Mapping of Reading Interest, Habit, and Motivation of Students in the Indonesian Language and Literature Education Study Program

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ABSTRACT
Reading skill is something that must be possessed and learned by students. When someone has good reading skills, it will support other language skills, namely writing skills. A number of studies examined efforts to improve reading skills, but there is still little research related to reading interest, motivation, and habits, especially at student level. The purpose of this study is to map reading interest, motivation, and habits of students at the Indonesian Language and Literature Education Study Program (PBSI), Faculty of Education, in one of Muhammadiyah universities. The research method is descriptive analytics, namely analyzing findings in the form of mapping interest in reading interest, motivation, and habits obtained through a closed questionnaire in the form of google form with 154 PBSI student respondents. Based on the results, it was found that: (1) PBSI students' reading interest was divided into 3 categories: very high, medium, and low. The frequency of the very high category is 0.65%, the medium category is 62.34%; and low category 37.01%. (2) Reading motivation of PBSI students is divided into 4 categories namely very high as much as 4.55%, high category as much as 58.44%, medium category 4.42%, and low category 2.60%. (3) Students' reading habits are divided into four categories, namely very high as much as 1.95%; high category 37.66%; medium category 57.14%; low category 0.03% . There are eight kinds of habit mapping in the form of activities carried out when reading, including: (1) the chosen language of instruction; (2) the color used to mark the main ideas; (3) the duration required to read in one sitting; (4) the required duration for reading; (5) preferred type of book; (6) the desired atmosphere when reading; (7) the number of books read in a month; and (8) preferred type of reading. The results of this study are expected to be used as a basis for carrying out further research in the form of development research related to reading skills in students in the Indonesian Language and Literature Education Study Program.

Keywords: Reading interest, reading motivation, reading habits, student

1. INTRODUCTION

Reading is included in the main priority scale that must be mastered by students at every level of education. Someone who has good reading skills will easily understand and process the information or ideas contained in the reading. Interest can be said to play an important role in determining the steps to be taken. Although the motivation is very strong but if there is no interest, of course someone will not do something that is motivated. Likewise, the position of interest in reading occupies the top level, because without interest a person will be difficult to carry out activities. Reading has two aspects, one of which is comprehension. The aspect of understanding relates to the reader's ability to capture the contents of what is read [1].

Based on data from UNESCO, the reading interest of the Indonesian people is very concerning, only 0.001 percent. This means that out of 1,000 Indonesians, only 1 person is an avid reader. Interest and motivation are interconnected. The existence of interest and motivation can create habits so that they become entrenched.

A lot of research related to reading interest has been done. However, research related to motivation and reading habits is still relatively small, especially at the student level in the Indonesian Language and Literature Education (PBSI) study program. This study examines the mapping of interests, reading habits, and reading motivation of students in the Indonesian Language and Literature Education (PBSI) study program, FKIP, at one of Muhammadiyah universities. This research was conducted considering the low interest in reading

among students. In fact, students of the PBSI Study Program are the forerunners who will later continue the literacy culture in the world of education. This provision is very important for prospective educators to be able to instill literacy habits in students in the school environment.

Reading is a source of activity to gain knowledge because by reading a person can carry out the learning and reasoning process [2]. Reading is a complex activity that includes both physical and mental. Physical activity related is eye movement and visual acuity. The mental activity includes memory and understanding. Reading is an activity or cognitive process that seeks to find various information contained in writing. Meaning, reading is a thought process to understand the content of the text read. Reading is not just looking at a collection of letters that have formed words, groups of words, sentences, paragraphs, and discourse, but more than that, reading is an activity to understand and interpret meaningful symbols/signs/writing so that the message conveyed by the author can be accepted by the reader [3]. For students, reading is the beginning of scientific writing activities [4].

This reading activity is largely determined by physical and mental activities that require a person to interpret written symbols actively and critically as a communication pattern with oneself, so that readers can find the meaning of writing and obtain the information needed [3]. Today, almost every level of education, from school to college, uses books as a source of learning [5]. Symptoms of reluctance to read have undermined nowadays students. An example of this phenomenon is someone who wants to directly ask the resource person instead of reading. The slogan "make reading a culture" is often seen but it has not been fully realized in the community, especially among students. This indicates that students have less interest in reading.

According to Hamzah et al. [6], interest is an inner attitude in a person which is a special attention to certain things that are created with full willingness and feelings of pleasure that arise from a person's inner impulse. Everyone has different interests. In other words it depends on each individual [7]. In reading activities, especially reading books or articles that take a long time, of course, a strong reading interest is needed. Interest in reading is a strong desire for self-awareness accompanied by one's efforts to read [7]. To generate interest in reading, a person needs motivation to read. According to the Great Indonesian Dictionary, "motivation is an impulse that arises in a person consciously or unconsciously to take an action with a specific purpose" [8]. A person can be said to have a strong interest in reading, which can be seen through his habits when he reads. Habits that arise can indicate a person has a strong or weak interest and motivation to read.

Previous research related to student interest in reading was carried out by Mansyur & Mardiyati (2020)

[9]; Buku and Sepe (2019)[10]; Herawati (2019)[11]; Gumono (2016)[2]; Risatyah & Mobit (2014) [12]; Anugra et al. (2013)[13]; Hardianto (2011)[14]; Siswati (2010) [15] which stated that students still have low interest in reading. This is influenced by reading motivation, environmental conditions, and language attitudes. Previous research on student reading habits was carried out by Rahayu et al. (2021) [7]; Jumaroh & Aisyah (2021); Hasibuan (2018)[5]. Previous studies on reading motivation were carried out by Kassim et al. (2019) [16]; Guthrie et al. (2009) [17]; Davis et al. (2018)[18]; Wigfield & Guthrie (1997)[19]; and Watkins & Coffey (2004) [20].

The relevance of previous research with this research lies in its object, namely reading interest, reading habits, and reading motivation. However, this research focuses on interest, motivation, and reading habits at student level, especially the Indonesian Language and Literature Education (PBSI) Study Program.

2. METHODS

This research utilized descriptive analytics method to map (1) reading interest, (2) reading habits, and (3) reading motivation of students of PBSI FKIP (Indonesian Language Education Study Program) at one of Muhammadiyah Universities. The population of this study is the first semester students of the PBSI study program for the academic year 2021/2022, totaling 154 people. The reason for choosing semester 1 students was because they were taking reading skills class.

The data collection technique in this study was in the form of a questionnaire to determine the results of reading interest, reading habits, and reading motivation. Questionnaire of reading interest and reading motivation used a Likert scale instrument with answer choices of "strongly agree", "agree", "disagree", and "strongly disagree". The reading habit questionnaire used an instrument in the form of closed and open questions. Closed questions on the reading habit variable provided answer choices of "yes" and "no". There are open-ended questions that give respondents the freedom to provide answers.

The data in this study were processed using Microsoft Excel in order to get the highest value, lowest value, interval, and percentage. After processing the data, the data were grouped and analyzed using Miles Huberman's analytical technique. First, the data reduction stage was to classify the results of data processing on reading interest, reading habits, and reading motivation according to the category. Second, the data presentation stage, namely presenting the results of the classification or mapping of interest, habits, and motivation to read into a chart. Third, the stage of drawing conclusions, which is to explain the common thread from the identification results to the conditions of (1) reading interest, (2) reading habits, and (3) reading motivation in the PBSI study program.

3. RESULT AND DISCUSSION

3.1 Classification of Reading Interests Data Category

The data in this study is the score obtained through a questionnaire with the variable reading interest. Based on the results of data processing, it is known that the highest score achieved by the respondents was 80, the lowest score was 42, and the average score was 53.52. Based on this average, the reading interest of Indonesian Language Education Study Program (PBSI) students can be said to be moderate because it is in the 53-63 range. The complete reading interest score can be seen in table 1 below.

Table 1. Classification of PBSI Students' Reading Interest Scores

Category	Interval	Frequenct	Percentage
Very High	75-85	1	0.65%
High	64-74	0	0%
Mid	53-63	96	62.34%
Low	42-52	57	37.01%
Total		154	
Average		53.52	

Based on table 1, it can be seen that the reading interest of PBSI students is grouped into four categories. First, respondent who obtained a very high score (75-78), which was 1 person (0.65%). Second, respondents in the high category, which happened to be none. Third, respondents who obtained a moderate category score (53-63), with 96 persons (62.34%). Fourth, the respondents who scored in the low category (42-52), which were 57 persons (37.01%). It can be concluded that only one respondent has a very high reading interest.
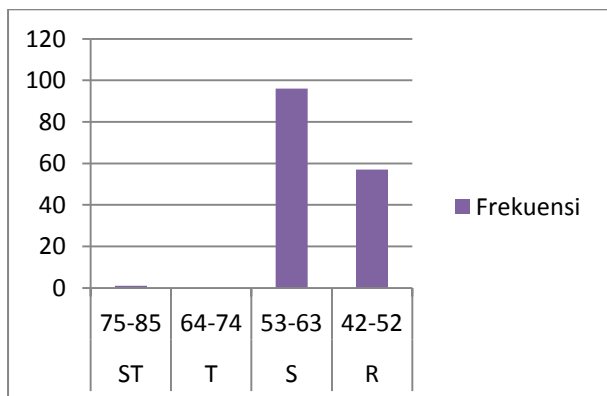
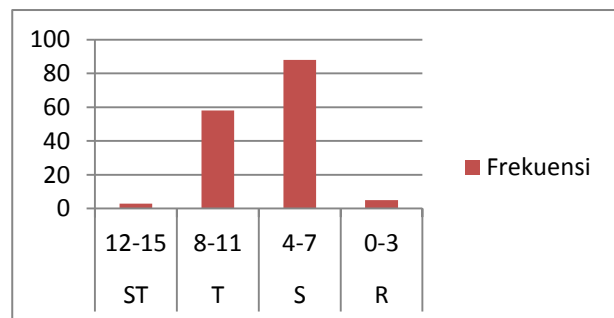**Figure 1.** Categories of PBSI Students' Reading Interest

ST: Sangat Tinggi (Very High), T: Tinggi (High), S: Sedang (Mid), R: Rendah (Low)

3.2 Reading Habits Data Classification

The data in the reading habit variable are the score obtained through research questionnaire. In the reading habit variable, there are 12 indicators with closed questions and 8 indicators with open questions.

First, based on the results of data processing of closed questions, it is known that the highest score achieved by the respondents was 12, the lowest score was 0, and the average score was 6.9. Based on this average, the number of PBSI students' habits can be said to be moderate because they are found at intervals of 4-7. The complete reading habit score can be seen in table 1 below.

Category	Interval	Frequency	Percentage
Very High	12-15	3	1.95%
High	8-11	58	37.66%
Mid	4-7	88	57.14%
Low	0-3	5	0.03%
Total		154	
Average		6.9	

Figure 2. Categories of PBSI Students' Reading Habits

ST: Sangat Tinggi (Very High), T: Tinggi (High), S: Sedang (Mid), R: Rendah (Low)

Second, based on the results of data processing from open-ended questions, the following information about reading habits were obtained.
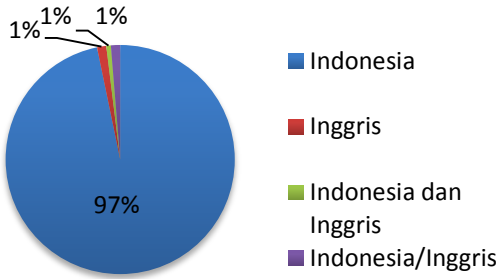
a. Preferred language when reading

Figure 3. Language

Based on diagram 1, the language of instruction that students prefered in reading material is Indonesian. As many as 97% of students choose Indonesian as the language of instruction in their reading. Indonesian is the national language of the Indonesian nation, therefore most students prefer reading materials in Indonesian.
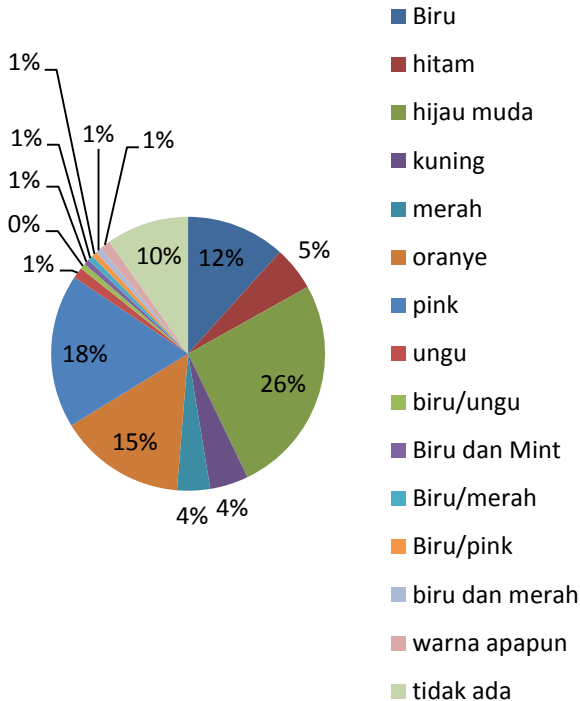
b.   Colors used to mark main ideas

Figure 4. Color Choice to Mark Reading Material

Based on diagram 2, green is the favorite color used by students to mark reading materials. As many as 26% of students chose light green. However, there were other colors that are commonly used besides light green, namely orange, pink, blue and purple. As many as 18% of students used pink; 15% of students used orange; 12% of students used blue, and 5% used purple.

The use of colors to mark readings is a strategy to make it easier to memorize important things contained in the reading material. This is in accordance

with the study of El Bashor et al. [21] which states that the use of color is a learning medium that can be used as a strategy in facilitating the process of memorizing and remembering difficult things more easily, especially in written learning.
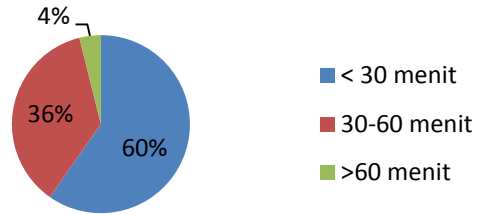
c.   Reading duration

Figure 5. Focus Duration when Reading

Figure 6. Reading Duration

Based on diagram 4, 55% of PBSI students have a reading duration of 0-30 minutes. As many as 35% have a reading duration of 31-60 minutes. The remaining 10% of students who have a reading duration of more than 60 minutes. This is related to diagram 3 that the majority of students have a reading focus of less or equal to 30 minutes.

Based on the above, it can be said that the average student spends time reading in the range of 30-60 minutes. This is in accordance with the study of Yusnita & Irwansyah [22] which stated that most students spend about one hour reading a day.
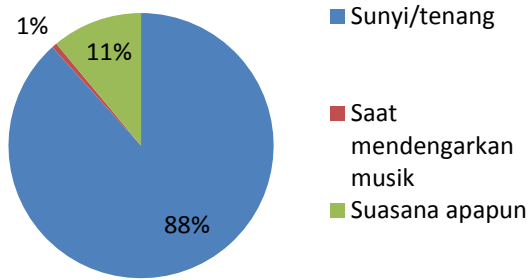
d.   Reading atmosphere

Figure 7. Reading Atmosphere

Based on diagram 5, the reading atmosphere favored by majority of students is quiet or calm. As many as 88% of students choose a quiet atmosphere to carry out reading activities. However, there were some students who choose to do reading activities while listening to music. As many as 11% of students chose to read in an atmosphere accompanied by music.
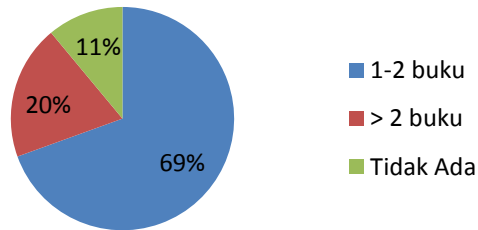
e.   Number of books read in a month

Figure 8. Book Number

Based on diagram 6, as many as 69% of students can read 1-2 books in one month. As many as 20% of students can read more than 2 books in one month. However, as many as 11% of students do not read a single book in a month.

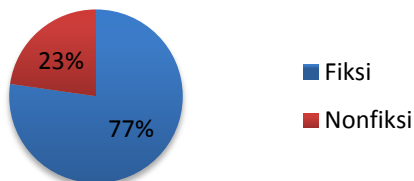f.   Types of reading materials

Figure 9. Book Types

Based on diagram 7, the majority of students choose fiction books as reading material to read. As many as

77% of students choose the type of fiction book. The remaining 23% of students chose non-fiction books. This is in accordance with Wulandari's research [23] which stated that the favorite reading for students is fiction type such as novels, short stories, and popular books. There are various types of reading materials for PBSI students. More details can be seen in the following diagram 8.
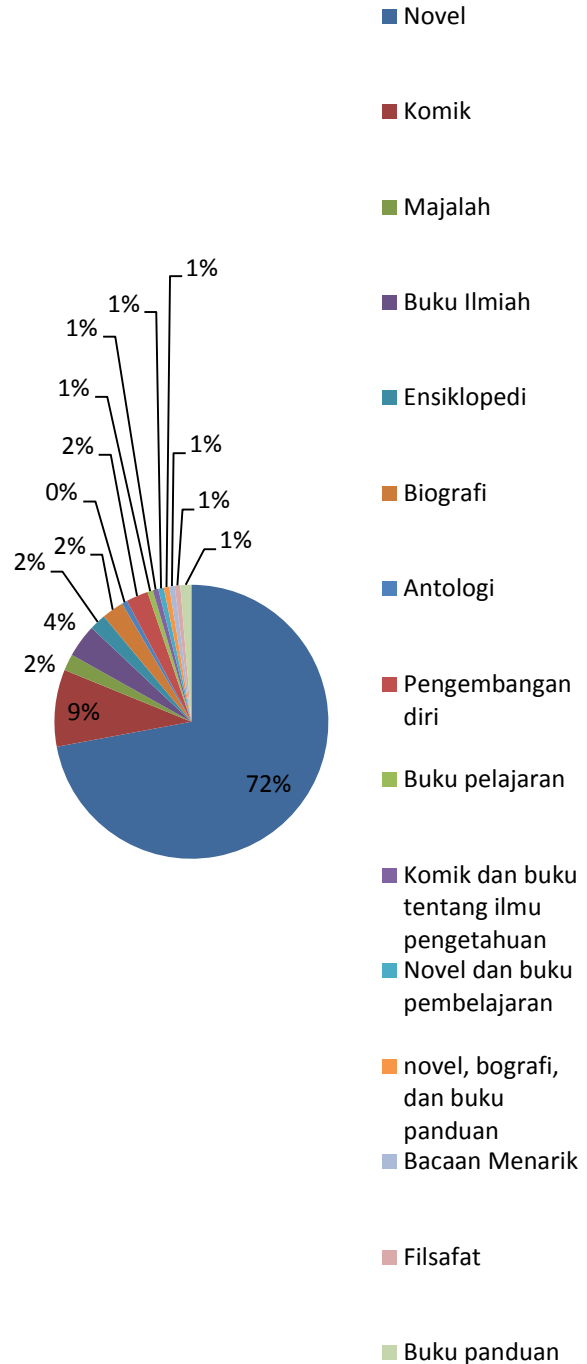

Figure 10. Types of Reading Material

Based on diagram 8, novels are the most popular type of reading material, as many as 72% of students choose novels to read. In addition, students have a passion for different types of reading such as comics, magazines, scientific books, encyclopedias, biographies, anthologies, self-development books, textbooks, comics, philosophy, and guide books.

Based on this, students prefer to read non-academic books compared to academic readings. This result is in accordance with the study by Yusnita & Irwansyah [22] which stated that students read more entertainment than academic.

3.3 Reading Motivation Data Classification

The data in this section is the score obtained through a questionnaire with the variable reading motivation. Based on the results of data processing, it is known that the highest score achieved by the respondents was 80, the lowest score was 44, and the average score was 65.49. Based on this average, the reading motivation of PBSI students can be said to be high because it is in the range of 64-73. The complete reading motivation score can be seen in table 1 below.

Table 2. Klasifikasi Skor Motivasi Membaca Mahasiswa PBSI

Kategori	Interval	Frekuensi	Persentase
Sangat Tinggi	74-83	7	4.55%
Tinggi	64-73	90	58.44%
Sedang	54-63	53	34.42%
Rendah	44-53	4	2.60%
Total		154	
Rata-rata		65.49	

Based on table 2, it can be seen that the reading motivation of PBSI students is grouped into four categories. First, respondents who obtained a very high score, 7 persons (4.55%) because their scores were in the range of 74-83. Second, respondents who scored in the high category, totaling 90 persons (58.44%). Third, respondents who scored in the moderate category, totaling 53 persons (34.42%) because their scores were in the range of 54-63. Fourth, respondents who obtained a score with a low category, 4 persons (2.60%) because the score was in the range of 44-53. From table 1. It can be concluded that the reading motivation of PBSI students is included in the high category.
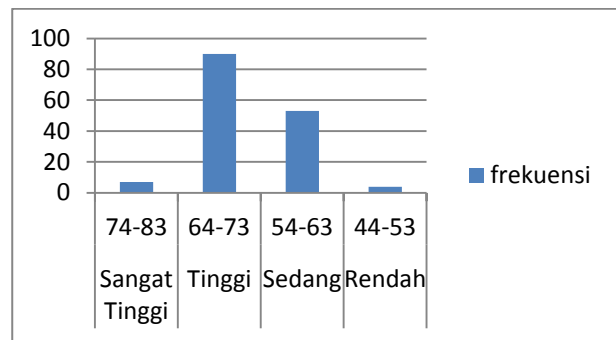
Figure 11. Categories of PBSI Students' Reading Motivation

ST: Sangat Tinggi (Very High), T: Tinggi (High), S: Sedang (Mid), R: Rendah (Low)

Based on the three variables, namely reading interest, reading habits, and reading motivation, it can be seen that the reading interest rate of PBSI students who occupy the very high category is at 0.65%, while the reading motivation number in the very high category is at 4.55%, and the reading habit number in the very high category is at 1.99%. It can be concluded that the interest, motivation and reading habits of the students are still lacking.

Reading is included in the main priority scale that must be mastered by students at every level of education. Someone who has good reading skills will easily understand and process the information or ideas contained in the reading. In addition, a deep understanding of the concept of motivation is very important to keep students motivated [24].

Based on data analysis of reading interests, habits, and motivations, someone who has poor reading skills will find it difficult to process words well to represent them in writing. This results in the work or writing being just a copy and paste result which is then combined from various sources to be integrated into coursework without understanding the meaning of the writing itself. This can happen because of the lack of overall and in-depth reading habits related to the sources or references used.

Reading and writing skills are two things that are interconnected. Through reading as a whole, someone will get the meaning of the reading. In addition, readers can choose and sort out what discourses need to be quoted in their writings.

Related to the intensity of reading time spent by a person can indicate that person has a high interest in reading or not. Based on (diagram e) it can be seen that PBSI students who have a reading duration of more than 60 minutes are 10% of the 154 students. The data (diagram e) shows that the intensity of time spent

reading is still low. In addition, based on (diagram g) related to the number of books read, 69% of students read 1-2 books every month. Based on (diagram b) the types of books favored by students as much as 77% are fiction books. And the type of reading that the majority likes is Novels.

Hardianto [14] stated that reading is an activity that requires one's awareness to learn. If someone has awareness in reading, of course he has a commitment to take the time he has to read. Klein et al in Mustika & Lestari [25] saw the relationship between the ability to read and write like two sides of a coin. Someone who has good writing skills will show a tendency to also have good reading skills, and vice versa.

4. CONCLUSION

Based on the three variables, namely reading interest, reading habits, and reading motivation, it can be seen that: (1) PBSI students' reading interest in the very high category is 0.65%, (2) reading motivation in the very high category is 4.55%, (3) reading habits with a very high category of 1.99%. It can be concluded that the interest, motivation and reading habits of the studied PBSI students are still lacking.

Based on the results of the mapping and discussion, it can be concluded that it is necessary to develop a literacy culture, especially reading. This is because reading and writing are a major part of the literacy culture among students. The percentage of students who have a very high reading interest is not more than 10%, thus it is necessary to develop reading interest and reading motivation which will later foster good reading habits. In this way, a literacy culture will be realized. Students are aware of and understand the benefits and importance of having good reading skills.

ACKNOWLEDGMENTS

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