

THE ANALYSIS OF READING INTEREST BY FIFTH SEMESTER STUDENTS AT TIDAR UNIVERSITY

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Abstract

This research decomposes with Teaching English as a Foreign Language (TEFL) of reading interest by fifth-semester students in class skill one of English Department at Tidar University. This research to identify how much the reading interest of students in class skill one of English Department at Tidar University, so the teacher can know how to develop and maintain the reading interest of their students rightly in reading activity especially reading English material. This research applies a descriptive qualitative method which used a questionnaire to build this research.

Keywords- reading interest, low, average and high level, reading activity

Introduction

Reading is one kind of four skills in English lessons. Reading is the way to success at school and life. People who cannot read will not be able to succeed (U. S. Department of Education, 2005). Reading is viewed as a highly valued ability in our technology-driven world nowadays. Great readers can extend their views, experiences and thoughts. Reading has become a major part of the public's daily life especially now that literacy is given pressure. Today's technology-oriented world puts pressure on knowledge and therefore the importance of reading (Imran Ariff 2010). Reading is an ability that must be learned, however, the process of learning to read can become pleasurable and easy for some students or displeasing and complex for others. Some will use reading as a learning opportunity while others will evade it because they find it complicated and they struggle at it (Wallace, 2007). This can be the reason why students nowadays are said to be lacking the desire in reading (Ley, Schaer & Dismukes, 1994). Students need to have high reading interests. Reading interests is important in developing students' success in school and out of it. Thru reading, one has access to a broad range of knowledge found in diverse reading materials like academic books, magazines, newspapers and journals (US Department of Education, 2005). One who does not know how to read or does not like to read will likely be ancient as he or she loses to benefit from the opportunity to get access to a broad range of knowledge. Reading interest is also explained by the number of books read in a month and the number of times students read in a week and the favorite genres and types of English reading materials.

Method

The purpose of this research program is established to get a description of reading interest by fifth-semester students in class skill one of English Department at Tidar University. This research used descriptive research because this study tries to describe and interpret a condition. The data of this study could be categorized into qualitative research. Qualitative research is a kind of social science research that collects and works with non-numerical data and that demands to interpret the meaning of those data that assist understand social life through the study of devised populations or places. It is thru this awareness of the relational and reflective nature of being aware of personal and methodological importance that we honor ourselves, our teammates/co-researchers and all others involved with the research project (Palaganas, Sanchez, Molintas & Caricativo, 2017: 426-438) The subjects of this research were the fifth-semester students in class skill one of English Department at Tidar University. The respondent was twenty-seven consist of 8 males and 19 females.

The data obtained from the questionnaire. The students from class skill one filled the questionnaire which is shared on google form website. There are 16 questions related to reading interest. The respondents will fill the questions with the optional answer that have given by the researcher. Every question does not have the same optional answer to choose as the response from the respondents. The questionnaire was purposed to get data about students' reading interest of fifth-semester students in skill one class of English Department at Tidar University.

Therefore, to analyze the data the researcher uses some steps. First, the researcher started to seek a case in the class, the case is about reading interest. Second, the researcher tries to understand the problem and start to connect with teaching reading theory in Brown's book. Third, seek the questionnaire about it, then enter it in the google form. Fourth, the researcher copied the link from google form and then shared it with the students. After getting the data, the researcher analyzed and compile the learning style types. Eventually, the researcher can get a conclusion based on the finding in this research.

Finding and Discussion

In this part, the researcher will try to explain what is found from the result of the research that has been done through the qualitative method. Every student has a different level in reading interest especially reading English materials. The level of students' reading interest gives effects in teaching reading. Because of the different levels of reading interest, every student has to realize their level in reading, so lecturers can know to have to develop or maintain the desire of their students for reading.

Based on the questionnaire:

Table 1. The

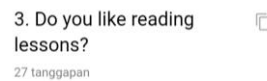


first question on the questionnaire.

According to the first question on the questionnaire. The data shows that from 27 respondents 70,4% of respondents are female and 29,6% are male. Thus, we can conclude that in-class skills one most are female.

questionnaire.

Table 2.



The second question on the

Based on the second question on the questionnaire. From 27 respondents in-class skill one, the data show that 63% of respondents like English lessons and 37% of respondents sometimes like English lessons. From that data, we can conclude that all students in class skill one like English lessons.

questionnaire.

Table 3.

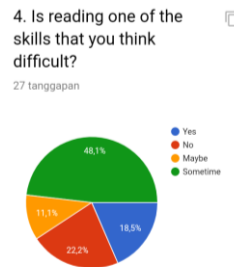


The third question on the

In line with the third question on the questionnaire, we got data from 27 respondents in-class skill one like 48,1% of respondents like reading lessons, 37% sometimes like reading lessons, 11,1% do not like reading lessons. The conclusion is mostly reading lessons, but there are some reading lessons. The lecturers condition can interfere with

questionnaire.

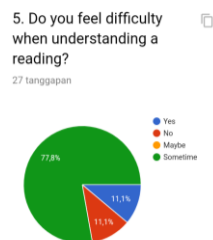
Table 4.



students in class skill one like students who still do not like should aware because this teaching reading in class skill one.

The fourth question on the

In accordance with the fourth question on the questionnaire, from the 27 respondents the data shows that 48,1% respondents think difficult skill, 18,5% respondents think that 22,2% respondents think that 11,1% respondents think that Thus, we can conclude that students that reading is a difficult skill. With pay more attention to how to teach feel difficulties. This can be done first after students enjoy, then the

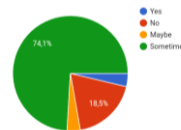


that sometimes reading is the think that reading is the difficult reading is not the difficult skill and maybe reading is the difficult skill. in class skills one mostly still think this situation, the lecturers should reading skills so that students do not by providing the easiest material teacher can raise it to a higher level.

Table 5. The fifth question on the questionnaire.

In pursuance of the fifth question on respondents in-class skill one shows sometimes feel difficulty when respondents feel difficulty when respondents do not feel difficulty. From that data showed we can class skill one feel difficulty to understand a read text. If this condition does not be omitted it will make teaching reading will not run smoothly. The lecturers can overcome this condition maybe with start to teach the students with discuss sentence structure that usually do not very easy for students.

6. Do you find it difficult to find information from a text?
27 tanggapan

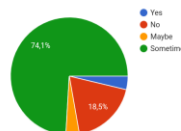


the questionnaire from 27 the data like 77,8% of respondents understanding a reading, 11,1% understanding a reading, 11,1% when understanding a reading. conclude that most of students in

Table 6. The sixth question on the questionnaire.

Based on the sixth question on the in class skill one the data shows that when look for the information from find difficulty when look for the respondents find difficulty when and 3,7% respondents maybe find information from a text. From that data we can conclude that most of all students in class skill one still find difficulty when look for the information from a text. This case should be attention to the lecturers, maybe students still find difficulty because they have lack vocabulary. The teacher should be able to adjust the reading content and vocabulary used according to the ability of students so that students do not feel difficulties.

7. Do you have difficulty when working do exercise about recount text?
27 tanggapan

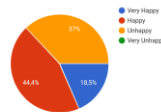


questionnaire from 27 respondents 74,1% respondents find difficulty a text, 18,5% respondents do not information from a text, 3,7% look for the information from a text difficulty when look for the

Table 7. The seventh question on the questionnaire.

According to the seventh question on respondents in class skill one the data sometime have difficulty when text, 18,5% respondents have not about recount text, 3,7% respondents exercise about recount text, 3,7% when working do exercise about recount text. Therefore we can conclude, most of all students in class skill one still have difficulty when working do exercise about recount text. It because maybe students are not used to read recount text. In this case, the lecturers should be familiarize students with reading recount text.

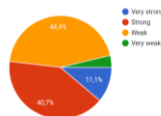
8. How would you feel if the desire to read could be channeled?
27 tanggapan



the questionnaire. From 27 shows that 74,1% respondents working do exercise about recount difficulty when working do exercise have difficulty when working do respondents maybe have difficulty

Table 8. The eighth question on the questionnaire.

9. How high is your desire to read?
27 tanggapan



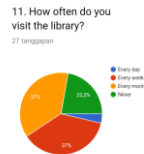
In concert with the eighth shows that from 27 respondents in if their desire to read could be channeled, 18,5% respondents feel very happy if their desire to read could be channeled, 37% respondents feel unhappy if their desire to read could be channeled. Because of that we can take a conclusion that mostly students in class skill one happy if their desire to read could be channeled. However for some students that still feel unhappy the lecturers' can help them with give them reading text that suit with their genres or reading texts with vocabulary that is still light.

question on the questionnaire. The data class skill one 44,4% respondents happy

Table 9. The ninth question on the questionnaire.

In accord with the question number nine, from 27 respondents in class skill one the data shows that 40,7% respondents have strong desire to read, 11,1% respondents have strong desire to read, 44,4% respondents have weak desire to read, and 3,6% respondents have very weak desire to read. We can conclusion that mostly students in class skill one have strong desire to read, but there are also some students that have weak desire to read even the percentage almost a half. This situation can interfere with teaching reading. the teacher should be able to build a reading interest from students given the importance of reading. This can be started by reading a book of the genre they like.

Table 10. The tenth question on the questionnaire.



In pursuance of the question number ten, the data shows that from 27 respondents in class skill one 59,3% respondents read reading materials between 1-2 titles per week, 22,2% respondents read reading material less than 1 title per week, 7,4% respondents read reading materials more than 5 titles per week, 11,1% respondents read reading materials between 3-5 titles per week. Thus, we can conclude that students in class skill one average reading 1-2 titles per week. This condition good enough, but the lecturers have to give more motivation to their children, so it can increase.

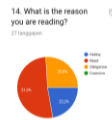
Table 11. The eleventh question on the questionnaire.

Based on the eleventh question on the questionnaire the data shows that from 27 respondents in class skill one 37% respondents visit library every month, 37% respondents visit library every week, 22,2% respondents never visit library and 3,8% visit library every day. From that data we can conclude most of all students in class skill one still visit library even it is not often. However, there are still some students that never visit library. It can overcome with read electronic book.



Table 12. The twelfth question on the questionnaire.

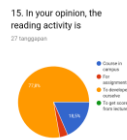
According to the question number 12 the class skill one 44,4% respondents rarely to read at home, Therefore we can get conclusion like some students in class skill one still at home, but still also some students do not read at home. As good lecturer, the lecturer hopefully can give explanation to their children about how importance of reading, so with their awareness they want to read.



data shows that from 27 respondents in sometime read at home, 33,3% 22,2% respondents often read at home.

Table 13. The thirteenth question on the questionnaire.

Based on the thirteenth question on the 27 respondents in class skill one 55,6% 44,4% respondents get motivation to conclude that mostly students in class skill one get motivation to read from themselves.



questionnaire the data shows that from respondents get motivation internal and read from internal. Thus, we can

questionnaire.

Table 14. The

fourteenth question on the



Based on the fourteenth question on the questionnaire from 27 respondents in class skill one 51,9% respondents they do reading activity because of need, 25,9% respondents they do reading activity because of obligation and 22,2% respondents for reading activity because of hobby. Thus, we can conclude that mostly students in class skill one for reading activity because of need.

Table 15. The fifteenth question on the questionnaire.

According to the question number



fifteen the data shows that, from 27

respondents in class skill one 77,8% respondents think that reading activity is to develop ourselves, 18,5% respondents think that reading activity is course in campus, and 3,7% respondents think that reading activity is for assignments. From that data we can conclude that students in class skill one have been had awareness to read.

Table 16. The sixteenth question on the questionnaire.

Based on the last question on the questionnaire the data shows that from 27 respondents in class skill one 40,7% respondents get book from buy, 40,7% respondents get book from borrow from library, 14,8% respondents get book from borrow from friends and 3,8% respondents get book from present. Therefore, we can get conclusion like mostly students in class skill one have been had desire to have book.

Conclusion

After did the research, collected and analyzed data, did finding and discussion, the result of this research showed that most of fifth semester's students in skill one class of English Department at Tidar University already know about the important of reading activity, but still have average level in reading interest. This is showed with students still think that reading is difficult skills, they still feel difficulty when understand and find information in a text especially recount text.

The purpose of this research is of students in class skill one of English teacher can know how to develop and students rightly in reading activity know the strategy that have to apply in



to know how much the reading interest Department at Tidar University, so the maintain reading interest of their especially reading English material and teaching reading.

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