



READING FOR STUDENTS IN ENGLISH LANGUAGE EDUCATION PROGRAMS

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ABSTRACT

Reading is one of the literacy skills needed in facing the challenges of the 21st century. Moreover, as a student, one who is an agent of change must have broad insight. The purpose of this study was to determine the reading interest of English Education study program students in the second semester of the academic year 2021/2020. The method used in this research is descriptive quantitative. The number of research samples using random cluster sampling was 116 students. From the results of statistical calculations, it was found that the mean value on the reading material indicator was more excellent at 2.68, meaning that reading material was the factor that most influenced students' reading interest. However, the reading material that students prefer is entertainment, such as story books and books containing romantic stories. In addition, reading has not become a student hobby. This is also indicated by the time they spend reading, which is only less than one hour. So, it is suggested that lecturers can continue to motivate students to foster students' interest in reading, one of which is with a reading assignment system, then review and make a summary of the book that has been read. Reading material is the factor that most influences students' interest in reading. The types of books commonly read by students are entertainment books such as storybooks and books containing romantic stories. The time students read books every day is less than one hour. Reading has not become a hobby for students. The intensity of student visits to the library is rare, either during breaks or every day.

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INTRODUCTION

Higher education is an academic institution that is identical to the activities of the academic community to continue to explore knowledge (Shagrir, 2017). The activities and learning patterns at this level are also very different from the level of education at Junior High School (SMP) and Senior High School (SMA) (Haerudin et al., 2021). At this level, the mention of those who learn is also different, namely students. In attending lectures, students should not only listen and record information provided by lecturers but must be able to be critical of the information (Devi et al., 2022).

This is in line with Sugiyanta's statement (Gasiewski et al., 2012), which mentions that the strategy in attending lectures is not only by listening and taking notes but is supported by a critical attitude from students when attending lectures, in the sense that students have prepared for the lectures they attend. Therefore, before attending lectures, students should already have preparations and learn about the lecture material they will follow. One of the preparations that can be done is by reading (Sahin et al., 2015).

At this time, the reluctance to read tends to affect students, especially in the English Education Study Program. This can be seen from the author's observation that when there are free hours, they

prefer to spend time in the canteen and chat about things that have nothing to do with lecture material. Those who do not go to the canteen prefer to play games with gadgets rather than read books or talk about academic matters. Apart from that, students' interest in visiting the library is also shallow. This is known from informal interviews with several students that they come to the library to look for references only when it is close to the time to collect coursework.

Another exciting thing is when they take specific courses, such as the English Learning Evaluation course. Many students just sit, stay quiet, and listen when the lecturer explains the learning material. In addition, when the class discussion took place, not many criticized the material presented by the presenting group. When they are invited to ask questions, only a few people ask and answer questions.

These symptoms are interesting to study and research on the phenomenon of current English Education Study Program students. The study includes: (1) What factors most influence students' interest in reading; (2) What types of books are usually read by students; (3) How long do students read books every day; (4) Has reading become a hobby for students; (5) How is the intensity of student visits to the library. By knowing the reading interest of second-semester students, lecturers can plan the right strategy to increase students' reading interest, which can have later implications for learning outcomes.

Reading is a complex and complicated activity to obtain information. Reading involves several internal and external factors. Among the internal factors is interesting, while external factors include reading facilities. (Kpolovie et al., 2014) In more detail, reading involves many things, including intelligence (IQ), interest, attitude, talent, motivation, reading goals, reading facilities, reading texts, environmental or socio-economic background factors, habits, and reading traditions.

Interest in reading is a sense of interest in understanding symbols or written language that is carried out without coercion or willingness from within oneself or encouragement from outside so that someone understands or understands what he reads. Herman Wahadaniah (Kosasi, 2015) reveals, "reading interest is a strong and deep attention accompanied by a feeling of pleasure towards reading activities so that it can direct a person to read with his own will or encouragement from outside". Furthermore, (Nursinar et al., 2022) state that reading interest is an intense desire accompanied by one's efforts to read.

METHOD

This research was conducted using a descriptive quantitative method by distributing questionnaires. Descriptive research conducted is a type of research that provides a description or description of a situation as clearly as possible without any behavior on the selected object.

The population in this study were students of the English Education Study Program in the second semester of the academic year 2013/2014 who were still active, with a total of 242 students. The number of samples in this study was determined based on the table list of Krejcie and Morgan (Mustafa, 2000). Based on the table, the researcher took a sample of 148 students with a cluster random sampling technique: class A morning, C morning, and B afternoon. Random sampling is because the population is assumed to be homogeneous. The researchers used the Barlet test to test the population's homogeneity. From the Barlet test results, it can be concluded that the population is homogeneous because χ^2 count = 4.319 and χ^2 table = 9.488. So that χ^2 count < χ^2 table or 4.319 < 9.488. The researchers used observation techniques to obtain data about the problem under study. While the instrument used is a questionnaire or questionnaire distributed to second-semester students of the English Education Study Program.

The next step after obtaining data is to process the data, where the researcher is assisted by computing the SPSS (Statistical Product and Service Solution) program by finding the mean value for each indicator and the frequency for each possible answer.

RESULT AND DISCUSSION

To find the aspects that most influence students' interest in reading, researchers formulated four indicators: reading ability, environment, feelings of pleasure, and reading material. The following is the mean value of each indicator. From the statistical calculation, the data was obtained from the reading ability indicator (mean value = 2.62), the environment indicator (mean value = 1.77), the feeling of pleasure indicator (mean value = 2.37), and the reading material indicator. (Mean value = 2.68). So, it can be concluded that reading material affects students' interest in reading.

To answer what types of books students usually read, researchers analyzed student answers from environmental indicators consisting of six statements. The following is the data obtained from the statement, "I read books related to lecture material every day". From the percentage calculation, it is known that there are 7.8% = 9 students who never read books related to lecture material; 50.9% = 9 students who never read books related to lecture material.

59 students rarely read books related to lecture material; 33.6% = 39 people often read books related to lecture material; 7.8% = 9 students always read books related to lecture material. Thus, the answer choice "rarely" is dominant for this statement.

Next is the data obtained from the statement, "I also read other books (story books, etc.)". From the data obtained, 3.40% = 4 students answered never; 24.10% = 28 students answered rarely; 56% = 65 students answered often; and 16.40% = 19 students answered always. Thus, the answer choice for the statement "I read other books (story books, etc.)" is dominated by the answer choice "often".

Next is the data obtained from the statement, "I read books for entertainment purposes". The data shows that 5.20% = 6 students answered never; 20.70% = 46 students answered rarely; 55.20% = 48 people always answered; and 19.00% = 22 students answered always. Thus, for the statement "I read books for entertainment purposes," the answer "often" is dominant.

Next is the data obtained from the statement, "I like to read books that contain romantic stories". From the data obtained that 12.10% = 14 people answered never; 35;30% = 41 students answered rarely; 37.10% = 43 students answered often; and 15.50% = 18 students answered always. Thus, most students are happy reading books containing romantic stories because the answer choices are often dominated by the answer choice "often".

Next is the data obtained from the statement, "I read books to improve understanding of lecture material". From the data obtained that 2.60% = 3 student never answered; 31.00% = 36 students answered rarely; 51.70% = 60 students answered often; and 14.70% = 17 people answered always. Thus, the statement "I read books to improve my understanding of lecture material" is dominated by the answer choice "often".

Next is the data obtained from the statement, "I feel satisfied after reading the entire contents of the lecture material book". From the data obtained, 5.20% = 6 students answered never; 39.70% = 46 students answered rarely; 14.40% = 48 students answered often; 12.90% = 15 people always answered; and 0.90% = 1 student did not answer. Thus, "I feel satisfied after reading the entire content of the lecture material" is dominated by the answer choice "often".

From the data above, it can be said that the types of books commonly read by students are books for entertainment, such as story books and books containing romantic stories.

To answer about the length of time students spend reading every day. Researchers analyzed student answers from the indicator of feeling happy with one statement. From the data obtained, respondents who never answered 12.90% = 15 respondents; 47.40% = 55 respondents answered rarely; 31.00% = 36 respondents answered often; and 7.80% = 9 respondents answered always. Meanwhile, 0.90% = one respondent did not answer. Thus, it can be said that most students, when reading books, spend no more than an hour or less than an hour every day.

To answer about reading hobbies, researchers analyzed respondents' answers from the indicator of feelings of pleasure with five statements. The first is from the statement, "I determine or target the amount of reading that must be done". Read every day". From the data obtained, 28.40% = 33 respondents answered never; 46.60% = 54 respondents answered rarely; 20.70% = 24 respondents answered often; and 4.30% = 5 respondents answered always.

Next is the statement, "I read one book every day". From the data obtained that 21.60% = 25 respondent answered never; 61.20% = 71 respondents answered rarely; 12.90% = 15 respondents answered often; 3.40% = 4 respondents always answered, and only 0.90% = 1 respondent did not answer.

Next is the statement, "I feel happy and not forced to read books every day". From the data obtained, respondents who chose the answer never 4.30% = 5 people; respondents who chose the answer rarely 43.10% = 50 people; respondents who chose the answer 36.20% = 42 people; and respondents who chose the answer always 16.40% = 19 people.

Next is the percentage of the statement, "I feel happy to read books that have never been read before". From the data obtained, respondents who chose the answer never 1.70% = 2 people; respondents who chose the answer rarely 13.80% = 16 people; respondents who chose the answer often 52.60% = 61 people; and respondents who chose the answer always 31.90% = 37 people.

Next is the percentage of the statement, "When I don't read a book one day, I feel something is missing". From the data obtained, the respondents who chose the answer never were 13.80% = 16 people; respondents who chose the answer rarely, 54.30% = 63 people; respondents who chose the answer often, 24.10% = 28 people; and respondents who chose the answer always 7.80% = 9 people.

From the data analysis above, it can be concluded that reading has not become a hobby for students because most students do not like reading activities which are indicated by rarely targeting the amount of reading, rarely reading one book every day, and when not reading. They don't feel like anything is missing. However, they feel happy when they read a book they have never read.

Researchers analyzed respondents' answers from environmental indicators with two statements to find out about the intensity of student visits to the library. The following is the statement, "I take the time to visit the library during break time".

From the data obtained, respondents who chose the answer never 42.20% = 49 people; respondents who chose the answer rarely 50% = 58 people; respondents who chose the answer often 4.3% = 5 people; respondents who chose the answer always 1.70% = 2 people; and respondents who did not choose 1.70% = 2 people.

Next is the statement, "I read and borrow books in the library every day". From the data obtained that respondent who chose the answer never 42.20% = 49 people; respondents who chose the answer rarely 50.90% = 59 people; respondents who chose the answer often 4.30% = 5 people; respondents who chose the answer always 1.70% = two people; and respondents who did not choose 0.90% = 1 person.

From the analysis of the two statements above, it can be concluded that most students rarely visit the library, and even most students never visit the library to read during break time to fill spare time.

Learning is a process of changing behavior, both emotional and knowledge. Without learning, a person will not know what should be known. Therefore, every human being is encouraged to learn and continue learning. As Steve Jobs' slogan reads, "Stay Hungry, Stay Foolish" (stay hungry (knowledge) and stay stupid). This means that people hungry for knowledge and ignorant of science will work or try as hard to get knowledge. Then in the Al-Quran, it is also written that every human being is encouraged to learn as found in Surah Al-Alaq, which means "read". And Allah says Allah will elevate the degrees of knowledgeable people.

Learning cannot be separated from reading because, until now, reading is a learning method that is quite effective. (Hariyadi, 2018) mentions the benefits of reading, including (1) Increasing intellectual levels; (2) Acquiring various life knowledge; (3) Having a broad perspective and mindset; and (4) Enriching vocabulary. Furthermore, reading can increase and expand one's knowledge, making it easy to think and behave well due to the absorption of the latest input in order to be able to compete in the global arena. Thus, reading is the proper means to increase knowledge and change a broader mindset. So, it is hoped that one's quality of life can be better.

From the explanation above, reading is an essential part of humans, both for learners and non-learners. However, the reading culture of Indonesian society is still not rooted. (Tear et al., 2020) stated that interest in reading is shallow and has not become a national culture. This also happened to the students of IPB Cirebon, especially the second-semester students of the English Education Study Program. From the results of the data analysis, it was found that reading has not become a hobby for students. Thus, students' reading culture is still lacking. Although they also read to improve their understanding of lecture material, not every day and when reading, the time spent is less than one hour.

The above, of course, contradicts their status as students. Student learning in higher education is very different from that of students, namely with the Semester Credit System (SKS). This means that student's study at least two hours outside of class for every hour of study in class (some universities recommend more than two hours). If a student takes 20 credits, which means 20 hours of class per week, then the student must study at least 40 hours outside of class independently. So, the student should plan for a total of classroom and outside the classroom as much as 60 hours per week, so students must provide an average of 8 hours per day.

The lack of interest in reading in students can also be seen from data analysis on the intensity of visits to the library. The low intensity of student visits to the library may be due to the inadequate and unvaried books available. (Abimbola et al., 2017) Many people are reluctant to go to the library partly because of the inadequate quality of the collection. Furthermore, (Real & Rose, 2017) stated that, in general, libraries are less able to provide books that have a variety of types.

In various studies and published scientific works, it is said that there is a relationship between libraries and learning achievement. Through visits to the library, students can find information needed, especially enrichment on lecture material. In addition, students can add insight into science by reading in the library. Thus, the campus library can review whether the books provided are varied and follow student needs. As a result, students can make good use of the library, and it is hoped that students will be realized as academic people who always develop themselves so that they can become a responsive generation and able to face future challenges through science. Then through this knowledge, they can apply and pass it on to society.

From the explanation above, there needs to be an effort to increase students' interest in reading. Many factors cause low student interest in reading; one of them is reading less exciting material. The data analysis found that the factor that most influences students' reading interest is reading material. However, students prefer to read entertaining books, such as story books and books about romantic

stories. This may be because the participants were primarily women. (Sumardi et al., 2019) Stated that female research subjects were more likely to be interested in romance topics rather than cars, astrology, sports, traveling or the ways of war.

Therefore, creativity is needed to increase interest in reading to make textbooks enjoyable without reducing their information value. Concerning the types of books preferred by students, it can be said that the characteristics of texts or preferred reading are depictions that seem alive, involve readers, and cause emotional reactions. This follows (Sinatra & Broughton, 2011), who stated that the characteristics of texts that may be associated with high interest include easy-to-understand, dense text, some depictions that seem alive, involve readers, cause various emotional reactions, and require prior knowledge. Wade et al. (Grossman et al., 2013) added other elements such as comprehension, novelty, and the value or importance of doing reading activities.

Students, as academic people, should continue to hone their skills and be able to develop knowledge. Furthermore, as Indonesia's human resources are, students need ideas and opinions to develop this country. This will not be realized through the learning process, and learning cannot be separated from reading. Cultivating interest in reading is essential for students. If there is a growing interest in reading, a reading culture will be realized and transmitted to the community.

CONCLUSION

Based on the results of data analysis and discussion, the researchers concluded as follows: (1) The factor that most influences students' interest in reading is reading material; (2) The types of books commonly read by students are entertainment books such as storybooks and books containing romantic stories; (3) The length of time students read books every day is less than one hour; (4) Reading has not become a hobby for students; (5) The intensity of student visits to the library is rare, either during breaks or every day.

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