel lazy to read. Hartadi (2009) cited in Khasanah (2015) explains that reading interest is influenced by about external factors, such as educational systems, internet, distributions and libraries can change interests. This phenomenon also occurs in IKIP PGRI Pontianak, where the students prefer to spend time in canteen and chat about things that has nothing to do work lecture materials. The Observation done by the researcher also that. Those who do not go to the canteen prefer to play games with gadgets rather than reading books or discussing academic problems. Likewise, students' interest in going to the library to look for references is only when it is close to submitting class assignments. Students risk the library profits when they are approaching exams or when they get assignments from lecturers. Another interesting thing is that when they take certain courses, many students just sit, remain silent, and only listen when the lecturer explains the learning material. Besides, when the class discussion there were not many students who criticized the material presented by the present group. When they were invited to ask questions only a few people asked and answered questions. Based on the above fact, the researcher is interested on conducting study on the phenomenon of current English Education Study Program students. By knowing the reading interest of second semester students of course, researcher will find it easy to find solutions and for teachers to be able to create creative strategies to increase students' reading interest which can ultimately have implications for learning outcomes later.

METHODOLOGY

According to Sugiyono (2015) data collection techniques are the most important step in research because the main purpose of research is to get data results in the field, without knowing data collection techniques, we will not get them data in accordance with the data we want. The technique used in collecting data in this study is using indirect communication techniques through questionnaires to find out interest in reading and direct communication techniques through interviews, namely knowing factors

that influence reading interest. According to Sugiyono (2018) the process search and compile data obtained from interviews, questionnaires and documentation, by describing data into categories that have been adjusted, describing them into units. Then arrange them into patterns and draw conclusions so that they are easy to understand yourself and others. The data analysis technique used is narrative description technique the Miles and Huberman models. This model includes data reduction, data presentation, draw a conclusion. This research technique uses descriptive qualitative descriptive qualitative research the method in which the research produces descriptive data in the form of written elaborations or verbally as well as describing field conditions observed by researchers. The targets in this study were all students in the second stage semester of English education program. The subjects in this study were second semester English education students at the university IKIP PGRI Pontianak which consists of four classes, namely A in the morning, A in the afternoon, B morning and afternoon B. Meanwhile, objects according to Supriati (2012) are objects research is the variable that is examined by the researcher where the research was conducted. The subjects in this study were second semester English education students at the University IKIP PGRI Pontianak which consists of four classes, namely A in the morning, A in the afternoon, B morning and afternoon B. Meanwhile, objects according to Supriati (2012) are objects research is the variable that is examined by the researcher where the research was conducted. So the object of this research is to see the second semester students' reading interest in English and look at the factors that influence the reading interest of second semester English students at IKIP PGRI pontianak. and this research for determine students' reading interest and to find out the factors that influence English interest in reading education students as well as knowing students' reading interest in the second semester of the English education program and aspects that influence the reading interest of second semester students of English courses educational program at IKIP PGRI Pontianak.

FINDINGS

Students' Reading Interest

The students agree that reading is one of the most fun activity and most of them disagree that reading English is an unpleasant activity. Students choose Agree if they prefer reading English texts to speaking, listening and writing in English and they agree that reading can add new vocabulary in learning a language. However, some of them also say that the four skills in English are very important to understand as a condition for learning another language.

From the Awareness aspect, they generally choose to agree, they are quite aware that learning English needs to be sharpened if they want to understand the meaning of each word and sentence. This proves that reading is beneficial for them by taking advantage of their free time to read books, but most of them prefer to read books that are entertainment, little about education. However, because the role of the lecturer with the assignments given indirectly forces them to read scientific books. From the aspect of attention they choose to agree, meaning they pay attention when the lecturer explains the contents of the reading text. This proves that lecturers or teaching staff influence the environment. Reading is the easiest activity for them however, because of the problem of pronunciation in English terms which makes them find it difficult and at least makes them quite confused for fear of not being able to read the subject matter. In each aspect, the pleasure aspect of reading is proven and students agree that reading is one of the most enjoyable activities, even according to the research table students choose not to agree if they do not enjoy reading. However, it should be noted that most of them prefer to read books that are in the entertainment genre or in the form of novels or download e-books from internet applications, only a few read scientifically. Their knowledge of reading awareness is supported by assignments from the lecturer. Most students pay attention to the lecturer when explaining the contents of this text proving that lecturers or educators influence the environment. Students are said to pay attention if they observe the source of the object they are interested in from the four indicators of student interest in reading according to Skinner (1984) these four aspects are interrelated.

Factors that Affect to Students' Reading Interest

students have external motivations such as friends or family or the campus environment. in the family circle, according to parents, one must be well-read and intelligent. At the same time, increased interest encourages students to take great interest in reading because they now understand that students need to read a lot. A student who likes to read has great motivation to read, because he is already in a learning environment, because to add to his knowledge, for example when given an assignment, he knows that reading is very important, even if that is all read only a few read books. Science and history, most of them prefer to read books or novels which are entertainment genres. People with little interest in reading use their reading time only when bored and only read for assignments. It is important to note that students' opinions have a significant influence on whether they are interested in reading or not. In this section, students who are interested in reading will find reading very

boring. They read when they give assignments. They are also very difficult to read. One of the students said that it was quite difficult to understand the text by reading. they would rather have someone explain it than read it themselves. However, students who like to read admit that they really understand and understand that reading is very important. Reading is a source of information and knowledge. They kept reading, even though the text had nothing to do with their class. They always try to increase their reading interest. Students who are interested in reading explained that they are interested in reading because their parents have always encouraged them to read since childhood. They parents say that reading is very important, so they have extensive knowledge and information.

Reading also makes them smart people. Support their children, parents buy books to read. This gets them used to reading, and then it becomes second nature to them. They make discovering their hobby. On the other hand, students who are less interested do not get support from their parents. his parents didn't care what they read or didn't read. They parents also did not like to read. Some are a little happy to say that their parents always reminded them to read a lot, but they themselves do not want to read. They only pretend to read in front of their parents, if their parents are not at home they immediately close the book. This means that the environment is important in shaping students' interest in reading. Forming an interest is a long process and a habit that must be developed early on. In general, language also influences reading. especially for English students who require them to read in English. A student with low interest in reading said that he was bored and lazy to read because he could not understand texts in English. Meanwhile, other students who were interested in reading indicated that reading English texts made them more interested in reading because it could expand their vocabulary, which made them better at English. In addition, students with low reading interest said they were not very impressive because they were not used to reading. It can be said that language inhibits students' interest in reading because they do not really understand the text they are reading. The library is also influential for students who like to read but rarely go to the library during their studies because sometimes they cannot find the book they want, especially books in English. That is why they want to read. The library is also impressive for those who love to read but rarely go to the student library for lectures because sometimes they can't find the book they want, especially English books. Therefore, they prefer to read through electronic books or magazines that they get from the internet. However, students who have little interest are not interested in the library because they rarely

visit the library. When given a task, they prefer to do their job in a coffee shop or internet cafe by relying on wireless internet to do it. However, sometimes libraries are helpful. They can complete the task if they can not find it on the internet.

Based on the student's statement, the researcher can conclude that depending on the use of the Internet, the Internet has two sides, weaknesses and strengths, which can positively facilitate work, assignments or something related, especially in an educational environment. he. for teachers to find subject matter and task completion for students, making it easier for them to access information, knowledge and even use e-books. You can also read the information you want easily and from multiple sources to complete tasks from the web and more. However, the internet makes reading and thinking lazier for students with little interest in reading, making it easier to trace when given assignments. Based on the illustration above, students who are interested have regular reading time of 10-15 minutes a day, or there are even students who spend 4-6 hours a day or even more when they are bored and on weekends, even though sometimes they just read separated about time some fun education. Other students usually only read books when given assignments by the lecturer. Students who have little interest in reading actually have a lot of free time that is not used for reading. One said they would read when there were assignments and tests, and another said they would only read when they wanted to, and then it was just fiction. The students indicated that the lecturer exerted considerable influence in college and forced them to read indirectly by giving them assignments. In short, in this study, researchers found many internal and external factors involving many aspects such as awareness, motivation, thinking, environment, language, library, internet, time management and learning systems. The nine factors are divided into the first two parts, namely internal factors that influence students' reading interest itself, namely awareness and perception, then coming from external factors, namely environment, motivation, internet, language, library, time management. and learning systems.

DISCUSSION

After completed research with the title "Analysis of Student Reading Interest" at IKIP PGRI Pontianak, the next researcher continued in the discussion section. In this research, researcher manage to collecting data through questionnaires and interviews. The questionnaire here is in closed form and interviews are conducted face to face. In this part, the researcher explain the results of the questionnaire in general and interview. The two questions in this study include: what is the reading interest of second semester english

students? And the factors that influence their reading interest. The first research question is how are students interested? Those taking semester 2 language education programs. In determining the categories of students' reading interest, the researcher used the concept of the Linkert scale. The results showed that students had an interest in reading, this was shown from the aspect of their enjoyment of reading, it was evident that students agreed that reading was categorized as one of the most enjoyable activities, even according to the results of the research table. students choose not to agree if they say they don't like the reading course. However, it should be noted that most of them prefer to read books that are in the entertainment genre in the form of novels or download e-books from internet applications, only a few read educational books. This statement is also supported by research. previously by Kurniawati (2016) entitled Student Reading Interest 2.68% The factor that most influences student interest in reading is reading material, the reading material that students like is reading material that is entertainment in nature such as: story books and books filled with romantic stories.

Second research question ask about factors that influence reading interest. In this research, the researcher interviewed 7 students as representatives. The factor that influences students to have low scores is their perception of reading which then makes them lazy to read. They also don't make a reading schedule and some even read depending on their mood. This can be seen from the results of the data obtained shows that all students realize that interest in reading is important. Meanwhile, students who have an interest in reading, they make their own reading schedule for at least 15-30 minutes per day, some 4-6 hours per day, sometimes they even use weekend time only for reading. So, it has become their habit. The next factor relates to the types of books they like. A small number of students prefer to read books that are knowledge (science) and history, while most students prefer to read sci-fi, romantic, adventure, horror novels and for other students read when they are bored and even then only books with genres entertainment to restore their mood and bored. Reading also makes them smart and insightful people. To support them children, parents buy books to read so they get used to reading which then becomes their habits. Parents tell them that reading is very important which makes them have extensive knowledge and information. Reading also makes them smart and insightful people. High students interest in reading is always supported by his parents to read since childhood. Judging from the idea of environmental factors have an

impact on their reading habits. because in that environment they grow and develop and socialize.

Therefore, they will make reading their hobby. On the other hand, children with low interest in reading don't pay much attention to their parents because no one likes to read, while there are parents who support them in reading, but they are not happy to even read when their parents are not paying attention, thus closing their interest. Reading books from here can be seen if the environment can determine and influence one reading interest. They also have low motivation in reading because of language problems used for example in English education. But, the learning system in tertiary institutions can increase their interest in reading. This statement was obtained from the results of previous research by Maulidar (2017) 47.5% of students' interest in reading mostly only when there are assignments and reading is not their hobby. That is because lecturers often give assignments to them, such as making summaries, articles, assignments and so on indirectly forcing them to read later, it will become a habit for them to at least want to read even if only to complete the assignments given by the lecturer.

CONCLUSION

In this research, researcher found that students majoring in English generally have an interest in reading, this can be seen from the aspect of pleasure they admit that they enjoy reading, as evidenced by students agreeing that reading is one of the most fun activities. In fact, even according to the research table students choose Disagree if they say they do not like reading subjects and their habits are still using their spare time to read about 10-15 minutes per day and some even for a few hours, but almost all of them preferreading is horror entertainment, fantasy, novels in the form of books or e-books that they get from the internet. Only a small proportion of them read textbooks that have many benefits. However, they will read if the lecturer gives them assignments. In addition, there are various aspects of which can influence through awareness, perception, motivation, while from the outside, namely the environment, language, library, time, internet, and learning systems.

REFERENCES

Djaali. (2011). Psikologi Pendidikan. Jakarta: Bumi Aksara.

- Hafis, M, Kusumaningsih, C., & Wadi, N. (2020), The Effectiveness of Read, Cover, Remember, Retell, (Rerr) Strategy for Teaching Reading Comprehension. *Journal of English Language Teaching and Education* ,1-10
- Khairuddin , Zurina, (2013). A Study of Students' Reading Interest in a Second Language *International Education Studies*, Vol. 6, No. 11, (Canada: Canadian Center of Science and Education).
- Khasanah, R. (2015). Faktor-faktor yang mempengaruhi minat membaca siswa kelas iv b SD negeri ngoto sewon bantul tahun ajaran 2014/2015. Yogyakarta: UNY.
- Kurniawati, T (2016). Minat Membaca Mahasiswa Program Studi Pendidikan Bahasa Inggris, *Edukasi: Jurnal Pendidikan*, 13(2), 227-238.
- Maulidar, Vera. 2017. An Analysis of Students' Reading Interest at UIN Ar-raniry. Skripsi. Banda Aceh: UIN Ar- Raniry.
- Skinner, B.F. (1984). *The Evolution of Behavior*. Journal: Harvard University.
- Sugiyono. 2018. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Supriati. 2012. *Metode penelitian*. Bandung: Labkat Press UNIKOM.
- Prabha, Vig, & Komal Sharma, "Comparative Analysis of Influence of Gender on Reading Interest of Inservice and Pre-service Teachers," *The Criterion: An International Journal in English* Vol. 5, Issue-I (February), 2014.
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung : Alfabeta, CV.
- Sugiyono. 2015. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Sinambela, Erika; Sondang Manik, Rotua Elfrida Pangaribuan. (2015). Improving Students' Reading Comprehension Achievement by Using K-W-L Strategy: *English Research*, 4(3), 13-29.