

THE FACTORS AFFECTING THE SECOND SEMESTER STUDENTS' READING INTEREST OF ENGLISH EDUCATION OF MUHAMMADIYAH KOTABUMI UNIVERSITY

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Abstract: Reading is very important in our lives, especially for students. Reading not only provides knowledge, but also makes students think critically. Therefore, reading should be the main activity for students. This study aims to describe the factors that influence reading interest in second semester students of English education. The research design in this study is a qualitative approach method. Researcher used interview and questionnaire data collection techniques in the study. Researcher distributed questionnaires to 37 students of the English Department to determine the level of interest in reading and took 2 students with the highest level and 2 students with the lowest level to be interviewed. To answer the research questions, the researcher used semi-structured interviews to find out the factors that influenced their reading interest. After collecting data, the results of the interviews were analyzed. The results of this study indicate that several factors that influence their reading interest are: 1) intelligence factor, 2) attitude factor, 3) psychological need factor, and 4) lecturer's influence factor. Based on the results of the study, the researchers concluded that the factors that influence the second semester students' reading interest mostly come from within themselves, meaning that they already have an interest in reading, so that students can develop factors that influence their reading interest from the outside very well. such as factors originating from within students having an enthusiastic attitude when meeting reading materials, it would be better to develop factors originating from outside students by having reading materials available at home or visiting libraries or other bookstores. In addition, factors that come from outside, namely the influence of lecturers can also help them to grow their interest in reading by giving several assignments that require lots of references and lots of reading, asking them to make summaries, and so on.

Key Words: Factors Affecting, Reading, Interest

Abstrak: Membaca sangat penting dalam kehidupan kita, terutama untuk mahasiswa. Membaca tidak hanya memberikan pengetahuan, tetapi juga membuat siswa berpikir kritis. Oleh karena itu, membaca harus menjadi kegiatan utama bagi mahasiswa. Penelitian ini bertujuan untuk menjelaskan faktor-faktor yang mempengaruhi minat membaca pada mahasiswa semester dua pendidikan bahasa inggris. Desain penelitian dalam penelitian ini adalah metode pendekatan kualitatif. Peneliti menggunakan teknik pengumpulan data interview dan questionnaire dalam penelitian. peneliti membagikan kuesioner kepada 37 mahasiswa Jurusan Bahasa Inggris untuk menentukan level minat baca dan mengambil 2 mahasiswa dengan level tertinggi dan 2 mahasiswa dengan level

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terendah yang akan diwawancarai. Untuk menjawab pertanyaan penelitian, peneliti menggunakan wawancara semi terstruktur untuk mengetahui faktor-faktor yang mempengaruhi minat membaca mereka. Setelah mengumpulkan data, hasil wawancara di analisis. Hasil penelitian ini menunjukkan bahwa beberapa faktor yang mempengaruhi minat baca mereka adalah: 1) faktor kecerdasan, 2) faktor sikap, 3) faktor kebutuhan psikologi, dan 4) faktor pengaruh dari dosen. Berdasarkan hasil penelitian, peneliti menyimpulkan bahwa faktor yang mempengaruhi minat baca mahasiswa semester dua sebagian besar berasal dari dalam diri mereka sendiri, artinya mereka sudah memiliki minat terhadap membaca, sehingga mahasiswa dapat mengembangkan faktor yang mempengaruhi minat baca mereka dari luar dengan sangat baik. seperti faktor yang berasal dari dalam mahasiswa memiliki sikap antusias saat menemui bahan bacaan, akan lebih baik untuk mengembangkan faktor yang berasal dari luar mahasiswa dengan memiliki bahan bacaan yang tersedia di rumah, atau mengunjungi perpustakaan maupun toko buku lainnya. selain itu faktor yang berasal dari luar yaitu pengaruh dari dosen juga dapat membantu mereka untuk menumbuhkan minat baca mereka dengan memberikan beberapa tugas yang membutuhkan banyak referensi dan banyak membaca, meminta mereka untuk membuat ringkasan, dan lain-lain.

Kata Kunci: Faktor Pendukung, Membaca, Minat

1. INTRODUCTION

Reading is a positive activity that can open a window to the world, because by reading human can find out many things they do not know. The ability and interest in reading will affect a person's knowledge and skills. The more person reads, the more his reading skill and knowledge will increase, so that someone who read a lot has a better quality than someone who read a little. Therefore, students as a symbol of intellectuals must have good reading skill and make reading their passion.

According to Tarigan in (Utami et al., 2020) reading is a process carried out and used by readers to obtain messages, which are to be conveyed by the author through written language. Basically, reading is one

of the ways to enrich knowledge. All knowledge on this earth can never be learned if it is not preceded by the ability to read.

Reading skills must be an important thing that a student must pay attention to carry out his education. But the reality is not as expected. This is supported by the findings of data from PISA 2018, which is an international learning assessment activity carried out every three years, which is useful for measuring the quality of education in every country in the world. Pisa results have several interesting notes, one of which is the reading ability of Indonesian students who get the lowest scores compared to their math and science test scores. Students' reading ability lags by

116 points from the average of other countries around the world.

The low reading ability of students in Indonesia is certainly a concern for all circles, especially in the current era of progress, making it easier for a student to learn from anywhere through existing media, including the development of science and technology. In this era of globalization, where technological advances have developed rapidly, the interest in reading in the new generation tends to decline and is no better than the previous generation. The reason is, among other things, the increasingly sophisticated audio-visual equipment that causes the new generation to prefer to feast their eyes and ears rather than cultivate the enthusiasm and reading habits that must be taught from an early age Ginting in (Utami et al., 2020)

Looking at the facts above, researchers found that there were symptoms of low interest in reading in students in the second semester of English education at the Muhammadiyah University of Kotabumi. This phenomenon is what makes researchers interested in conducting analysis and research on "Factors Affecting the Reading Interest of Students in the Second Semester of English Language Education, Muhammadiyah University of Kotabumi Academic Year 2021/2022."

As for the formulation of the problem in this study, the researcher formulated "What

are the factors affecting the second semester students 'reading interest of English education Muhammadiyah University of Kotabumi?'. The purpose in this research is to describe the factors that influence the reading interest of students in the second semester of English education at the University of Muhammadiyah Kotabumi. As well as the benefits of this research for students di hope that this research can provide additional knowledge by students when they want to start instilling interest in reading, by stimulating the interest in reading itself through factors that affect the interest in reading that I researched and u for Subsequent Researchers To be additional information that supports further research to explore this topic from a different point of view.

II. RESEARCH METHODS

This type of research is qualitative research, which is research that can show some natural phenomena that occur in society and qualitative research is research that is rarely related to numbers. According to Sidiq & Choiri, (2019) qualitative research is research that produces findings that cannot be obtained using statistical procedures or quantitative methods.

In this research, the instruments and data collection used for the study were in

the form of interviews and “What are the factors affecting the second semester students’ reading interest of English education Muhammadiyah University of Kotabumi?”. Interviews are activities in the form of dialogues carried out by researchers to obtain information from respondents. The interviews conducted are semi-structured, a series of questions are arranged and designed in the form of interview guidelines, and a list of questions is used to direct the dialogue flow to arrive at the destination of the expected data results while the questionnaire is one of the data collection techniques using several questions. The population and data sources in this study are all students in the second semester of English education at the Muhammadiyah University of Kotabumi Data analysis techniques use analytical techniques that refer to the analysis model of Miles et al., (2014) namely:

1. Condensation

At this condensation stage, researchers who have collected data from previous data collection techniques then select the data collected, then the researcher begins to focus on the research topic, namely the factors that affect the reading interest of second semester students with the data obtained, then after that the researcher simplifies the data that has been obtained. Those who have gone through the selection or selection process then focus on the

research topic and simplify from which data is more important and focus on the research topic, namely the factors that affect the reading interest of students in the second semester of Muhammadiyah Kotabumi University.

2. Display

At this stage of the display, the researcher will display data from each factor that can affect the reading interest discussed in the previous chapter, then displayed in a table along with the frequency of the number of students who are perceived to have or meet these factors. From this data table, it can also be seen that the factors that influence the inter is the reading of students in the second semester of English education at the Muhammadiyah University of Kotabumi are predominantly experienced or felt by students.

3. Drawing and Verifying Conclusions

After the collected data is selected, it is then focused on the research topic, namely the factors that affect the reading interest of second semester students, after that the data is simplified which is more important which shows the factors that affect the reading interest of students in the second semester of Muhammadiyah Kotabumi University. then the data is displayed in the form of a table containing the factors affecting reading interest. Researchers classified them based on factors that influenced the reading interest of second-

semester students. After going through several data analysis processes, the researcher concluded the research results from the verification produced at the triangulation validation stage by comparing the two data. It will be passed by comparing interview data and questionnaires.

III. RESULTS AND DISCUSSION

After conducting research, " The Factors Affecting the Second Semester Students' Reading Interest of English Education of Muhammadiyah Kotabumi University in The Academic Year 2021/2022", researchers have collected data through interviews and questionnaires. The researcher will explain the general results of the interview. Questions asked about the factors that make students interested or not in reading. In this case, the researchers interviewed 2 students with a high interest in reading and 2 students with a low interest in reading. The results of the data collected show that intelligence factors can affect students' interest in reading, they are led to be able to understand a reading, of course, going through the reading process first. Activities like this continue to occur at every level of education in Indonesia.

Attitude factors influence students of English education in the second semester in increasing interest in reading. In this attitude factor, there are indicators that students can be said to be influenced by their interest in reading if they feel enthusiastic when they find books around them and feel lost if they spend a day without reading at all.

The psychological need factor also affects the second semester student in his reading interest. Students with a low level of interest in reading state that reading is a tedious activity, so they will read if they want to. Not much different from students who have a high level of interest in reading, they tend to prefer to read, and they do read activities because they want to.

The last factor that affects the reading interest of English education students is the influence of lecturers. Students feel more interested in reading if they get reading suggestions from lecturers, which is not an assignment. This is because students feel led to study lecture materials and they will be more active in looking for complete material from other sources to support their lectures.

Meanwhile, to strengthen and see the consistency of students' answers during interviews, researchers distributed questionnaires to students who were judged to be able to represent the reading interests of second semester students, each factor

was represented by two questions except age and gender factors where there was only one question. The intelligence factor in questions number one and two is concluded to affect the reading interest of second semester students. With the dominant answer agree with the given statement.

The next factor is the ability to read, from the answers obtained it is concluded that these factors do not affect the reading interest of second semester students, their dominant answer is neutral.

Next is the attitude factor. The conclusion obtained from the results of the answers of the second semester students is that the attitude factor affects the reading interest of the second semester students with the dominant answer agreeing and strongly agreeing with the statement.

The economic status factor does not affect the reading interest of second semester students, this can be seen from the student's answer to this statement if he has an interest in reading because he can buy the reading book he wants. But the answer is dominated by a neutral answer, in the next statement the answer becomes clearer that they disagree if they have an interest in reading because it is facilitated by their parents. Without any answer agreeing or strongly agreeing with the statement.

The predominance of the answers to the statements made by parents on the reading interest of second semester students

is to disagree. This is because second-semester students do not feel that they have an interest in reading because their parents like to read or get encouragement from their parents. So, it can be concluded that the influence of parents does not affect the reading interest of second semester students.

Peer influence factors identified in the second semester did not affect their reading interest. From the statement they will read when they see their friends read with a dominant neutral answer, but it is supported again by an answer that disagrees and strongly disagrees. The next statement that they would read if invited by a friend, turned out to have the same answer, and with a dominant neutral answer, and the answer was disagreed and strongly disagreed. When viewed from the interview answers, most students answer that they do not read because they see their friends reading or are invited by friends to read, because they feel that it does not arise from themselves, and another reason is that they feel they have different types of readings that they like.

The influence factor of the lecturer seems to affect the reading interest of students in the second semester, this can be seen from the student's answer to the statement submitted. The answer is completely agree if they feel motivated to read when getting reading

recommendations from lecturers, and the most answers are to agree that they will be more active in reading when getting reading references from lecturers, although there are unpleasant and neutral answers, this can be understood if they agree if they feel motivated to get reading references from lecturers, But that doesn't entirely make them more active in reading afterwards, because they still feel that reading is done when they want it themselves.

Based on a previous study entitled Analysis of student reading interest by Bawawa et al., (2019) it can be concluded that students' interest in reading is very low, and the factors that cause students' low interest in reading are factors of one's own mind. In general, in another study entitled Analysis of factors supporting the reading interest of students majoring in dance by Mulyani, (2018) it can be concluded that the reading interest of students majoring in dance at the Indonesian Institute of Fine Arts Surakarta is very low and there are obstacles faced in influencing their interest in reading, namely the unavailability of their time to come to the library and read books or journals or just look for references related to their education. The unavailability factor of time can be classified as an institutional factor experienced by students majoring in this dance.

From the results of this study, the reading interest of second semester students is high and it was also found that most of the factors that influence the high interest in reading for second semester students come from personal factors, or factors that come from the students themselves.

IV. CONCLUSION

After analyzing the data and discussing the results in the previous chapter, the researchers concluded that in this study, researchers found that affecting the interest in reading in the second semester was various. The most influencing factors are intelligence, attitudes, psychological needs, and the influence of lectures. Factors of intelligence, attitudes, and psychological needs are personal factors according to the theory of Harris and Sipay, these personal factors are factors that arise from within themselves and if researchers look back, from the answers of students with high and low levels of interest in reading. There are many answers that are assessed by researchers based on students' willingness to do reading activities. Like they will read when they want to, or when they are in a good mood, or whether they are lonely and bored.

Having an attitude of interest in approaching these books around students

will have an impact on the availability of reading materials in their homes. And in essence, the growing interest in reading in this second semester student has presented

itself. The only factor of institutional origin is the influence of lecturers.

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