An Analysis of Students' Interest in Reading at UIN Ar-Raniry

THESIS

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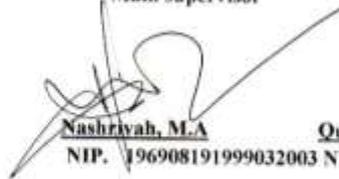In partial fulfillment of the requirements for *Sarjana-Degree* (S1)
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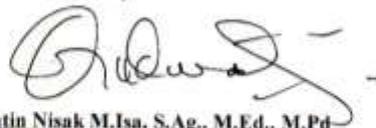Department ofEnglish Language Education
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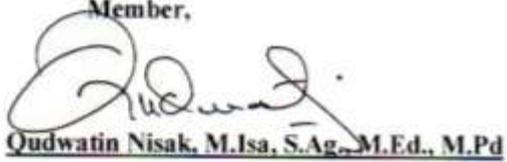
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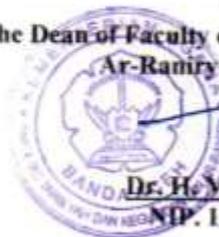
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ABSTRACT

Reading is very crucial in our life, especially to the college students. Reading does not only give the knowledge, but also makes the students think critically. Therefore, reading should be the main activity to the college students. This study analyzed students' reading interest toward the students majored in English at UIN Ar-Raniry and the factors made them interested or not. The purposes of the study were to know the interest of the students in reading and some factors influenced their reading interest. The research design in this study was mix methods which combined qualitative and quantitative approaches. The writer used random and cluster sampling technique in choosing the sample of the research. The writer distributed questionnaire to 40 students of English Department and took 6 students to be interviewed. To answer the first research question, the questionnaires were distributed to know the students' reading interest. In addition to answer the second research question, the writer used semi-structured interview to know the factors influenced their interest. After collecting the data, the interview results were transcribed. The results of this research showed that the students had low interest in reading. It was also supported by the result of the interview. The percentage was 47.5%. The students mostly interested to read only when they had the assignments and reading was not their hobby. Furthermore, the students explained that some factors that influenced their reading interest were: 1) the awareness of the importance of reading, 2) motivation in reading, 3) language, 4) the availability of books in the library, 5) the intensity of times for reading, 6) perceptions 7) environment, 8) the internet, and 9) the learning system. Based on the results of the research, the writer concluded that the students had to increase their reading interest. In addition, the lecturers could also help them to grow their reading interest by giving some assignments which required a lot of references and reading a lot, asking them to make summary, and etc.

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Deparment of UIN Ar-Raniry. May Allah the most exalted reward them for their good deed and worthy knowledge. Amien.

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Finally, I believed that this thesis was far from perfect and need to be criticized in order to be useful, especially for Department of English Language Education of UIN Ar-Raniry.

Banda Aceh, 26 Januari 2018

Vera Maulidar

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CHAPTER I

INTRODUCTION

This chapter generally discusses background of study, research problem, objective of study, significance of study, and terminology. Each of them needs to be clearly explained to get the deeper understanding about this research.

A.　Background of Study

Developments in science and technology can enable human being to obtain information quickly. These developments demand people indirectly to look for information in order to stay up to date. Therefore, reading activity is one of the effective ways for gaining the information. It is in line with Gray and Groger (1995) as cited in Supriyono (1998) reading is the best way to increase the knowledge and make the people more intellectual.

In addition, Tadros (2014) defines reading as a physic and mental activity to interpret meaning from the varied text. In other words, reading is a process of comprehending written texts. Reading also becomes a tool to communicate. As stated by Rahim (2005, p.14), "Reading is a communication of ideas between authors and readers." By reading, people can obtain the knowledge provided by authors. Reading will widely open the insight and knowledge. Besides that, reading is the culture of the developed countries. Indonesia as a developing country should also make reading as a culture, because Indonesia still requires a wider insight to improve the quality of the community. To obtain good reading skills, interest is needed. Atkinson and Hilgard (2003) say that interest

is a constant tendency in a person to feel interested and to enjoy the certain objects (activity and content).

According to the survey, public reading interest in Indonesia is still low and very concerned. The situation can be seen from some research reports. For instance, the data released by the Statistics Central Agency (BPS) in 2012 explains that a total of 91.68% of the population aged 10 years and over prefers watching television, and only about 17.66% prefers reading from various sources such as newspapers, books or magazines (Kompas, 2016). Based on data from the United Nations Educational Scientific and Cultural Organization (UNESCO) in 2012 (Kompas, 2017), the index of reading interest in Indonesia only reaches 0,001. It means that out of every 1,000 Indonesian people, there is only one person who has interest in reading. With attention to UNESCO's educational development index, Indonesia is ranked 69 of 127 countries. Even the head of the National Library, Sri Sularsi in a press statement during his visit in New York City in October 2013 notes that Indonesian people at this present have low interest in reading (Kompasiana, 2015). The latest statistic published by National Library Studies in 2015 shows that the public reading interest in Indonesia is still low with 25.1% (Bisnis, 2016).

Important to realize, one of the characteristics of the campus as an academic institution is the activity of the academic communities that includes continuously exploring and honing their knowledge through learning, especially reading. Reading is a source of inspirations, a source of knowledge and makes students think critically. By reading, the college students can obtain knowledge

quickly and easily. Thus, reading should be the main activity of the academic communities, especially college students since they are still studying.

Additionally, Harian Kompas (June, 2016) reported that college students' reading interest in Indonesia is very low. It is shown by the number of unemployment undergraduate (S1) which is quite high. Setiawan (2008) as cited in Hardianto (2011) asserts that the possibility of unemployment is due to the students are lazy to read when they were at college. Bureau Agency of Statistics (BPS) reveals that a bachelor unemployment rate increases from 5.34% in February 2015 to 6.22% in February 2016. Moreover, the survey also exposes that the college students read text books due to the tasks. A total of 9% prefers to read scientific journals, 23.7 % prefers fiction books, 22.5% prefers text books, and 39% has chosen reading the instant articles on the internet as a reference of task materials (Heigrid, 2015).

From the description above, the writer can conclude that reading interest is very crucial. Based on the literature review, like a research conducted by Kartika with the title: "Analisis Minat Membaca Mahasiswa FIP UNJ" stated that the reading interest of the students is very low. Most of the students rarely read the books. Another research conducted by Deni Hardianto with the title: "Studi Tentang Minat Baca Mahasiswa FIP UNY" stated that the reading interest of FIP UNY students is generally included in the low category. Students' activities outside the campus varied. Some of students use their spare time to read books and go to the library. Meanwhile the most practiced activity is waiting in front of

a class. They read the books less than 1 hour per day and some of them have never read at all.

Furthermore, reading takes a big role to students of Department of English Language Education at UIN Ar-Raniry. The fact that reading does not only influence to their score, but it also influences to their English skill, particularly, since they are the English Department students. Reading will truly improve the micro (such as, grammar, vocabulary, pronunciation, and spelling skill) and macro skills (listening, speaking, writing, and reading skill), even to the translation skill. Similarly, Rosidi (1992) as cited in Koleksi pengetahuan (2010) says that high interest in reading will influence to others language skills including reading, writing, speaking and listening. Zettira (2009) also says that she becomes a writer and translator due to she read a lot. In the same way, Anton, a translator who has been translated more than 50 books in his interview by Pikiran Rakyat states that a key to be a translator is reading a lot and learning (Nursalam, 2010). Another reason, as the students of English Department, they have reading 1 to Academic reading subject which reading is so helpful to them both to understand the text and to improve the score. Reading also makes them easier in getting good jobs, because good jobs require the people who have wide knowledge and high intellectual. Some of the jobs that appropriate with them are translator, tour guide, lecturer, teacher, interpreter, and so on. In addition, the research with this issue is less studied, especially in English Department. In that case, it can fill the gap related to this research. Based on the phenomenon and some excuses

mentioned above, the writer is interested in conducting a research entitled, **"An Analysis of Students' Interest in Reading at UIN Ar-Raniry"**.

B.   Research Problem

The problem that will be discussed in this study can be stated as follows:

1. How is the interest of the students majored in English of UIN Ar-Raniry in reading?

2. What makes the students interested in reading or not?

C.   Objective of Study

Based on the formulation of research problem as stated above, the objective of the study are:

1. To analyze about the interest of the students majored in English of UIN Ar-Raniry in reading.

2. To explore about factors influence the students interested in reading or not.

D.   Significance of Study

I expect that this research will be valuable for both students and stake holders. The results of this research can enrich the new knowledge to the readers since there is no much research related to this study. As the result, this research can fill the gap. This research makes students aware how essential the reading culture is. The students will also be motivated to grow reading interest. Equally important, the results of this research can be used as a measurement of quality toward the educational system, especially the educational quality of Department

of English Language Education. Furthermore, the stake holders can also be facilitators and they can make the strategies to grow the students' reading interest. Moreover, this research can be utilized as one of the valuable references in conducting further research related to this research.

E. Terminology

There are some terms used in this study which need further description in order to avoid readers' confusion. There are as follows:

1. Analysis

The word "analysis" comes from the Ancient Greek . It comes from *ana-* "up, throughout" and *lysis* "a loosening" which means, "a breaking up". Effrey Liker (n.d, as cited in Aris, 2015) notes analysis is a method to discover the righteousness, to pay attention about the issue that we want to resolve, or to prove the issue.

From the definition above, the writer can conclude that Analysis is a set of process and activities which are integrated to solve problem and break a complex topic or substance into smaller parts in order to gain a better understanding of it. One of the analysis activities is summarize the new data into information that can be conveyed to the people. All kind of the analysis illustrate the consistent pattern in the data, hence the analysis result can be studied meaningful. Analysis can also be interpreted as an investigation of an event to know the real situation occurs. Here, the analysis means to analyze the students

reading interest at UIN Ar-Raniry. The writer wants to discover the fact about the issue.

2. Students' Interest

In general, the interest can be interpreted as a tendency that causes a person trying to look for or try activities in a specific field. Interest is a positive attitude towards environmental aspects. Syah (2006) defines interest as a high inclination and excitement or a great desire for something.

Interest implies a desire attention or doing anything. Interest also means something you like without any associated or unwillingly. According to H. Djali (2011), interest is pleasure or continuous attention to an object for their hope of gain emergence. In this research, the interest means the students' interest in reading. The interest is the students' personal interest in reading. The writer wants to know whether the students interested in reading or not and the factors make them interested or not.

3. Reading

Reading is a complex process to build an understanding (Longman Dictionary, 1978). Reading can also be used as a tool of language acquisition, as a communication tool, and a tool to share ideas. Cline, Johnstone, & King (2006: 2), state, "Reading is decoding and understanding written texts".

In brief, reading is a complex process of communication activities. Reading aims to see, understand the content or meaning and get the message

intended by the author through the medium of words or written. In other words, the primary purpose of reading is to seek and obtain information, cover the content, understand the significance of reading. Here, the reading means reading scientific books, journals, text books, or reading articles that related to the college materials or give a wide knowledge to them.

CHAPTER II

LITERATURE REVIEW

This chapter will give the explanation about the theoretical review and the relevant studies. It needs to be clearly explained in order to have the depth understanding related to this research.

A. Theoretical Review

1. Overview of Interest

1.1 Definition of Reading Interest

Interest is one of the psychic factors that encourage individuals to stimulate an activity which is implemented to achieve the goal to be achieved. It is in line with Lester and Alice (1987), they define interest as something that can show the ability to provide stimulus which encourages us to pay attention to someone, something or activities that can have an impact on the experience that has been stimulated by the activity itself. According to Meriam Webster dictionary, interest is a feeling that accompanies or causes special attention to an object or class of objects.

In general, the interest can be interpreted as a tendency that causes a person to try activities in a specific field. Interest also means a positive attitude towards environmental aspects. Interest is a persistence tendency to observe and enjoy an activity with pleasure. Meichati (1972) defines the interest as a strong attention, intensive, and individual mastery deeply to diligently perform an activity.

Further, interest implies a desire attention or doing anything. Interest also means something that someone like willingly without any associated. According to Pawit (1990), interest is a pleasure or continuous attention to an object for their hope. In similar, Djali (2011) also notes that interest is a sense of preference and a sense of interconnectedness on a matter or activity, with no one force to do it. Moreover, everyone has a tendency to always be in touch with something that he or she considered giving pleasure and happiness. The feeling of pleasure and the desire to acquire can develop what has made him or her happy. Slameto (1987) says that interest is a permanent tendency to notice and remember some of the activities. The activities demand constant attention of someone who is accompanied by a sense of fun. Interest is always followed by feelings of pleasure and satisfaction derived from it. Great interest influences on learning, because if the lesson materials learned are not in accordance with the interests of students, the students will not learn as well as possible. The study materials which attract students are easier to learn, because interest adds impetus to learn.

According to Hurlock (1999, p. 114), the interest is a source of motivation that drives people to do what they want as they are free to choose. When they see something to be profitable, they feel interested. This will bring satisfaction. From the definitions above, the writer can conclude that interest is a tendency related to individual feelings, especially feeling happy to something he or she considers valuable; it is in accordance with the needs; and it gives satisfaction to him or her. Something considered valuable can be activities, people, experiences, or objects that can be used as a stimulus which requires a

directional response. Interest has a close relationship with encouragement within the individual that causes the desire to participate or involve on something he or she interested in.

1.2 Types of Interest

  Guilford (1956) divided interest into two types, they are as follows:

a. Vocational interest is the interest that refers to the work areas.

- Professional interest: is the interest in science, art and social welfare.

- Commercial interest: is the interest in the work of the business world, like buying and selling, advertising, accounting, secretariat and others.

- Interest in physical activity, mechanics, outside activities, and others.

b. Not vocational interest is the interest to gain satisfaction or hobby. For instance, adventurer, entertainment, appreciation, thoroughness and others.

  In addition, Woolfolk (2004: 363-364) also divided interest into two types, they are:

a. Personal

  The interest that appears from someone's self without outside influences. Individual interest is a hidden aspect of itself.

b. Situational

  The interest is influenced from outside the person. Environment is more determining the interest. For instance, students interested in English material, because they have many friends who like and understand it.In such manner, interest does not only grow from the pent-up aspect of self, but

interest can also grow through the environmental influences of peer communication to students in school. Interactions both directly and indirectly will affect a person's perception toward something (interest and decision-making).

In Similar, Lefrancois (2000, p. 418) divided interest into two types, namely:

a. Intrinsic interest

It is an interest that comes from within the individual and has fundamental characteristic to push the encouragement in behaving with the interest activities, free and a tendency to like it without coercion or any intervention.

b. Extrinsic interest

The interest is built on the principle of reward and punishment, so that an individual's impulse will attract interest by prioritizing goals in the form of rewards or make the tendency of individuals to be interested through the intervention of punishment pressure. Although it tends to be mechanistic in practice and less attentive to the principle of humanity, in general, extrinsic interest is used to help strengthen the impetus for intrinsic interest.

Furthermore, Djaali (2007) identifies several types of interests, they are as stated below:

a. Realistic

It is a type of interest in practical and physical activities. It involves muscle coordination, but it lacks of the medium of verbal communication and communication skills. It tends to the work of artisans; and it has a direct nature, stable, normal, firm; it likes a concrete problem than abstract, aggressive. Further, it has limited creativity in the field of art and science; but it tends to make something with the help of tools. To emphasize, the students are interested in mechanics, engineers, electricians, and vocational fields.

b. Investigative

This is the type of interest that is interested in investigate something, especially something that oriented in science. Students who have interested in it tend to like thinking about something rather than doing it. They like activities in analysis, always curious, and they do not like repetitive work.

c. Artistic

Artistic students pursue less structured, but they have positive thing, free expression and react, creative in art and culture. Thus, students are more interested in the things that bring up ideas and performances.

d. Social

Students who are interested in this field tend to be sociable, responsibility, great team work; have good verbal skills and problem solving; and prefer informative and teaching activities.

e. Enterprising

This type of interest tends to like things that have a persuasive value. They have the ability to lead, verbal in trade, confident and very active. Students who like this interest will react to influence or lead, such as classroom chairman, reseller, and OSIS chairman.

f. Conventional

This type of conventional interest likes an orderly environment, good verbal communication; loves mathematical activities; and has high effectively in completing the task of structured, practical, quiet, orderly and efficient. Students with this interest tend to minimize errors and good learning regulation.

1.3 The Characteristic of the Individual Which Has Interest

Someone who has an interest will push himself or herself to pay attention to the others, things, works or certain activities. According to Walgito (1981), someone who has an interest is characterized as following:

a. There is a soul tendency toward something observed and studied.

b. There is a sense of enthusiasm or interest and attention to something has been observed or encountered.

c. The existence of a sense of satisfaction, happy and love to what being faced is.

d. There is a need for what is observed and learned.

e. It has the purpose toward something observed and learned.

1.4 Factors in Interest

Interest is essentially a result of experiences. Interest develops as a result of activities that will be used again in the same activity. According to the crow (1973), there are several factors that affect interest. These factors are as follows:

a. The factor of inner urge: Stimulation comes from environment or scope that corresponds to someone's wants or needs will be easy to generate interest. For instance, tendency towards learning, in this case, someone has a desire to know the science.

b. The factor of social motive: it is a person's interest toward an object or something. Besides, it is also influenced by factor from within someone and social motives. To emphasize, someone is interested in high achievement in order to have high social status.

c. Emotional Factor: This feeling and emotional factor have an effect on the object. In detail, someone success in traveling as his/her particular activity which it will generate the feelings of pleasure and increase the spirit or strong interest in the activity. Otherwise, the failure experiences will flourish someone's interest.

In addition, according to Sukmadinata (2010) the factors which affect interest are:

a. Knowledge

Knowledge is the result of knowing that occurs after people do sensing of a particular object. Sensing occurs through five senses of human, namely: the sense of sight, hearing, smell, taste and touch. Much of human knowledge is gained through education, the experiences of others, the mass media and the environment.

b. Experience

Experience as a source of knowledge is a way to gain the truth of knowledge by repeating the knowledge that has gained to solve problems faced in the past.

c. Information

In general, information can be defined as the result of processing data in a form that is more useful and more meaningful to the recipient that describes a real events used for decision making. Information is the data that has been classified, processed or interpreted to use in the decision-making process.

1.5 The Importance of Interest

Generally, everyone is always inclined toward something caught his attention, because it is something beautiful and awesome. Hence, they will have sympathy and attention on it. Woodworth (1977) asserts that every individual always has a tendency to connect with their environment which he or she is able in certain ways. If they find an object that suitable with them, then, they will have

interested in the object. If they are interested toward something, then this is a motive that causes them actively engage on it (something they interested in). The interest will be a positive motive.

From the description above, it can be argued that some functions and the importance of interest are: can facilitate the individual in learning or doing something, can improve the spirit of learning or work, encourage them to do an activity even though the hard one, and make them always feel happy in doing something that they are interested in.

2. Overview of Reading

2.1 Definition of Reading

In searching for information and expanding the horizons of knowledge, reading is very crucial. In the study of science, almost all are obtained by reading. If someone can read, he or she would be able to recognize words, pictures; know; understand; and appreciate the ideas expressed by the author which are contained in a reading. Reading is a process to get a sense of the combination of several letters and words. Juel (1988) indicates that reading is the process of getting to know the meaning of words and combines words in sentences and reading structures. Meanwhile, according to Muchyidin (1980) is the process of symbol interpreting and giving meaning to it.

From this sense, it is revealed that the reading is not merely a visual process itself, but it involves two kinds of information. The first comes from what is in front of our eyes, and the second comes from the back of our eyes. The end result of reading process is a person capable in making the reading essence.

Reading is the ability and skills to make an interpretation of the material being read. What is meant by intelligence of reading does not only interpret the letters, drawings, and figures, but also wider than it, is a person's ability to understand the meaning of a reading. Limitation read by Edward L. Thorndike cited by Nurhadi (1987, p.13) is; "Reading as thinking and reading as reasoning", which means that the process of reading is actually no different than when someone is in the process of thinking and reasoning. In this reading process, there are some visible aspects, such as thinking, remembering and understanding, discriminating, comparing, finding, analyzing, organizing, and ultimately applying what is contained in the reading.

In addition, reading is a form of communication between the reader and the print media read as the representative of the author. A good communication requires a linguistic experience that is closely related to aspects of expression. Thus, reading is an intellectual activity that can bring in the views, attitudes, and positive action.

Furthermore, reading is a complex activity involving a variety of factors that comes from inside the reader and external factors. In addition, reading can also be regarded as a kind of human abilities: as a product of learning from the environment; and it is not a capability that is instinctive or inborn instinct. According to Nurhadi (1987), there are four basics must be owned by a person to facilitate the process of reading. Among the other things are knowledge (especially, knowledge about the techniques), experience, language skills, , and the purpose of reading".

From the description above, it can be concluded that reading is a complex process of communication activities. Reading aims to see, understand the content or meaning and get the message intended by the author through the medium of words or written language in order to obtain an understanding of the reading. Through reading, information and knowledge that is useful for life can be obtained.

2.2 Types of Reading

According to Harras (1998: 42), reading has seven types as follows:

a. Oral Reading

Oral reading is the activity of reading by issuing a voice or activity of pronouncing the language sounds with a voice.

b. Silent Reading

Silent reading is a process of reading without making a sound. In silent reading, there is no sound that comes out. Meanwhile, the actives are only the eyes and brain.

c. Intensive Reading

Intensive reading is a carefully read-only reading program. In this reading, students read only one or several choices of reading material and aim to grow and hone critical reading skills.

d. Extensive Reading

Extensive reading is a widely reading program, both the type and variety of texts and the purpose is just to understand the important contents of the reading material that is read by using the time as soon as possible. Students are given

freedom and flexibility in terms of having both types and scope of materials or reading material.

e. Literal Reading

The literal reading is a reading activity to recognize and capture the meaning that is written explicitly. The reader only tries to capture the literal (reading the lines) information in the reading and does not try to grasp the deeper meaning.

f. Critical reading

Critical Reading is a kind of reading activity that is done wisely, gracefully, deeply, evaluative, and analytically. It does not only to find the mistake.

g. Creative Reading

Creative reading is a process of reading to gain the added value of new knowledge contained in reading by identifying prominent ideas or combining previously acquired knowledge.

2.3 Factors in Reading

According to the Pandavas (2009), there are several factors that affect the process of understanding. These factors are: 1) cognitive factors, 2) affective factors, 3) factor of reading text, and 4) factors of language acquisition. The first factor related to the knowledge, experience, and level of intelligence (the ability to think) someone. The second factor related to emotional conditions, attitudes, and situations. The third factor related to the level of difficulty and legibility of a reading that is influenced by the choice of words, the structure, the content of

reading, and language usage. Furthermore, the last factor related to the level of proficiency related to the mastery of vocabulary, structure, and elements of text.

2.4 The Purpose of Reading

Tarigan (1979, p. 9) argues, "The main purpose in reading is to seek and obtain information covering the content; and understand the meaning of text." In addition, Tampubolon (1987) argues the purpose of reading are:

a. For Study

The purpose of the reading is to find the necessary information, to solve a study problem that ultimately enriches the knowledge in certain disciplines.

b. For Business

Reading for the business is reading to determine and understand the information related to the business done with the undertakings, such as office work, household, and others.

c. For fun

Reading for pleasure is reading to fill the spare time and to satisfy the feelings and imaginations of reading. For instance, reading a novel, short story, a newspaper, and etc.

Further, Anderson in Tarigan (2008), revealed the purpose of reading are:

a. Reading to discover or to know the discoveries.

b. Reading to find out why it is a good topic and interesting; to find the problems contained in the story; what is learned or experienced by the

characters, and summarize things done by the character to achieve its goals.

c. Reading to discover or to know what happens to each part of the stories, what happens first, second, third and etc. Each stage is made to solve a problem, scenes, and events, a dramatic event.

d. Reading to discover and know why the characters feel the way they do, what the author will show to the readers, why the characters change, the qualities of the characters that make them successful or fail.

e. Reading to find out what funny is in the story.

f. Reading to find out if a character succeeds or lives with certain measures and do we want to do as the characters do.

g. Reading to discover how the characters change, how life differs from the life we know, how the two stories have similarities, and how the characters resemble the reader.

2.5 Benefits of Reading

Sunindyo (1976) says, that reading is very beneficial, because:

a. can spend the spare time with useful busyness;

b. can increase knowledge;

c. can improve skills related to hobbies, sports, and arts in accordance with its requirements itself;

d. can develop good character;

e. can leverage existing libraries in society.

Mudjito (1993) states that by reading a person among others can:

a. Fill the free time;

b. Know the actual things that happen in the environment;

c. Satisfy the individual concerned;

d. Meet the practical demands of everyday life;

e. Increase the interest in something more;

f. Improve self-development;

g. Satisfy the demands of intellectual

h. Satisfy the demands of the spiritual, and others.

3. Reading Interest

3.1 Definition of Reading Interest

Aspects of reading interests include reading pleasure, awareness of the benefits of reading, reading frequency, and the number of books that has been read. Sinambela (1993) defines reading interest as a positive attitude and a sense of individual' self-interest is in the activities of reading and interested in reading books. Aspects of interest include the pleasure of reading, reading frequency and awareness of the benefits of reading.

Based on the opinions above, the interest in reading is the force that drives individuals to pay attention, to feel interested and pleased with the activity of reading. Hence, they will do reading activities with their own desires. Operationally, Lilawati (1988), says interest in reading is a powerful and deep concern accompanied by feelings of pleasure to the act of reading that makes people to read on their own accord.

Interest in reading is not something to be born in a person. But, interest in reading must be cultivated and nurtured from an early age. According to Singer, as cited by the Goddess (1997) states, that interest is not something that belongs to someone for granted, but it is something that can be developed. Whether someone is interested or not, it depends on the experiences acquired during his life.

In connection with that, the interest fertilization should be done in early childhood which a person is familiar with the book. If they do not well familiarize friendly with the books in early aged, it will be difficult to maintain the reading habits to them in adulthood.

From the above opinion can be affirmed that the interest in reading is the element of concerns, wishes, encouragements and joys in reading. The attention can be seen from the attention in reading; has a high willingness to read, drives and pleasures arising from the inside and outside from their selves. All of this is an activity undertaken with great diligence and tend to settle.

3.2 Factors which affects reading Interest

Forming the reading interest as a habit takes a long time, because the process of forming the students' reading interest is influenced by some factors. In general, factors that affect reading interest divided into two types, they are internal and external factors. Internal factors are the factors that come from within students, such as innate, habit and self-expression. In the same way, Prasetyono (2008) as cited in Khasanah (2015) asserts the internal factors which influence the students' reading interest are intelligence, age, gender, the reading ability, attitude,

and the psychology need. In contrast, external factors are factors that come from outside student's self. For instance are; 1) the environmental factors, it can be from family environment, college, and even the society; 2) unavailability of the suitable reading material, 3) social statues, and 4) ethnicities. These external factors will affect the motivation, willingness, and tendency to always read. Prasetyo (2008) also notes that some of the others factors are the students follow the common habits and feel lazy to read.

Hartadi (2009) as cited in Khasanah (2015, p. 30), explained that there are some factors that affect the reading interest, they are: "

1. The learning system in Indonesia does not make the students/college students to have high interest in reading from what have been taught and they do not seek the information or knowledge more than what have been taught in the class.

2. The number of entertainment on TV and games at home or outside the home makes the attention of children or adults to stay away from books. Actually, with the development of technology, such as the internet is expected to bring a positive influence on the increasing of reading interest in the community. It is because the internet is a visual tool that can provide the latest information or up to date. Unfortunately, the internet mostly used for not useful things. The searching on the internet is mostly in the form of inappropriate visuals for public consumption, particularly to the students and children.

3. There are so many entertainment places, like recreation, karaoke, mall, supermarket and etc.

4. There is a culture of reading which is still not inherited by our ancestors, it is seen from the habit of mothers who often do storytelling to their sons or daughters before his/her child sleep. However, this is only applied verbally or orally and it is not accustomed through reading.

5. The mothers are busy with various activities in the home or office and some of them help to find additional income for the family, hence the time for reading is very minim.

6. The societies regard books are very expensive, the number of libraries is still small compared with the number of inhabitants and sometimes far away."

In addition, Handoko, the chairman of Daily Reading Interest Community, agrees that the factors affect reading interest are: 1) the learning system in Indonesia which still do not make the students including college students to have high interest, 2) the number of entertainment on TV and games makes the students do not want to read, 3) the misused of the internet, Lompost (2013) cited in Khasanah (2015). Prasetyono (2008) also maintains that the others factors are the title and content of books which is less interesting, pages of books, and the prize of books.

To sum up, the factors that affect reading interest are the internal and external factors. The internal factors are from the inside of individual's self, like the need of reading, the action to seek knowledge, the desire to always read,

knowing the purpose and benefits of reading. However, the external factors come from outside individual, such as technology, access information, environment, and the parenting. There two aspects which influence reading interest, supportive and inhibitory factors. The supportive factors will increase the students' reading interest. Meanwhile the inhibitory factors will decrease the reading interest.

3.3 Solution to Increase the Reading Interest

There are some solutions to increase the reading interest, as stated below:

a. Know the benefits of reading

The students actually compete with each other to become a better person in life. And one way to develop their selves is through reading. The reading interest can grow, if they know the benefits of reading itself. The greatest benefits are certainly knowledge and insight. These collections of knowledge and insight are the source of knowledge that will lead them to wisdom. The students will get motivate, if they think about the benefits of reading.

b. Allocate the time for reading

Having intention is not enough. In order to increase the reading interest, the students need to make sure that they will actually read regularly. Therefore, they need to plan well with the specific time to read. They can read in a few minute before bedtime sleep. When they have free time, it is better to read 30-60 minutes per day, at least. If the students do it every day, this will become their habit. It is one of the best ways to develop reading interest.

c. Find the right books

One of the most mistakes that people often make is choosing the wrong books. It can be the students already have a high awareness about reading, but when they actually execute the plans, they become bored and are not eager with the reading. They need to know that each person has a different personality. Good books according to others, it does not mean will fit with them. So, when they just start reading, try different genres of books according to their preference. The book that most attracted and interested in them.

d. Make the students selves forced to read

One of the biggest obstacles to people who have the low reading interest is the habit of procrastination. They think reading activities as something that is not important and bored. Usually, people do not immediately do it and then completely forget it without realizing a latent interest. Hence, when they realize that reading is important and they still have low interest, they no need to hesitate to go to the bookstore regularly and immediately buy some books that suit them. Thus, they will feel "forced" to read, because it has invested their money. In other words, people tend to be motivated to avoid losses of any kind, so that they will immediately read the books that they have purchased.

e. Read review of books

Reading review some books can grow the students' interest. They must start reading the reviews of books on the internet. By reading the advantages

and disadvantages of the book, they can find out the quality of the book. It will help them to determine which book they want to read. Interest in reading also will grow, if they read the books with the best reviews. They can write their own book review. It feels good to express the opinions about the books that they have enjoyed.

f. Convey what have been read

The best part in reading is certainly the knowledge that they get from reading. In order for them to feel the real benefits, they no need to be ashamed to share the knowledge that they get through words, deeds, even if it can be through writing. By conveying the knowledge they gain, they will become increasingly convinced that reading can change the many great things that make their lives better. Of course, the results become more excited again to read other books. Occasionally they may need to discuss with others. They also can share their knowledge with their friends. So, it can gain more knowledge to them.

3.4 The ways to measure the level of reading interest

According to Hayati (2009, p.28), there are several ways to measure the level of the students' reading interest as stated below:

1. "The attention that students give toward the reading activities, like the attention in reading books, reading facilities (such as library), and the activities which require reading.

2. The intensity of reading which can be seen from students' frequency in performing reading activities. Whether they spend a lot of time in reading or not and how they make the schedule in reading.

3. Concentration; the higher the interest of students in reading, the longer they can concentrate in reading.

4. The statement from the students about the feeling of love without forced, need, satisfied, and glad; and the feeling of getting benefits from the reading."

In similarly, Burs and Lowe (n.d) as cited in Prasetyono (2008, p.59) points out, the indicators in determining the reading interest of students are :

1. The need for reading

2. The actions to look for reading

3. The feeling of pleasure for reading

4. The desire to always read

5. The follow up (follow up what has been read)

In addition, Bafadal (2008, P.203) argues that a sense of pleasure in reading can be caused by several factors, such as; he knows the benefits of reading; he realizes that books and other good literature can broaden his horizons (knowledge and insight). In conclusion, the level of reading interest of students do not only measure from the word, "*interest or happy*", but they also need to prove it with the actions related to reading. On the other words, the penchant of reading

is closely related to AIDA action framework; *attention, interest, desire and action.*

B. Relevant Studies

1. Siswati conducted a research with the title, "Minat Membaca pada Mahasiswa (Studi Deskriptif pada Mahasiswa Fakultas Psikologi UNDIP Semester I)." The research conducted through questionnaire to 92 students with 21 male and 71 female. The result of the research showed that the reading interest of the students were low. Most of the students preferred to read novels, rather than books. The habits of the students like watching movies and playing games became the factors that affected the reading interest of the students.

2. Deni Hardianto conducted the research with the title, "Studi Tentang Minat Baca Mahasiswa Fakultas Ilmu Pendidikan UNY. The researcher used the quantitative method by using the questionnaire. There were 100 students who answered the questionnaire. The result of the research was the students had low reading interest in reading. The most practiced activity by the students was waiting in front of the class. The intensity the students spent in reading was low with only 1 hour per day. The most factors that influence the students' reading interest were from the students' selves. On the other word, it comes from the internal factor"

CHAPTER III

RESEARCH METHODOLOGY

This chapter generally explained about research methodology which consisted of more details about research design, population and sample, brief description about research location, instrument, technique of data collection, and technique of data analysis. Each of them needed to be clearly explained, because it would illustrate the process of how the writer conducted this research.

A. Research Design

This research applied two research approaches, namely quantitative and qualitative approaches. Bryman and Bell (2007) defined quantitative research as a research which permits the researcher to obtain the facts and the data could be represented numerically. In similarly, Aliaga and Gunderson (2002) said that quantitative research is a methods dealing with numbers and anything that is measurable in a systematic way of investigation of phenomena and their relationships. Ulber (2012) asserted that quantitative research consists of experimental and survey research. In this research, the writer used quantitative research to find out the interest of the students majored in English of UIN Ar-Raniry in reading. In addition to complete the second question of the research, the writer used the qualitative approach in order to know the factors what make them interested or not by conducting interview to the students. According to Muchsal (2016) as cited in Ary (2002), qualitative research is a research which describes the current status of phenomenon that exists at the time of study.

B. Sample and Population

Population according to Sugiono (2015) is the speculation area comprising of objects or subjects that have specific qualities to be studied and then drawn conclusions. "The population is all individuals who become research areas will be subjected to generalization" (Netra, 1974, p.10). From definition above, the writer concluded that population is the whole subject of the research which related to problem of studies. In this case, the populations were the students of English Language Education at Ar-raniry State Islamic University.

Meanwhile, "The sample is a subgroup of the target population that the writer plans to study for generalizing about the target population" (Creswell, 2012, p.142). The samples of this research were the students of Department of English Language Education batch 2014 which were grouped into 8 units. The samples were chosen by random technique sampling and Cluster technique. Random technique sampling (Ulber, 2012) is one of technique in taking sample with no certain consideration in it. It meant that everybody in population had the same chance to be chosen. While cluster technique is the technique used to take the sample as the present in some groups. The writer used the cluster technique to generalize the subjects. The subjects of this research were 259 students. According to Arikunto (2006), if the number of subject is more than 100, the sample could be taken 10-15% or 20-25% or more. Hence, the writer took 15% of the subjects as sample. The formula was:

$$n = 15\% \text{ X N}$$

$$n = \frac{15}{100} \text{ X } 259$$

$$= \frac{3885}{100}$$

$$= 38, 85$$

Where:

n = Number of Sample

N = Number of Population

In this calculation, it resulted decimal faction 38.85. Therefore, the writer took 40 subjects as sample which the result was accomplished to 40 subjects. There were 259 students of academic years 2014 which were grouped into 8 units. Hence, the writer took 5 students in each unit in distributing the questionnaire. Meanwhile, the writer would take only 6 subjects as the representative in doing the interview. The writer took 3 students with high interest in reading and 3 students with low interest in reading based on the result of the questionnaire. The subjects were 2 females and 4 males.

C. Brief Description of Research Location

The research took place at Ar-Raniry State Islamic University, Banda Aceh. It is the Islamic University under the authority of Department of Religious Affair. UIN Ar-Raniry was firstly established on October 5th 1963. It is located at jln. Ar-Raniry, Kopelma Darussalam (Lingkar Kampur Banda Aceh). The name of Ar-raniry was taken from Syeikh Nuruddin Ar-Raniry who has contributed his life in developing Islamic thought in Aceh (reigned from 1637-1641).

The University is currently led by Prof. Farid Wajdi Ibrahim, M.A as the rector. The Institution has graduated professors and thousand scholars. The university is not only focused on Islamic study, but also focused on general knowledge. One of the faculties in this university is Faculty of Tarbiyah and Teacher Training (FTK). This faculty consisted of twelve Departments which each of them has different specification and program of study. One of them is Department of English Language Education.

The writer conducted the research at Department of English Language Education (PBI) which the writer also select the population and sample from students of this Department. This Department is currently leaded by Dr. T. Zulfikar, M.ED. The Department's specialization is in teaching English as foreign language, educating and preparing the students as the excellent English teacher.

D. Instrument

In this research, the writer were collected the data by using two instruments; questionnaire and interview. Both instruments used to collect the data from the students as the sample in this research.

a.   Questionnaire

In collecting the data, one of the instruments that the writer used to collect the data in this research was through questionnaire. Questionnaires were one of the techniques of data collection by using some questions. Margono (2002) defined questionnaire as a research document which consists of questions or statement to gain the information and it is must be answered by participants freely

based on their opinions. Comparatively, Babbie (2007) also argued that questionnaire is a document containing questions and other types of item designed to solicit the information appropriate for analysis. In this case, the questionnaires were distributed to obtain data about the students' interest in reading.

b.   Interview

According to Basrowi & Surwandi (2008), interview is a set of conversation with a specific purpose, usually between two people, but it can involve more. Interviews are certainly useful for getting the story behind a participant's experiences, finding out their mind, getting to know what they think or what they feel. Through the interview, the interviewer (researcher) can pursue in-depth information around the topic. Interviews may be useful as follow-up to certain respondents to questionnaires in order to further investigate their responses (McNamara, 1999). In this research, the interview was a way to answer the second question of the research.

E. Technique of data collection

In collecting the data, there were some steps taken by the writer. They were as follow:

a.   Questionnaire

In general, the questionnaire has two types, namely open-ended questions (open ended items) and close-ended questions (close items), but we also can use the semi close-ended questions (mixed questionnaire), (Ulber, 2012). In this

research, the writer used semi close-ended questions. Semi closed-ended questions consist of closed as well as open-ended questions. The answer options are already compiled, but there are still the possibilities of additional answers. These are normally used in the field of social research. The questionnaire consisted of 19 questions. The questionnaire would be distributed directly to the students to know their reading interest. The writer had provided the options for each question, but they might add their additional answer for some questions. In the process of giving questionnaire, the writer gave them for about 15 minutes to answer it.

b.   Interview

In this research, the writer used the semi-structured interview. Basrowi and Surwandi (2008) stated that semi structured interview is interviews whose interviewers set their own issues and questions to ask and allow the researcher to ask more questions that related to the topic. According to Mackey and Gass (2005) semi structured interview is a typed of interview using verbal questionnaires, and enable researcher to compare answer from different interviewees. The semi structured interview also enabled the participants to express their personal experiences, beliefs, and opinion to the interviewer (Cohen et al., 2007). In addition, Bless and Higson-Smith noted that interview allow the researcher to clarify to the participants in order to capture the relevant data. In this case, the writer would do the interview orally (face to face) with the participants. The questions would be asked to 6 participants consisted of 6 questions which were recorded for later analysis. This was done in order to provide valid and

reliable data. In this interview, all subjects were considered to have the same opportunity to answer the questions posed.

F. Technique of Data Analysis

The data from questionnaires were analyzed by using basic statistical. It was the statistical method applied by frequency distribution. The data would process in the form of frequency distribution table by using formula:

$$\text{``}P = \frac{f}{n} \text{x } 100\%$$

In which: p   = percentage

              F   = frequency

              N   = number of sample

              100%   = constant value''

The other technique was interview to find out the factors that make students interested or not. The research used the semi-structured interview in which participant were asked the same questions. The questions contributed 6 questions. Once the data collected, it will be transcribed. The findings of the interview would be presented in narrative explanation.

CHAPTER IV

ANALYSIS AND DISCUSSION

This chapter covered research analysis and discussion of the research. The analysis was the information found from the field, while the discussion was the conclusion about the topic of this research. The analysis and discussion were explained as follows:

A. Analysis of Questionnaire

The students were asked to fill in questionnaires. The questionnaire was intended to collect the primary data of the research. The writer distributed the questionnaires on 21th and 22th December 2017 and the questions were in English. The following data would draw the interest of the students majored in English of UIN Ar-Raniry in reading. There were 40 students that completed the questionnaire.

The results of the questionnaire would be interpreted as follows:

1. **What is your hobby?**

    Table 4.1. The Students' Hobbies

No	Hobby	Frequency	Percentage
1.	Watching movies	12	30%
2.	Reading and watching movies	7	17.5%
3.	Photography	4	10%
4.	Reading	3	7.5%
4.	Shopping	3	7.5%

5.	Drawing	3	7.5%
6.	Writing	2	5%
7.	Reading and writing	2	5%
8.	Singing	1	2.5%
9	Playing Games	1	2.5%
11	Photography and drawing	1	2.5%
12	Shopping and reading	1	2.5%

Based on the table above, the students who completed the questionnaires did not make reading activities as a way to spend their spare time. It could be seen that half of the students (30%) preferred watching television as their hobby rather than reading. There were only 3 students (7,5%) who chose reading as their hobby. In general, there were others students who chose reading as well as the other hobbies. If it sum up, there were a total of 32.5% preferred reading to spend their spare time, regardless their other hobbies.

2. Do you like reading?

Table 4 2. The Reading Interest of Students

No.	Like	F	P
1.	Yes	27	67.5%
2.	No	13	32.5%

The table above showed that most of the students were interested in reading. The data represented 67.5% of the students loved reading. It is only 32.5% who disliked reading. However, if we compared to the data from the table 4.1, it indicated that the students did not really like reading. It proved by their reading habits which they did not make reading as their fondness.

3. **How often do you read?**

Table 4.3. The Frequency of Times that The Students Spend in Reading

No.	Frequency of Time	F	P
1.	Always	1	2.5%
2.	Often	10	25 %
3.	Sometimes	19	47.5%
4.	Rarely	10	25%
5.	Never	0	0%

The table carried out that almost half of the students did not make reading as a routine activity. The percentage was 47.5% answered sometimes they would do reading. Only 1 student answered always. Meanwhile the answered often and rarely was the same with 25%. It also meant that reading activities is not their daily activities.

4. How many times do you go to the library in a week?

Table 4. 4 The Frequency of Time that the Students Spend to Go to Library in a Week

No.	Time	F	P
1.	0-1	25	62.5%
2.	2-3	11	27.5%
3.	4-5	4	10%
4.	6-7	0	0%

The table above indicated that the students rarely went to the library. It showed more than half of the students with 62.5% did not go to the library. They went to the library around 0-1 in a week. It was only 10% who have a routine time to go to the library with 4-5 times in a week. Meanwhile 27.5% of the students chose 2-3 time in a week. From these results, it can be said that their awareness about how important to spend time in library was still apprehensive. The students were rarely to access the books. It also indicated that the students had low motivation in reading.

5. How many hours do you spend in a day for reading?

Table 4. 5 Time Spend in Reading

No.	Time spend in reading	F	P
1.	Less than 1 hour	19	47.5%
2.	1-2 hours	16	40%
3.	3-4 hours	3	7.5%

4.	More than 4 Hours	2	5%

From the table above, almost half of the students (47.5%) answered they spent their time less than 1 hour per day. It could be seen from their reading habits with less than 1 hour per day was considered still not enough. As a college student, they were required to read a lot, especially in completing the tasks. However, the data also showed that only 5% of the students made the schedule for reading with more than 4 hours and 7.5% of students spent 3-4 hours. It meant that there were some students who cared about reading.

6. What is your main reason in reading?

Table 4.6 Reasons in Reading

No.	Reason	F	P
1.	Due to assignments	21	52.5%
2.	Hobby	6	15%
3.	To spend the spare time	13	32.5%

The table above identified that most of the students disliked reading activities. It was because their main reason for reading was due to the assignment. The percentage was 52.5%. It meant they would read, if they forced to do it. Most of the students did not have the desire to read with the willingness. It was only 15% of the students who had reading as hobby. Meanwhile 32.5% preferred reading to spend their spare time.

7. What kind of books do you often read?

Table 4.7 Books that the Students Often Read

No.	Books	F	P
1.	Novel	10	25%
2.	Journal	7	17.5%
3.	Newspaper	5	12.5%
4.	Text book	4	10%
5.	Encyclopedia	4	10%
6.	Novel and Encyclopedia	3	7.5%
7.	Magazine	2	5%
8.	Novel and Journal	2	5%
9.	Journal and Text book	1	2.5%
10	Newspaper and Magazine	1	2.5%
11.	Novel and Newspaper	1	2.5%

The result showed that the student had low interest in reading academic books. It was proved by the data that a quarter of student preferred novel as the most favorite book, instead of text books with only 10%. However, there were 17.5% chose to read journal, encyclopedia (10%), journal and text books (2.5%), and newspaper (12.5%). It could be said that there were some students who had motivation and realized the benefit of reading the text books, encyclopedias, newspapers, and journals. Some of them loved to read novel and encyclopedia

(7.5%), magazine (10%), and etc as stated in the table. It meant that most of the students like reading just for the entertainment.

8. What is your favorite genre of reading?

Table 4. 8 Favorite Genre of Reading

No.	Genre	F	P
1.	Humor	9	22.5%
2.	Science	8	20%
3.	Fiction	6	15%
4.	Fiction and Humor	5	12.5%
5.	Science fiction and Science	4	10%
6.	Science Fiction	3	7.5%
7.	Science and Humor	2	5%
8.	Horror	1	2.5%
9.	Romance	1	2.5%
10.	Humor and Horror	1	2.5%

The table above carried out that the most favorite genre was humor (22.5%). The other favorite genres which attracted the students in reading were science (20%), fiction (15%), as well as fiction and humor (12.5%). Meanwhile horror and romance only got 2.5%. The difference sense of genre in reading was also influenced by gender. Usually, the women would like to read the romance one. But in this research, the results were most of the female preferred to read science; science fiction; science and humor. Meanwhile male loved to read humor.

9. In your spare time, especially when your lecturer is not available, what do you like to do?

Table 4. 9 The Students' Activity in the Spare Time

No.	Activity	F	P
1.	Playing games	11	27.5%
2.	Chitchat	11	27.5%
3.	Watching movies	8	20%
4.	Reading books/articles	4	10%
5.	Playing games and chitchat	2	5%
6.	Reading Book and chitchat	2	5%
7.	Playing Games and watching movies	2	5%
10.	Doing assignments	0	0%

The students' activities in the spare time, especially when the lectures were not available varied. The most practiced activities were playing games (27.5%) and chitchat (27.5%). The next practiced activity was watching movies (20%). Meanwhile reading books/article only got 10%. It meant only a few of students who spent their time usefully, while for the rest of students just wasted their time. The data also showed that no one would do the assignments in their leisure time. This matter showed how low the awareness of students in learning. Time which they had to be able to optimize for reading, searching for information, or discussing with friends was not used properly.

10. In doing the task from lecturer, what sources do you use often?

Table 4. 10 Sources in Doing Assignments

No.	Sources	F	P
1.	Instant article in web (Internet)	16	40%
2.	Journal	13	32.5%
3.	E-book	4	10%
4.	Journal, e-book, and text book	3	7.5%
5.	Journal and internet	2	5%
6.	Journal and e-book	2	5%

Based on the table above, almost half of the students (40%) mostly used the instants article on the internet as their sources in completing the assignments. With this in mind was really regrettable. They were as students supposedly had better to have high interest in reading, especially in accomplishing the assignment. But, they preferred to use the instant sources. In spite of the fact, there were 32.5% who still used the journal as the reference, 10% preferred e-book, and 7.5% chose journal, e-book and text book.

11. What book do you prefer to read?

Table 4.11 The Book that Students Prefer to Read

No.	Books	F	P
1.	English book	14	35%
2.	Indonesian book	26	65%

The table indicated that most of the student preferred to read Indonesian books (65%), even though they were English Department students, rather than English books with only 35%. Some of the possibility reasons were: 1) English was not their native language which made them hard to understand the text. 2) They were not used to read in English text.

12. How many book collections do you have?

Table 4.12 Books Collections that the Students Have

No.	Book collections	F	P
1.	None	3	7.5%
2.	1-5	15	37.5%
3.	6-10	10	25%
4.	11-20	3	7.5%
5.	>20	9	22.5%

The result was most of the students (37.5%) had 1-5 book collections. Besides, the fact that there were 7.5% of them who did not have books at all (none). The writer could say that the student truly had low interest in reading. However, there were some students (22.5%) who had more than 20 book collection. It meant some of them still cared about the important of reading.

13. What is your reaction when your lecturer gives the task to read text book or journal?

Table 4.13 the Students' Reaction if the Lecturer Gives the Assignment to Read.

No.	Reactions	F	P
1.	Very happy	3	7.5%
2.	Happy	21	52.5%
3	Dissatisfied	15	37.5%
4	Very dissatisfied	1	2.5%

The result showed that half of the students felt happy when the lecturer gave them the assignment to read. The data represented 52.5%. The number of dissatisfied also had high percentage with 37.5% and 2.5% of students chose very dissatisfied. Otherwise, there were 7.5% of students felt very happy in reading.

14. How usually do you get the books?

Table 4.14 the Way the Students Get the Book

No.	How the student get the books	F	P
1.	Buy	9	22.5%
2.	Borrow	8	20%
3.	Download	18	45%
4.	Borrow and Download	5	12.5%

The data showed that almost half of the students (40%) get the books through download from the internet. It was only 20% of the students who bought the books. 20% of the students preferred to borrow, and 12.5% chose to borrow and download.

15. Do you read the learning materials before you attend the class?

Table 4.15 Reading Learning Material Before Attend the Class

No.	Frequency of time	F	P
1.	Always	0	0%
2.	Often	7	17.5%
3.	Sometimes	19	47.5%
4.	Rarely	14	35%
5.	Never	0	0%

The result was none of the students chose to always read the material before attend the class. Most of them chose sometimes to read. 35% of them chose rarely. However, there was 17.5% of students chose often. It indicated that the students' reading interest was low, because the word "*sometimes*" meant more leaning to do not has desire to read.

16. When exactly you spend your time for reading?

Table 4.16 the Time When the Students Spend for Reading

No.	The time that the students spend in reading	F	P
1.	When I have spare time	10	25%
2.	When I feel bored	7	17.5%
3.	I always have the routine time for reading	2	5%
4.	When I have the assignment	21	52.5%

The table above indicated that half of the students (52.5%) did reading when they had the assignments. It can be said that they were forced to read, not because of their willingness. It was only 5 % who made reading as the routine activities in their life. For the rest of them would read when they had spare time (25%) and when they felt bored (5%).

17. Do you think reading a lot can improve your achievement?

Table 4.17 Improving the Achievement

No.	Improve the achievement	F	P
1.	Yes	40	100%
2.	No	0	0%

The result was all of the students (100%) agreed that reading interest could improve their achievement. It meant that all of the students knew one of the most benefits of reading, even though they did not prove it with the actions.

18. What is your score for Academic Reading subject?

Table 4.18 the Students' Score for Academic Reading

No.	Score	F	P
1.	Very good (A)	12	30%
2.	Good (B)	27	67.5%
3.	Enough (C)	1	2.5%
4.	Less (D)	0	0%

The data showed that more than half of the students had good achievement in reading subjects. The percentage was 67.5% of the students got B (good). Almost the rest of students got A (30%), except one person got C (2.5%), and no one got D.

19. According to your opinion, how to increase the interest of college students to read?

Table 4.19 Solutions to Increase College Students' Reading Interest

No.	Lecturer	Students
1.	Give a lot of assignment to the students which require minimum 5 references in each assignment from journals and books.	Grow the motivation to have high interest.
2.	Ask the students to read a lot, from various sources, especially text books, e-books, and journals	Be aware that reading is very important. Reading has a lot of benefits.

3	Ask the students to make summary from articles, books, or journals.	Know reading is one of the ways to get a good job, especially a job that earns much money.
4.	Use the attractive method in teaching in order to make them easily to understand the text.	Start to read the books related to your genre and interesting topic.
5.	Recommend books related to the subject	Ask your friend to suggest the books related to your genre.
5.	Make the students aware how important reading is.	Prefer the reading that has the picture to make you easier in understanding the text.
6.	Give the interesting reading text in the class	Start to read for fun that you like and enjoy the most.
7.		Make the schedule in reading
8.		Change the mindset that reading is so fun. Reading is not a boring activity.
9.		Do a lot of writing, because writing requires a lot of reading.

Another solution to increase reading interest is the institution should give the access to get the various books, especially in the library. The library should provide the new books and up to date. It can make the students often go to the

library. In summary, there are some solutions to increase students' reading interest both from the lecturers and students. The solutions from lecturer are: give the assignments; use good attractive method; recommend the books to the students; and ask them to read. Meanwhile some of solutions from students are: grow motivation; be aware to have high interest in reading; know the benefit of reading; start to read; change the perception about reading, and etc.

B. Analysis of Interview

The interview was conducted in two days on 6th January and 7th January 2018 by using Indonesian language and English. After collecting interview data, the writer transcribed it into English. Then, the writer drew the conclusion from the results. For the interview, 6 students were asked the same questions as follows;

1. The students' interest in reading.
2. The meaning of book to them.
3. The students' view about reading interest.
4. The students' opinion about students' reading interest in Indonesia, especially the college students nowadays.
5. The factors influence their interested or not in reading.
6. The solutions to increase college students' reading interest.

In order to answer the research questions, the writer had divided the interview's questions into two themes: the interest of reading and the factors influenced their interest. The writer would elaborate the answer to have clear explanations. 6 students were participated in this research. They were 2 females

and 4 males. The writer chose to interview 3 students that low interested in reading and 3 students who have high interested in reading. Below are the results of the interview:

1. The reading interest of students

    a. The students' interest in reading

        In this research, since the writer chose to interview 3 students with high reading interest and 3 students with low reading interest, thus 3 students said that they had low interest and 3 students said that they had high interest in reading. Their statement as stated below:

Std 1: *"I do not have interest in reading, because I think reading is so boring."*

Std 2 : *"Yes, I am very interested in reading."*

Std 3 : "*I will read according to the situation and condition. I do not read the book, but usually I read the articles in the spare time, when I have nothing to do*."

Std 4 : *"Yes."*

Std 5 : *"Yes, I have."*

Std 6 : *"No, I am not too interested in reading."*

        Based on the students' answers above, the writer could conclude that the students who had low interest thought that reading was boring. But, sometimes they would read in leisure time, when they had nothing to do.

    b. The meaning of books to them

        Then, the writer asked them about the meaning of books to them. Some of the students explained that the meaning of the books were a source of

knowledge and a source in completing the assignment. Their statements as stated below:

Std 1 : *"Book is the source of knowledge, a source in completing the assignment. If the lecturer asks the students to make the analysis, we need to go to the library to see the references and the book can open our view about something."*

Std 3: *"The book has the meaning to have a widest knowledge. And the book is the more reliable sources in completing the assignment. It has a clear source."*

Std 6 : *"Book as a source in accomplishing the assignments."*

However, there were 3 students believed that books as a source of knowledge and entertainment. Their opinion was in below:

Std 2 : *"It's a source of entertainment and knowledge."*

St3 4 : *"The meaning of books its self, it might be so important, because I personally like reading. So, books are really crucial for me. I think we can get so many things from books. It is not only from the books like giving us a lot of knowledge (science), but also from the novels and even from comics. Novels and comics itself also give us certain knowledge."*

Std 5 : *"Books are a place where we can get broad information. Books also explain something that the people unexplained. So, books are the biggest sources of information and knowledge. Therefore, it is called as window of world which al of information, knowledge, and everything are in books. Thus, books are something that we need to read and it is an obligation. In Al-Quran also stated that read, read, and read."*

From the students' statements above, it could be summarized that all of the students agreed that books were the sources of knowledge. Books brought a lot of information. But, some of the students still used the books as the sources in accomplishing the assignments. It meant that they had low interest in reading. They would read, if they had the assignments. They were rarely to read. However, there were some students who noted that books were not only

a source of knowledge, but a source of entertainment. Reading was not a boring activity. Reading could make them felt fresh and spent their leisure time. Thus, reading should be their main activity and an obligation.

c. The students' view about reading interest

The writer also asked the students' view about reading interest. The students noted that reading interest was so important. Below are their arguments:

Std 1: *"Actually, reading interest is so important. I have attended a seminar which the speaker is a runner up winner of language ambassador of Indonesia represented Aceh. He said that reading is so important, because if we want to be a good public speaker that is very good to speak in front of many people, you must to read a lot. It is an obligation. The more we read, the more we get to know what we want to say to other people. Thus reading is very important."*

Std 2: *"It is very important because as I said it is a source of knowledge. It can bring us education and of course entertainment also."*

Std 3 : *"R*eading interest is important. Reading interest is a key to read. If we do not have interest, then we do not want to read. Through interest, we can know the book and start to read.*"*

Std 4 : *"It is very important to have high reading interest. It is because reading can help us in many sides. For one thing, if we want to answer the questions from lectures or to make the assignment, we will answer and do it seriously. We have the sources and it is not a nonsense answer. On the contrary, if we are lazy to read, we will do plagiarism."*

Std 5 : *"Yes, it is very important. For instance, if we don't have any interest in reading, then we would not care. So, if we read because of unwillingness, it would be the same. Because, we do not get the knowledge and the meaning from what we read and what we see. Indeed, if we have interest, we think that it is important to know, so we will easier in getting the knowledge."*

Std 6 : *"Interest is important, it is very important to have high interest in reading, because, reading interest makes us easier to know and*

understand everything. To emphasize, I have ever heard that if someone have reading a lot as if that person had lived for one thousand later.”

In summary, all of the students argued that reading interest was very essential. Reading interest was not only a source of knowledge, but it was also a source of entertainment. Interest was a key to have reading a lot. Interest could make us easier to get the information, knowledge and to understand the text. Reading interest also could help the students in completing the assignment, in order help them to do not do plagiarism or copy paste. In addition, reading interest could help them to be a good public speaker which it demanded them to have broad knowledge.

d. The students' opinion about students' reading interest in Indonesia, especially the college students nowadays.

The students thought that reading interest in the college, especially in English Department student was still low. It could be seen from their statements below:

Std 1 : *“I think students do not have high interest in reading, especially the boys. For the boys, I think it is hard to read, particularly reading English text. One of the factors is when we read, there are so many vocabularies that we do not know. Sometime, we know the vocabulary, but we do not understand the meaning in that text. Thus, it makes us lazy to read. ”*

Std 2 :*“I think it's a little bit lower, especially the college, because in college there are a lot of students that doing the unimportance activities, like watching movies; playing games; and even for assignment, they don't actually try to read. I think their interest is a little bit low*.”

Std 3 : *“Most of them are rarely to read, but they want to read if they have the task.”*

Std 4 : *"As I know, based on what I am observed, the reading interest of the college students here was still low. It is because, when the lecturer asks us to read, they are so lazy. For example, in English Literature class, the lecturer asks us to read a novel. But they said that the novel has a lot of pages. They still think that reading is so boring."*

Std 5 : *"According to my own experience, a lot of my friend want to read journal or thesis due to the assignments. In my view, they are forced to read. They felt quite hard to read, especially in my unit."*

Based the students' opinion about the reading interest in Indonesia, especially in college of English Department students here, the writer could summarize that nowadays, the reading interest of the students were very low. They wanted to read due to the assignment. It meant that they were forced to read a lot. They still thought that reading was so boring. They also were lazy to read, because some of the books had a lot of pages.

2. Factors that influence the reading interest of students

The result of interview indicated that there were some factors that influenced the reading interest of students. The factors were divided into two types, internal and external factors. As explained in chapter 2 (p.24-27). Internal factors are the factors come from within the inside of the students. Meanwhile the external factors are the factors come from outside the students. In this research, the writer found out some factors that influenced the reading interest which categorized into 9 aspects. They were awareness, motivation, perceptions, environment, language, library, internet, time allocation, and the learning system.

a. Awareness

Here were the students' statements about awareness in reading:

Std 1: *"I know that reading interest is important."*

Std 2 : *"I know that reading brings us a lot of education and knowledge."*

Std 3 :*"I know that really is very important, not only for now, but also for the future. I have ever thought that why I do not read the books, whereas reading is very important. Thus, even I don't read the books, but I read the article with the picture on it. It is more interesting."*

Std 4 : *"Reading is very important in getting the information and knowledge. So, I often do reading, even though it is not the books, but the novel. Novel has it own knowledge."*

Std 5 : *"Reading is very important, reading is a source a knowledge."*

Std 6 :*"Reading is very important, I know. I do really know the purpose of reading. But the problem is in understanding the text."*

From their statements, all of the students argued that they knew that reading interest was very important in this life, not only for now, but also for the future. In reality, some of the students with low interest in reading still did not practice the reading. However, the students with high interest were aware of the importance of reading and they practice it in their daily life.

b. Motivation

The motivation could come from both the inside and outside of students. Their statements about motivation in reading were stated below:

Std 1 : *"Now, I have motivation in reading."*

Std 2: *"Motivation is really influence the reading interest. If we want to seek something (knowledge), for instance, we want to know about a country, then, we will read a book that explains about that country. So the curiosity or the feeling to know something can grow the motivation."*

Std 3 : "Now, I start to grow the motivation in reading, because I know as a student, it demands us to read a lot."

Std 4 : "Actually, the motivation its self is from my parents. Like my parents said if you do not want to be a stupid person, then you have to read a lot. So, it is since I was a child, I used to read and my parents often buy the books for me."

Std 6 : " Actually, I lack of motivation in reading. But, now I start to grow motivation in reading because I realize that now at seventh semester which demands me to read a lot in accomplishing my thesis."

To sum up, some of the students had motivation from outside their selves, like from environments both from family environment and college environment. In family environment, their parents told them they needed to read a lot, in order to be a smart person. Meanwhile the students who had low interest started to grow the motivation to have high reading interest, because now they realized as students, they demanded to read a lot. For the students who had high reading interest, they already had the motivation to read a lot since they were children both from inside and outside their selves. They very realized that reading was so important.

c. Perceptions

Some of the students' statements about their perceptions of reading were :

Std 1: *"Reading is a source for assignments."*

Std 2: *"Because I've always been interested in reading, because when I read it as I said it is entertaining, even more it's about education and reading is very entertaining to me, give me a lot of information that I don't know."*

Std 3 : *"I think reading is so boring which makes me lazy to read. But I will read, if I have the task."*

Std 4 : *"I can get so many things from reading. Reading gives me broad knowledge."*

Std 5: *"Reading is very crucial. Reading is a source of knowledge. Through reading, we can get a lot of information. Even though, sometime the lecturers ask me to read which the text does not related to my course, I try to read it. I keep in my mind that everything is important. The lecturers ask us to read, it means that it is something important to read. There is something that we need to know. I always keep thinking positive in reading and increasing my reading interest."*

Std 6 : *" I do reading when I get the assignments. I do not like reading. I prefer learning through listening or my friends explain to me what stated from the text. I do not like reading, because it is hard for me to understand the text. Thus, it makes me do not want to read."*

In conclusion, the perceptions were so important. The way how the students thought had a big influence to them whether they want to have high reading interest or not. In this case, the students who did not have reading interest still thought that reading was so boring. They would read, if they got the assignments. They also thought reading was so hard to do. One of the students said that it was quite hard to understand the text through reading. He preferred someone explained to him rather than he read by himself. However, the students with high interest in reading said that they really understood and realized that reading was so important. Reading was a source of knowledge and information. They kept reading even though the text was not related to their course. They always tried to increase the reading interest.

d. Environment

Environment became one of the aspects that influenced their interest in reading. Here were their statements:

Std 1 : *"As I said before, my family is not the people who like reading, except my little sister. She likes reading."*

Std 2 : *"From the environment aspect, my parents always support me to read a lot since I was a child. They thought me reading gave me a lot of information. They also gave me a lot of books to read which it makes me have high interest in reading."*

Std 4 : *"My parents always supported me to have high reading interest. Therefore, they often bought me some books since I was a child. Therefore, I like reading, sometimes I read novels and science books."*

Std 5: *"Environment is very influence the reading interest. If we are from the family with high interest of reading, our parents will give us books. Our parents will also teach us the in the unique ways. Hence, it will make us have the reading interest since we were children. Then from our friends in school or in college also influence our reading interest. For instance, if we hear their stories from books even though what they read is not related to our passion, it will make us to read also or it can be we will search the other books with related to our passion. "*

Std 6 : *"My family always support me to read. When I was a child, If I did not read, I could go outside. So, it is just from me who am lazy to read. If my parents did not see me, then I closed my book."*

The students with high interest explained they had high interest in reading, because their parents always supported them to read since they were children. Their parents told them that reading was very important which made them had a broad knowledge and information. Reading also made them became a smart person. To support their children, the parents bought them books to read. It made them used to read which then it became their habits. Thus, they would make reading as their hobby. Besides that, the college environment also made them could have high reading interest. From their friends' story, they would find the books with related to their passions. On contrast, the students with low interest were not supported by their parents. Their parents were not care to them whether they had read or not. Even their parents also disliked reading. There was one person who had low interest said actually their parents asked him to read a lot, but he personally did not want to

read. He just pretended to read in front of his parents. But, when his parents were not at home, he then closed his book. It meant that environment took the importance role to grow the reading interest of students. Environment really influenced the students' reading interest. Forming the interest needed the process which took a long time. It was formed since they were children.

e. Language

Below were some of the students' explanations about language which affected the reading interest:

Std 1 : *"When I was at senior high school, I sometimes like reading. But, when I am at college, I dislike reading, because I do not understand when I read English text. Thus, it makes me lazy and saturated."*

Std 2 : *"Sometimes, it's influence. Sometimes it doesn't. It depends on what the topic of the reading. The language doesn't actually influence to me."*

Std 3 : *"Language influence me in having high reading interest, especially reading English books/text. I am more interested in reading English text, it makes me can increase the vocabulary. So, I start in vocabulary, then, I search the meaning of it."*

In summary, language also influenced the reading interest, especially for the English students which demanded them to read In English. However, Language, particularly English did not take a big role. If they did not want to read in English, they might read in Indonesia. There was one student with low interest said that, because he could not understand the text in English, thus it made him lazy in reading. Meanwhile, another student with also had low interest stated that reading English text made him more interested in reading, because he could increase the vocabulary which made him better in English.

In addition, the student with high interest said it did not really influence him. It was because he used to read and reading is his hobby. It could be noted that language, actually, did not had really influence their interest. It depended on how they reacted and thought about reading.

f. Library

Below are the students' statements about library which influenced their reading interest:

Std 1: *"Actually, I rarely go to the library, If I had the assignment, I do not go to the library, instead I go to the coffee shop. I personally do not have interest in reading. Thus, I rarely go to the library. However, library is so important sometimes. When I cannot access the books from internet, I will go to the library. But, the English books are not much."*

Std 2 : *"Library, it's quite difficult to get access to the library. The books are not complete. Because, in library, sometimes are not available. It can be the library does not have the books that we want or the books can be borrowed by others. So, it is hard to find the books. Actually library is helpful, but it is lack of books."*

Std 3 : *"Since I rarely go to the library, so it's not really influence to me."*

Std 4 : *"The availability of the books in library is so crucial. I do like reading, so that i often go to the library, like in Masjid Raya library. I can find the history books. Like the history of Islam. But, sometimes I also need the books from internet."*

Std 5 : *"I often go to Pustaka Wilayah, because I can find a lot of books there. But, it is lack of English books. So, I also often go to the Unsyiah library, because I can find so many English books there. But, the UIN library itself, I rarely see the complete books here. Hence, I rarely go to our library. Besides, in our college library, the books are out of date. The others had made the other research, but in our college, the books are not availability. So the knowledge is out of date."*

To sum up, library had the big influence to the students with high reading interest. They rarely went to their library in college, because it was

lack of books, especially English books and the books were so out of date. Thus, they preferred to go to other library, like in Pustaka wilayah, Unsyiah library, and Mesjid Raya library. However, the students with low interest did not care about library, because they personally rarely went to the library. But, they stated that sometimes library was so helpful to them in making assignment. They would go to the library sometimes.

g. Internet

Here were some statement about the internet:

Std 1 : *"Actually, I think internet brings a lot of negative sides. For instance, if the lecturer gives us the tasks, we can do plagiarism easily from internet. We do copy paste the materials from internet, then we submit it to lecturer. However, in positive sides, we can get more references from internet, not only from library."*

Std 2 : *"Internet is very influence toward the reading interest. As I said, when it is hard to find books in library, then internet become a good source to find the books that we do not get in a physic, but we can get it from internet."*

Std 3 : *"The internet its self has two sides. In negative side, it makes the students easier to do copy paste. I also sometime do that. However, in positive side, usually it makes me easier to get the update information."*

Std 4 : *"Internet makes me easier to access journal from internet."*

Std 5 : *"From the internet side, like instagram, I can read some the stories there, not a brief caption. For instance, I like to read someone experiences when they studied abroad. Usually, they write it in English. After I read their stories, I am interested to search the programs. I also preferred to read the article about life style, life hack, and BBC. "*

Std 6 : *"Internet makes me lazier, because I easily can copy paste the material from internet."*

Based on the students' statements above, the writer could conclude that internet had two sides, positive and negative side. Most of the students

argued that internet could make them easier to get the information, knowledge, and even access the e-books. They could read a lot and find so many sources in making assignments from internet, like reading journals, articles, books, and etc. However, the students with low interest used the internet into negative side. It made them easier to do plagiarism in making assignments. They usually did copy paste the materials from the internet which then, they submitted it to their lecturer.

h. Time Allocation

Below were the students' explanations about time allocation:

Std 1 : *"I do not a schedule in reading, even I rarely read the books, especially, the books related to my study. I will read if the lecturer gives me assignment and asks me to read. I also read when I have midterm and final test. When I have the leisure time, I just make video maker, I do not spend it for reading"*

Std 2: *"I spend around 10 hours per day for reading and I usually read articles."*

Std 3: *"I have the time, but I don't spend it to read. Even, I don't touch the books at home. When I have the leisure time, I try to read. But, it is only the article about sport. "*

Std 4 : *"When I was at elementary school, I often read. But when I am at college, I read in leisure time and school holiday, like reading novels."*

Std 5 : *"I usually take a long time in reading English text. It takes time to understand it, because sometime the language is hard to understand. but, if I read novel, it no need to take a long time. I make a routine time to read, usually I read before I sleep."*

Std 6 : *"I actually have the time, but I do not read."*

Based on their explanations above, the students with high interest had the routine time in reading. There was one student who spent his time around 10 hours per day, even though sometimes he only read the articles. Another

student usually read the book before she went to sleep. Meanwhile, the students with low interest in reading, actually they had a lot leisure time, but they did not spend it to read. One of them stated that he even didn't touch the books at home. They would read if they had the assignments and the test.

i.   Learning System

There were students' opinions about the learning system in college:

Std 1 : *"The learning system from the college can help us to increase reading interest. My lecturer gives me the assignment to read a journal. When I read that journal, it makes me think how about I also do a research like the others, making journal. Actually, it is very helpful for me. But, it depends on how the people think about it."*

Std 2 : *"Most of the lecturers are not ask the students to read a lot. However, some of the lecturers support us by asking us to read a lot. Most of the lecturer in college is just ask the students to find out the material from internet. No need to have high interest, it due to what had plans do not implemented. It no needs to find so many sources and no needs to read a lot, it just practices."*

Std 3 : *"In learning system, it depend on the subjects. Most of the lecturers demand students to read a lot, both books and the articles. The lecturers even ask them to make assignments with minimum 5 references each assignment."*

Std 4 : *"Some of the lecturer ask the students to read from journal and also demand us to understand the text. It forces all of the students to read even though they don't want to read. If they do not do it, they will not understand it."*

Std 5 : *"There some lecturers ask us to read before attend the class, because they will ask us later in the class. So, it makes us to always read. We need to read from a lot of references. In making assignments, the lecturers also demand us to have minimum 5 references. It indirectly forces the students to read a lot and can increase the students' interest."*

Std 6 : *"There are some lecturers force us to read, but not all of them. Usually, they demand us to have 10 references in each assignment. Last semester, there was also the lecturer who did it."*

The students stated that most of the lecturers used the good learning system in college which forced them to read indirectly. The lecturers asked them to read before they attended the class, gave the assignments to read journals, and even demanded them to have minimum 5 references in each assignment. So, it could be said that the learning system in college was good. Even though, there were some lecturers who did not do in the same ways.

Furthermore, the writer also asked them about the solutions that they could give to increase the reading interest of the students. The results were 1) be aware how importance reading was, 2) grew the motivation, 3) changed the perceptions about reading, 4) allocated the time for reading, 5), used a leisure time in a positive way, like reading, 6) recommended the books,7) did discussion, 8) bought the books, 9) give the assignment to the students.

a. Be aware how importance reading was

Here were some of their statements about these solutions:

Std 1: *"We need to increase our reading interest starting from now by doing reading often which it makes us love reading."*

Std 3 : *"We need to realized that as students we demand to read a lot."*

Std 5 : *"Actually, it depend on students, it is from the awareness. If they do not want to read, they would left behind. So, sometimes from the lecturers are really good, but it depend on the students. They want to know or not. My suggestion is that need to realize that reading is important. So, the awareness is very crucial. "*

Std 6 : *"The first is realized that reading is very important."*

In conclusion, the awareness of the students about reading was took a big role, because it was from inside of their selves. If they were not aware,

then it was quite difficult to grow the reading interest. Even though, someone else forced them to read, if they did not want from their selves. Then, it was so hard to do.

b. Grew the motivation

Std 1 : *"Now, I start to grow motivation in having reading interest. Actually, there are a lot of factors that makes me do not interest in reading. But as I realized that I am a student, I need to force myself to read in order I can graduate from UIN Ar-Raniry."*

Std 2 : *"In order to grow the motivation, the students need to grow the feeling of curiosity."*

Std 5 : *"We also need to grow the motivation."*

Std 6 : *"The second is increase the motivation in reading. Now, i have motivation in reading, because I want to accomplish my thesis."*

Based on their statements above, we could take the conclusion that the students needed to grow the motivation to have high reading interest. They could grow it by having the feeling of curiosity and realizing that as students that they demanded to read a lot from various sources.

c. Changed the perceptions about reading

Std 1 : *" I think even though we are the English students, we also need to read in Indonesia. Actually, it depends on the way of the people in thinking."*

Std 2 : *"We need to think that reading is entertaining."*

Based on the students statements above that the students needed to change their perception in reading. As English students, they also could read the Indonesian text, not only the English text. In addition, the reading was not

the boring activity, but it was also an entertaining activity. Changing our mind and setting to the positive way made us like to read.

d. Allocated the time for reading

Std 1 : *"I usually go to college in the morning and work at night, so I will try to read everything in English. I allocate the time depend on the time after working. If I come back home at 9 PM, it may be around at 10 PM, I will read to 11 PM. Actually, the way to be not lazy, we need to be consistent in our life. We need to read every day, so, it becomes the habits."*

Std 3 : *"In my opinion, we need to allocate the time minimum around 15 minutes- 1 hours per day, minimum 15 minutes before we go to bed."*

Std 5 : *"We need to read at least 1 hour per day. It can hone our knowledge as well as the vocabulary. We need to make the target in reading. We can read some pages per day and continue our reading in the next day."*

To summarize, in order to have the reading interest, the students had to allocate the time for reading. They could allocate it minimum 15 minutes before sleep. They also had to read everyday minimum 1 hour which they could continue reading it in the next day. Always did reading everyday made the students to have habits in reading. Then, reading would be their penchant.

e. Used a leisure time in a positive way

There were only two students gave the solution to use the leisure time. Std 2: *"We also need to think that reading is so entertaining. In a leisure time, when we do not have nothing to do, we can seek the information by reading."* Meanwhile the student 4 said, *"We can also read in the spare time with starting to read for entertaining, like reading novel or webtoon. We need to use our time for reading step by step. Then reading becomes our habit. Thus, we also like to read the journal, books, and etc, because we used to read."* It

means that the students had to read, instead of doing the unimportant activities. Starting to read something even though for entertaining could make them having the reading habits.

f.   Recommended the books

There were some students suggested to recommend the books to their friends in order to make the have high interest in reading:

Std 1 : *"Recommendation the books can make the others are interested in reading."*

Std 2 : *"I think we can find their interest, and recommend the book related to their interest."*

Std 3: *"I think recommendation of book can influence to have high interest in reading"*

Std 5 : *"Recommendation of books makes me more interested in reading. For instance, when I see someone who is success make me want to know about him/her. Like I want to know about the way how he/she learn, what achievement had he/she got and also what book he have been read. I am curious about him/her. So, it really makes me want to read the books. It is inspired by the people who recommend the books"*

In conclusion, recommendation influenced to increase the students' reading interest. The books could be related to their genre or interest. Book recommendation could make the others feel interested in reading, especially the book recommendation from the success person.

g.   Did discussion

Below were the students' arguments about reading doing discussion as a way to increase the reading interest.

Std 1 : *"Discussion also can influence the reading interest."*

Std 2 : *"I think doing discussion is very important to increase the students' reading interest. But, in this globalization era is rarely the people do discussion. Because of the internet, the discussion is rarely to do. Most of the people busy with their activity. Actually, discussion is very important to grow reading interest."*

Std 3 : *"I suggest to make a seminar about how importance reading is, especially to the college students."*

Std 6 : *"Doing discussion become one of the ways to increase reading interest."*

To summarize, the result was all of the students agreed that doing discussion could influence to increase the reading interest. It is because, when we did the discussion, we need to read a lot and hive wide knowledge. But, nowadays the people were rarely doing the discussion, because they were busy with their activities. Another way was making a seminar about the important of reading interest. So the students could be aware and grew the motivation to have high reading interest.

h. Bought the books

There was only one student suggested to buy a book rather than reading. It is because buying books could make someone else felt lost, if he/she did not read. His statement was std 1, *"Suggest them to buy the books. It is because, if they buy the books, they will feel like wasting the money. Meanwhile, if they download the book, they will think it is alright for do not to read the book."*

i. Gave the assignment to the students

Std 2 : *"For the students is more to the learning system, the lecturers should give the students a lot of assignment which demand them for reading. Because what I see some of the lecturer asks them to read starting form this page to this page. But for the next day, they never asked the students about what the students had read. So, the students should need a lot, seeking the knowledge, searching the information, and asking them about what they had read."*

Std 3 *: "Giving a lot of assignments to the students. Some of the students might feel as a burden. But for me, the lecturers indirectly make us easier to understand the text and have the interest in reading."*

Giving the assignment to the students became the best way to increase the reading interest. They indirectly would read the text, even only for accomplishing the assignments. If the lecturers did not give them the assignments, most of them would not read at all.

To summary, in this research, the writer found out there were some factors that affected the reading interest of students. There were divided into 9 aspects: awareness, motivation, perceptions, environment, language, library, internet, time allocation, and the learning system. Meanwhile the students suggested 9 solutions to increase the reading interest: 1) be aware how importance reading was, 2) grew the motivation, 3) changed the perceptions about reading, 4) allocated the time for reading, 5), used a leisure time in a positive way, like reading, 6) recommended the books,7) did discussion, 8) bought the books, 9) give the assignment to the students.

C. Disscussion

After conducting the research entitles, "An Analysis of Students' Reading Interest at UIN Ar-Raniry", the writer finally came at this discussion part. The writer had collected the data through questionnaire and interview. The interview was trough face-to-face interview. The writer would explain the general result of the interview. There were two research questions in this research: how the interest of the students majored in English is and the factors that influence their reading interest. The reading interest of students was low. In the result of the interview, the writer elaborated some important points as parts of the research findings in order to answer the research questions.

The first research question asked about how the interest of students majored in English at UIN Ar-Raniry is. In determining the categorized of the students' reading interest, the writer used the concept of Burs and Lowe as stated in chapter 2 (see p. 29). The finding showed that the students had low interested in reading. It is showed by the percentage 47.5% of the students chose the answer sometimes they read the books. The word *"sometimes"* had the meaning lean on to do not want to read.

Furthermore, most of the students stated that they like reading. But, it did not prove with the action. It can be seen from their hobby which mostly likes watching movies and only a total of 32.5% chose reading. According to Pruslow, and Levitt (2008), the feeling of like, basically, had good relation with the feeling of enthusiasm. The individual which had enthusiasm in reading should have the

feeling of happy in doing reading. Then they would make it as their happy. In this case, the writer found that reading was not their hobby.

In addition, the students wanted to read if they had the assignment. Even for the assignment, they did copy paste the material from the internet and often used the instant articles in internet. Only few of them used the books and journal in doing the assignments. They also spent their time in reading less than 1 hour. Moreover, they sometimes prepared the material before learning with the percentage 47.5%. The kind of books that they often read was novel. The genre was humor. They preferred to read Indonesian books rather than the English books. Because they thought reading book in English was so hard to understand.

The second research question asked about the factors make the students interested or not in reading. In this case, the writer interviewed 3 students with high interest in reading and 3 students with low interest in reading. The result of the data collected showed that all of the students were aware that reading interest was very important. But the most influencing factors that made students had low interest was their perception about reading which then made them lazy in reading. They also did not make the schedule for reading. While the students who had high interest in reading, they make the specific time in reading, minimum they read 1 hour per day. So, it became their habit. Another factor was the environment. The environment gave the impacts to their reading habit. The student with high reading interest were always supported by their parents to read since they was child. Their parents also supervise them. For instance, they couldn't go outside before they finish their reading. Their parents also had a lot of books in their home

and often buy books for their children. They also had low motivation in reading. However, the learning system in the college could increase their reading interest. It was because the teacher often gave the assignments to them, like making the summary and reading the journals, books or articles. It forced them to read. Then, it would also become their habit, at least they wanted to read even it was only for accomplishing the assignments.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consisted of conclusion and suggestion. The writer gave a brief conclusion and suggestion based the result of the research that the writer had conducted.

A. Conclusions

After analyzing the data and discussing the result in the previous chapter, the writer would like to draw conclusions:

In this study, the writer found that reading interest of the student majored in English, in general, was low. The percentage was 47.5% of students answered sometimes they would read. It also could be seen from their habit which reading was not their main activity. Most of the students know that reading was important and had a lot of benefits. But, they were so lazy to read. However, they would read, if the lecturers gave them the assignments. Moreover, the factors that influenced their reading interest were various. The most influence factors were awareness, perceptions, motivation, and family environment. The other factors were language, library, time, internet, the learning system, and environment. They also gave the solutions to increase the reading interest, as follow: be aware how importance reading was, grew the motivation, changed the perceptions about reading, allocated the time for reading, used a leisure time in a positive way (such as reading), recommended the books, did discussion, bought the books, and give the assignments to the students.

B. Suggestions

The writer gives some suggestion according to the result of the study about reading interest of the students majored in English and the factors that influence their interested in reading, as follow:

1. The Institution; since the reading interest of the students can be categorized in low level. The institution can provide the facility to increase the students interested in reading. For instance, provide various books in library and up to date.

2. Lecturer; the lecturer should give a lot of assignments to the students. The assignments require some references from journal and books. The lectures can also ask them to read a lot from various sources, especially the text book, e-book and journal. Another assignment is asking them to make summary from articles, books or journal. In addition, the lecturer also can give the recommendation of book that related to the subjects.

3. The Students; the students should truthfully understand the importance of reading. They should start to grow the internal motivation to have high reading interest.

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Attachment 1: Recommendation of Conducting Research from Fakultas Tarbiyah dan Keguruan of UIN Ar- Raniry

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : UN.08/FTK/PP.00.9/383/2017
TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;

b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 27 Desember 2016

MEMUTUSKAN

Menetapkan :
PERTAMA : Menunjuk Saudara:
1. Nashriyah, MA   Sebagai Pembimbing Pertama
2. Qudwatin Nisak M.Isa, S.Ag., M.Ed., M.Pd   Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama   :   Vera Maulidar
NIM   :   231324330
Program Studi   :   Pendidikan Bahasa Inggris
Judul Skripsi   :   An Analysis of Students' Interest in Reading at UIN AR-Raniry

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2017;
KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2017/2018
KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 10 Januari 2017
An. Rektor
Dekan,

Dr. Mujiburrahman, M. Ag
NIP. 197109082001121001

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;

Attachment 2: Consent Form

CONSENT FORM

Dear Student,

The purpose of this letter is to invite you to participate in a research entitled, "An Analysis of Students' Interest in Reading at UIN Ar-Raniry". This study aims to examine (1) reading interest of the Students of English Language Education program in UIN Ar-Raniry and (2) the factors that make the students interested in reading or not. Therefore, your opinion on this matter is the main source of this research. Here, your willingness is required as part of the research ethical code. Your name will not be listed. At the end of this project, the writer would be glad to share the result of this research with you. If you have any questions, do not hesitate to ask.

Thank you for your attention and cooperation,

Vera Maulidar

Attachment 3: Questionnaire

Research Questionnaires

Date:

1. **Respondent Identity**

   Name   :

   Unit   :

   Student Identity Number   :

   Signature   :

2. **Instruction:**

   a. There are 19 questions in this questionnaire. Put a cross (X) on one of the options you deem appropriate to the actual situation.

   b. For the answer with the blank, you may fill the answer as you want which is appropriate with your condition.

   c. The results of these questionnaires are solely for research purposes and as a measure of future educational progress, and will not affect your lecturer's judgment.

   d. If you want to change the answers you have crossed, then circle your cross marks, then cross the other options you want.

   e. For the questions with the mark of *, you may choose more than one.

   f. Thank you for your willingness to fill this questionnaire sincerely and honestly.

1. *What is your hobby?

    o Reading

    o Exercise

    o Writing

    o Watching movies

    o Shopping

    o Drawing

    o Photography

    Other: ....

2. Do you like reading?

    a. Yes

    b. No

3. How often do you read?

    a. Always   d. Rarely

    b. Often   e. Never

    c. Sometimes

4. How many times do you go the library in a week?

    a. 0-1 time   c. 4-5 times

    b. 2-3 times   d. 6-7 times

5. How many hours do you spend in a day for reading?

    a. Less than 1 hour

    b. 1-2 hours

    c. 3-4 hours

    d. More than 4 hours

6. What is your reason for reading?

    a. Due to assignment

    b. Hobby

    c. To spend the spare time

    d. Others: ....

7. What kind of books do you often read?

    a. Journal

    b. Textbook

    c. Novel

    d. Newspaper

    e. Magazines

    f. Encyclopedia

    g. Other: ....

8. *What is your favorite genre of reading?

    a. Fiction

    b. Science fiction

    c. Science

    d. Humor

    e. Horror

    f. Other:...

9. In your spare time, especially when your lecturer is not available, what do you like to do?

   a. Reading book

   b. Playing games

   c. Doing assignment

   d. Watching movies

   e. chitchat

   f. Others: ....

10. In doing the task from lecturer, what sources do you use often?

   a. From journal

   b. From textbook

   c. Instants article in web (internet)

   d. Download e-book

   e. Other: ....

11. What books do you prefer to read?

   a. English   b. Indonesia   c. Others: ....

12. How many book collections do you have?

   a. None

   b. 1-5

   c. 6-10

   d. 11-20

   e. >20

13. What is your reaction when your lecturer gives the task to read text book or journal?

   a. Very happy

   b. Happy

   c. Dissatisfied

   d. Very dissatisfied

14. How usually do you get the book?

   a. Buy

   b. Borrow

   c. Download

   d. Other: ....

15. Do you read the learning materials before you attend the class?

   a. Always   c. Rarely

   b. Often   d. Never

   c. Sometimes

16. When exactly do you spend your time for reading?

   a. When I have spare time

   b. When I feel bored

   c. I always have a routine time for reading

   d. Other: ....

17. Do you think reading a lot can improve your achievement?

   a. Yes   b. No

18. What is your score for your Academic Reading subject?

a. Very Good (A)

b. Good (B)

c. Enough (C)

d. Less (D)

19. According to your opinion, how to increase the interest of college students to read?

    ....

Attachment 4: List of Interview Questions

List of Interview Questions

7. Are you interested in reading?

8. What is the meaning of book to you?

9. Do you think reading interest is important?

10. What do you think about students' reading interest in Indonesia, especially the college students nowadays?

11. What factors make you interested or not interested in reading?

12. What is your solution to increase college students' reading interest?

Attachment 5: Example of Questionnaire from Student

Research Questionnaires

Date:

1. **Respondent Identity**

   Name

   Unit

   Student Identity Number :

   Signature

2. **Instruction:**

   a. There are 19 questions in this questionnaire. Put a cross (X) on one of the options you deem appropriate to the actual situation.

   b. For the answer with the blank, you may fill the answer as you want which is appropriate with your condition.

   c. The results of these questionnaires are solely for research purposes and as a measure of future educational progress, and will not affect your lecturer's judgment.

   d. If you want to change the answers you have crossed, then circle your cross marks, then cross the other options you want.

   e. For the questions with the mark of *, you may choose more than one.

   f. Thank you for your willingness to fill this questionnaire sincerely and honestly.

1. *What is your hobby?
   - X Reading
   - o Exercise
   - o Writing
   - X Watching movies
   - o Shopping
   - o Drawing
   - o Photography
   - Other _____

2. Do you like reading?
   - X Yes
   - b. No

3. How often do you read?
   - a. Always
   - X Often
   - c. Sometimes
   - d. Rarely
   - e. Never

4. How many times do you go the library in a week?
   - a. 0-1 time
   - X 2-3 times
   - c. 4-5 times
   - d. 6-7 times

5. How many hours do you spend in a day for reading?
   - a. Less than 1 hour
   - X 1-2 hours
   - c. 3-4 hours
   - d. More than 4 hours

6. What is your reason for reading?

a. Due to assignment

b. Hobby

X c. To spend the spare time

d. Others

7. What kind of books do you often read?

a. Journal

b. Textbook

X c. Novel

X d. Newspaper

e. Magazines

f. Encyclopedia

g. Other

8. *What is your favorite genre of reading?

X a. Fiction

b. Science fiction

c. Science

X d. Humor

e. Horror

f. Other

9. In your spare time, especially when your lecturer is not available, what do you like to do?

a. Reading book

b. Playing games

c. Doing assignment

X d. Watching movies

e. chitchat

f. Others

10. In doing the task from lecturer, what sources do you use often?

X a. From journal

b. From textbook

c. Instant article in web (internet)

X d. Download e-book

e. Other

11. What books do you prefer to read?

X a. English   b. Indonesia   c. Others

12. How many book collections do you have?

a. None

X b. 1-5

c. 6-10

d. 11-20

e. >20

13. What is your reaction when your lecturer gives the task to read text book or journal?

a. Very happy

b. Happy

19. According to your opinion, how to increase the interest of college students to read?

I think the lecturer should give the test which consist many references.

X Dissatisfied

d. Very dissatisfied

14. How usually do you get the book?

a. Buy

X Borrow

X Download

d. Other _____

15. Do you read the learning materials before you attend the class?

a. Always   c. Rarely

b. Often   d. Never

X Sometimes

16. When exactly do you spend your time for reading?

a. When I have spare time

X When I feel bored

c. I always have a routine time for reading

d. Other _____

17. Do you think reading a lot can improve your achievement?

X Yes   b. No

18. What is your score for your Academic Reading subject?

a. Very Good (A)

X Good (B)

c. Enough (C)

d. Less (D)

AUTOBIOGRAPHY

1. Name : Vera Maulidar
2. Place / Date of Birth : Aceh Besar, 1 September 1995
3. Religion : Islam
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10. Parent
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11. Education Background
    Formal Education:
    a. Elementary School : MIN Tungkob   (2001-2007)
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    c. Senior High School :MAN Model Banda Aceh   (2010-2013)
    d. University : UIN Ar-Raniry   (2013-2017)
    Non-Formal Education:
    a. Computer Course
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Banda Aceh, October 26th, 2018

Vera Maulidar