

**STUDENTS' READING INTEREST  
(A CASE STUDY AT FKIP OF THE UNIVERSITY OF  
PASIR PENGARAIAN)**

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**ABSTRACT**

This article constitutes a discussion about the students' reading interest at FKIP of the University of Pasir Pengaraian. It is a research report triggered from the data showed that reading was an activity disliked by Indonesian people. This reaserch can be categorized as descriptive quantitative research. In collecting data, researcher used questionnaires, observation and interviews. The result of research showed that the reading interest of FKIP-UPP students can be categorized into low level. Factors influencing students' reading interest involving internal and external.. By conducting this research, it is expected to give contribution to this institution to increase students' reading interest.

*Key word: reading, interest, internal factor, external factor, quantitative research*

**INTRODUCTION**

Reading is very important because the quality of a nation can be seen from it's people reading interest. the survey done by *Internasional Associations for Evaluation of Educational (IEA)* in 1992 showed that Indonesia was one of developing countries that had low level in reading. It was also supported by the report of *Human Development Index (HDI)* in 2004, where Indonesia was in 111<sup>th</sup> of 175 countries, and far away below of Singapore (25<sup>th</sup>) and Malaysia (58<sup>th</sup>). One of the causes of low interest in reading by Indonesian people is because reading is not a habit, both done in their spare time or done to increase knowledge.

BPS in 2006 published a report stated that for Indonesian people, reading is not making activities to obtain information. People prefer watching television (85.9%) and

listening to the radio (40.3%) than reading (23.5%) 4. It means that, reading to get new information is only done by 23.5% of the total of Indonesian population. People prefers getting information from television and radio to reading. These data proved that reading has not a necessity for the community yet.

The development of information and communication technology could be one factor in the decline in student's reading interest. They swayed with entertainment provided by these technologies in the form of the game or social media such as Facebook or Tweeter.

Based on the experience of researchers during teaching at the University of Pasir Pengaraian, researchers faced a low level of student's participation in the classroom.

Researcher saw students were reluctant to ask about the material provided lecturers. Students tended to be quiet and accepted all of the information provided lecturers. They rarely gave feedback, opinion or idea. When the teacher asked why they did not want to ask, most students said that they were confused what to be asked. On the other hand, in fact, the quality of the question given by students can be traced from their readings. Students who are not able to give questions or give

unqualified question, possibly did not read the lesson material provided by teacher.

In addition, a phenomenon occurs in the University of Pasir Pengaraian is students' activities in taking their spare time. They rarely go to the library. Students only go to library for doing exercise or when getting the examination. In the contrary, students prefer sitting in the cafeteria or just hang out in the courtyard of the campus to going to library.

### REVIEW OF RELATED LITERATURE

To know the factors cause people's interest in reading, it needs to know the meaning of interest. Getzels quoted by Robinson has defined an interest as "a characteristic disposition, organized through experience, which impels an individual to seek out particular objects, activities, understandings, skills, or goals for attention or acquisition. Moreover, Sandjaya (2006:2) says that interest is a tendency that causes a person trying to look for or try activities in a particular field. People who are interest to something tend to do something by themselves without asked by someone. It means that the interest is very important in doing an activity such as reading, writing, or sports. This is because the interest is essentially a desire for someone to do something that is based on pleasure and without coercion is due to meet his needs. Therefore, the work grounded by high interest will make the job better than the jobs that are not based on the interest of the perpetrators of these activities.

Interest can be conceptualized as individual interest and situational interest. Both individual interest and situational interest consist of two phases. For individual interest, these involve an emerging individual interest

and a defined individual interest. As for situational interest, these involve a phase in which interest is triggered and a subsequent phase in which interest is maintained (Subramaniam: 2009).

Reading is a process shaped partly by the text, partly by the reader's background, and partly by the situation the reading occurs in (Hunt, 2004,:37). This understanding on the one hand influenced by the text and structure, on the other hand is influenced by the reader itself, in the form of prior knowledge, experience and interest in the text is read. Moreover, reading academic book rather different compared to other reading material. Hermida (2009:20) says that reading an academic text does not simply involve finding information on the text itself. Rather, it is a process of working with the text. When reading an academic text, the reader recreates the meaning of the text, together with the author. To make reading is joyful it needs an interest in reading. Edgier (1999) claims that interest is a powerful psychological factor in learning. Moreover, the individual's reading interests are considered one of the major factors that determine what s/he reads, not to mention the importance for one's attitudes toward reading.

From the descriptions above, interest in reading means a person's desire to read that because of the need to obtain information or knowledge. In other words, interest in reading is a powerful and deep concern accompanied by feelings of pleasure on reading activities that lead one to read on their own accord. As for the aspect of reading interests include reading pleasure, awareness of the benefits of reading, reading frequency and the number of books that have ever read.

According Sutarno (2006: 110), quoted by Ridwan (2008) that the factors affecting the level of interest in reading are two, as follows:

1. Direct Factor.

It involves parents (family), teacher, librarian, and environment.

2. Indirect Factor.

It involves source of material, government, and private company concerns to education.

The research result from Nugroho (2000) in Kurniadi (2010: 284) showed that the people's interest in reading very depends on the extent to which people perceive the urgency of an information. That is, the perception of each person determines the quality of interest in reading. If the information is assumed not important, someone tends to be not interested in reading. Therefore, how much interest a student of FKIP UPP also depends on how much the students consider the information or content of that reading text is important.

## **RESEARCH METHODS**

This study uses a quantitative approach to the type of survey. This study aims to reveal the phenomenon of students of the Faculty of Teacher Training and Education (FKIP) UPP in interest in reading books. Based on the goal, the research survey conducted for many purposes. The purpose of research can be classified into three, namely for the purpose of: Descriptions of phenomena), explanation, and exploration. This study aimed to describe the phenomena of reading interest of FKIP students. The study was conducted at the Faculty of Teacher Training and Education, UPP, where the sample was 100 students from English Education, Biology Education, Physical Education, and Mathematics Education majors. The sampling technique used in this study is a random sampling.

Data collection techniques in this study were the use of questionnaires, observation and interviews. The questionnaire was intended to reveal the data from respondents with written questions. This was done because of the large population. To reinforce the data, the researchers also conducted direct observation by observing the student activities in FKIP. In addition, researchers also conducted interview techniques as supporting data to corroborate the data obtained through questionnaires and observation. In this study, the data were analyzed by using descriptive analysis. Descriptive analysis of the results of survey research is reported in the form of tabulated frequencies and percentages.

## RESEARCH FINDINGS AND DISCUSSION

After distributing the questionnaires, the next stage was to process the data and made it into a percentage (%) form. The questionnaires are related to students' interest in reading, factors that influence them in reading, as well as the influence of library on student reading FKIP UPP. The research findings can be seen in following description.

### 1. Reading Interest of FKIP Students

From the questionnaires distributed to students, researchers asked whether they like to read in their spare time. A total of 2% respondents answered that they really like, 35% said they like to read, whereas 63% answered less like and no one answered so dislike.

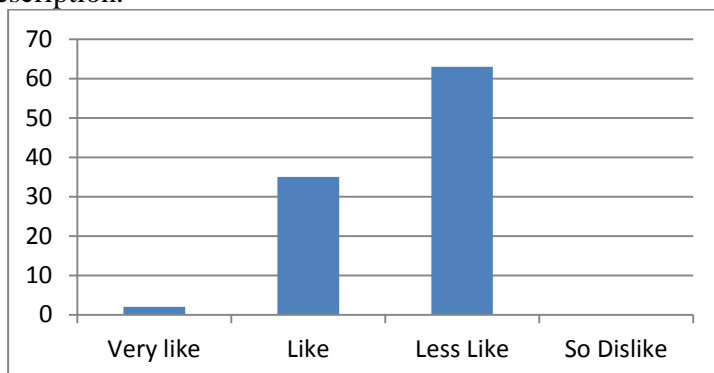


Fig 1. Students' reading Interest

Asked about their reason like reading, the respondents said that by reading they could get new knowledge and refresh their mind. While some respondents said that they dislike reading because for them reading makes them bored. The other said that they preferred listening to the teacher's lecture than reading books. Implicitly, it showed that students tend to like teacher-centred learning.

Moreover, researchers asked the duration of reading in a day. 79% of students spent their time for reading not more than one hour. They argued that

they would read if they had homework or exercise. In contrast, the rest of the respondents said that they would like to spend the time except reading such as helping parents, watching TV or going to friends' houses. It means that the students' awareness of reading is still low.

While 20% of respondents spent their time to read around 2-3 hours per day. They said that they like reading because they can add their knowledge and for entertainment reasons. The rest of the respondents said that they can spend more than three hours a day for reading.

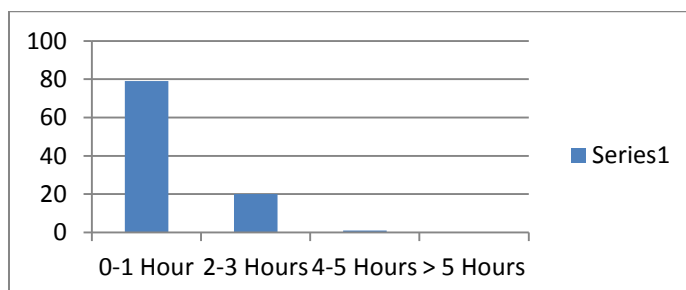


Fig 2. Duration of reading

The figure 2 showed that most of FKIP students spent their time not for reading but for other activities.

The next question was about the kind of books read by students. The result showed that 20% respondents like reading lesson books, 24 % respondents like

reading novel, short story and comic, 32 % respondents like reading newspaper or magazine and the rest (10%) respondents like reading informative books such as religion, technology, and entrepreneurship books. It can be seen in the tabel 3.

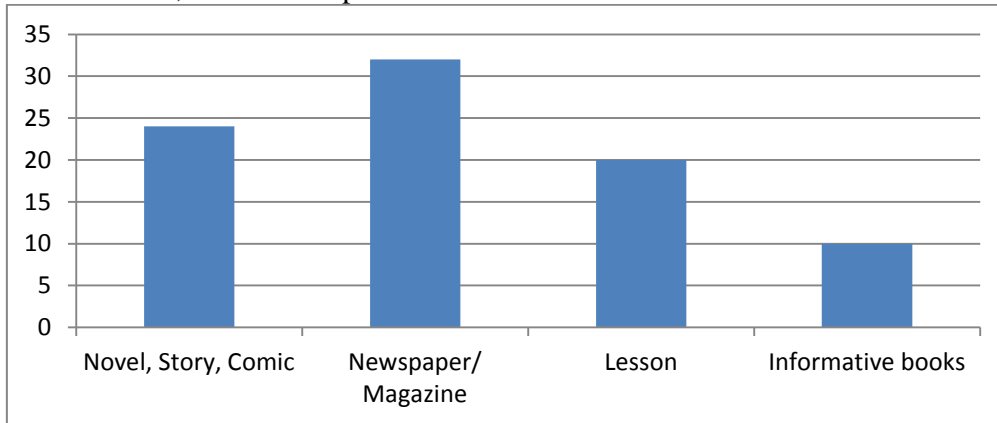


Figure 3. Kinds of books Read by Students

From the result above, it can be concluded that the reading interest of FKIP students still low that can be seen from, the time spent for reading and kinds of book read.

**5.2 Factors Influencing Reading Interest**

The interest in reading is influenced by several factors, both internal factors and external factors from the outside. These factors include motivation in reading, environmental influences both at home or on campus, as

well as supporting facilities such libraries.

When respondents were asked about their motivation in reading, 39 % respondents argued that reading has become a need in order to do task given by teachers. 19 % respondents claimed that reading was their hobby. While 41% respondents said that reading was done in spending the time. The rest respondents thought that they would read if the teacher forced them to do it. It can br seen in the figure 4.

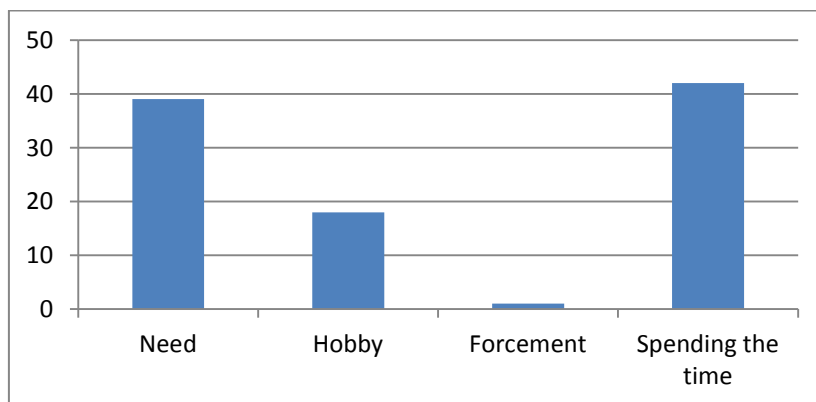


Fig 4. Students' vation in reading

**Reading and The Parent Role Parents**

Family has the great role in increasing reading interest. Reading can be developed as early as possible. Parents can introduce reading habit to their children. On the other hand, if parents let their children to no read book at home, the children will assume that reading is not important or a need. Ironically in Indonesia, there are some parents do not aware when their children watch TV or film along day. This bad habit will brought until they are in school or university. It means that the role of parents in growing up students' reading interest is very essential.

This research also describe the role of family especially parent towards students' reading interest. 26 % respondents said that their parents have remained them to read at home. 48 % answered that their parents sometimes remained them to read at home. 9 % respondents argued that their parents sometimes asked them to read at home.

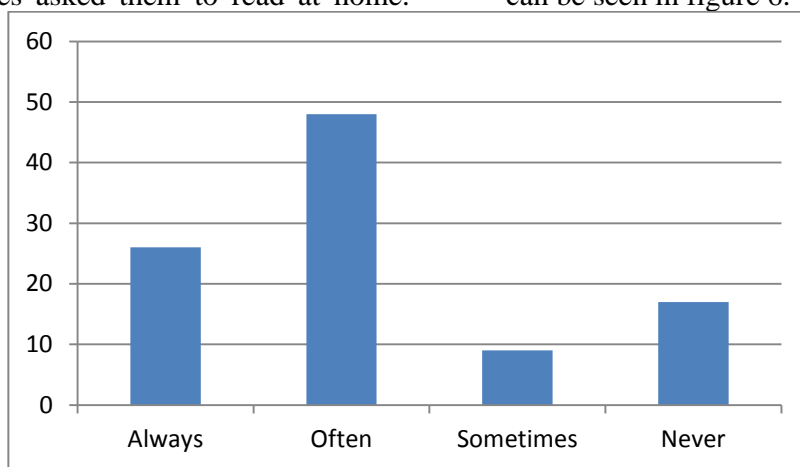


Figure 5. Parents' attention to children's Reading Habit

It can be concluded that parents and family have the important role in shaping reading interest by facilitating children with books and monitoring children's activities at home.

**Role of Teacher in Developing Reading Interest**

Besides parents, teachers are also one factor influencing students' reading

The last, 19 % respondents said that their parents did not remain them to read at home. It can be said the parents attention at home to their children has correlation to the low level of FKIP students' reading interest.

When researcher explored why their parent less gave attention to read at home, Researcher can take conclusion into three factors. First, the low understanding of parents towards the important of reading. Parents did not facilitate students with books at home. Second, the effect of ICT (TV, Laptop and Mobile phone). Right now, most people cannot be separated from TV, Laptop and mobile phone. Parents seldom warn their children to not watch TV or be online with mobile phone. The last factor is the parents' bustled with their own business. Consequently, they did not monitor their children including in reading activities. How parents gave attention to their children to read at home can be seen in figure 6.

interest. One of the duties of a teacher is how to motivate the students to make them become independents learners, students who have the consciousness to develop their ability. Teachers should be able to change the students' mind set from teacher center learning becomes students center learning. Moreover, teacher should be able to increase students' reading interest so it will be

reading habit for them. Moser and Morrison (1998) say that the goal of teaching reading is to develop efficient and selfmotivated readers. One way to increase students' reading interest is by giving them exercise or assignment so it will trigger the find the reference books. Students can have books by buying those books or borrow books from library.

teachers ask them to have books of borrow books to library?" to respondents, 57% respondents said yes, always; 36 % said yes but not always; 7 % said that their teachers seldom asked them to have books or borrow books from library. It means that in general the teachers of FKIP-UPP have obligated students to have books.

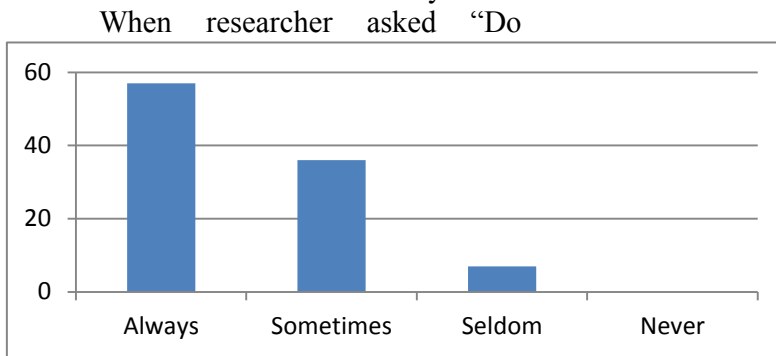


Fig 6. The role of teacher towards reading interest

The figure 6 showed that most of students obey to teachers' instruction to have books. However, when they were asked deeply, most of them said that they rarely read those books.

**The Role of Environment towards Reading Interest**

Environment especially friend has an essential factor influencing students' reading interest. It can be seen how students tend to spend their time with their friends rather than reading books. Even friends can lower students' reading interest. They persuade the others

to play outside, chat or hang out together. It can make students lazy to read books.

When researcher asked to respondents about their friends asked the to go out side or chat while respondents were reading books, 13 % respondents said that they would keep reading. 38 % respondents would keep reading but also join for. 48% respondents answered that they would stop reading and join for chatting. It means that friends or environment can influence students' reading interest. It can be seen in the figure 7.

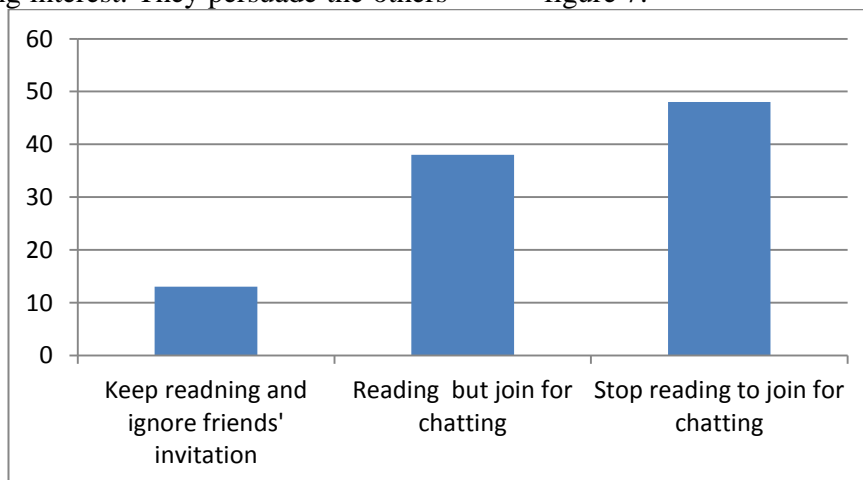


Fig 8. The Influence of friend towards Reading Interest

## **The Role Library to Reading Interest**

Book is a source of knowledge. By reading a book, someone can get various of knowledge. Library is one of the places where the sources of that knowledge can be obtained. The University of Pasir Pengaraian has been improving the library both facilities and the book collection. Not only that, the management of library should be improved too by giving good service to visitors. A great university generally has a good library.

When the respondents were asked when they visited library, 1 % respondents said they came to library almost every day if they came to campus. 70% respondents answered that they would visit to library to read and borrow the books. 22 % respondents would go to library as the place to do exercise. Moreover they said that library is the comfortable place in doing exercise. The last, 7 % respondents said

that they would go to library when the examination was approaching. It means that students have not yet optimised in utilizing of library. Here are their reasons for it. First, the collection of books was not complete. The second was the service of librarian.

From the explanations above, it can be concluded that reading is an activity how to comprehend the author's idea so it can add new information or idea to the reader. Reading can be enjoyable if the reader is interested to the reading activity itself. To increase the students' reading interest, it needs a cooperative work not only from teacher at school, but also from parents at home. Campus also contributes to students' reading interest by providing students with complete collection of books and the comfortable library. The most important factor is from the students themselves. They must be conscious that reading is important for them as the university students.

## **CONCLUSIONS AND SUGGESTIONS**

### **Conclusion**

The conclusion of this research can be drawn as follows;

1. In general, the reading interest of FKIP-UPP students can be categorized into low level where 63 % students dislike reading; 79% of students took the time between 0-1 hours a day for reading and textbooks (Academic books) have not become the favourite books for students yet.
2. There are some factors influencing students' reading interest. They are From internal; students' motivation and from external; Environment involving parents, teacher, and friends. Next, Uncontrolled in utilizing ICT such as TV,

Computer/laptop, and mobile phone. The last the comfortable library including the book collection and the service of librarian.

### **Suggestion**

Based on the result of the research, the researcher would like to give some suggestion.

1. For the students, they must be conscious that the getting knowledge from the teaching and learning process in the classroom is not enough. They must change their mind set from teacher center learning becomes students center learning.
2. For parents, they should give more attention to their children to use the time by reading books and



- control their children activities at home.
3. For my colleagues in UPP especially FKIP teachers to give more motivation to students to increase their reading interest.
  4. For Institution where researcher took data to increase the quality of library not only from the book collections, but also the comfortableness of library.

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