STUDENTS' READING INTEREST AND READING MEDIA IN LEARNING ENGLISH

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Abstract

The objectives of this research are to know the students' reading interest in learning English, and to know the reading media that they use in learning English. The design of this research is descriptive qualitative. Subjects of the research are all of the first and the thrid semester students of English Education Study Program of Muhammadiyah University of Bengkulu. Instruments of this research are digital camera, and questionnaire of students reading interest and reading medium in learning English. After analyzing the data, the researcher found that there were different reading interests and reading media used by the students in learning English. After analyzing the data, the researcher would like to conclude that: 1) in line with the students reading interest in learning English, there are five highest reasons of students interest, they are: a) reading create smarter readers, b) reading increase focus and concentration, c) reading develop verbal ability, d) reading increase memory ability, and e) reading for enjoying art and developing knowledge; 2) in line with the reading media, there are also four highest media used by the students, they are: a) internet media, b) video youtube media, c) textbook media, and d) electronic book media. The researcher would like to suggest that: 1) Students should have high reading interest in all reasons of learning English; 2) The students are also suggested to read English newspaper as the media in learning English more in order that they can increase their reading skill.

Keywords: *Reading, reading interest, reading media*

1. Introduction

In English, there are four skills that should be learned by the students. One of them is reading skill. It trains the students how to read many types of reading materials. Reading is defined as a cognitive process that involves decoding symbols to arrive at meaning. Reading is an active process of constructing meanings of words. Reading with a purpose helps the reader to direct information towards a goal and focuses their attention. Although the reasons for reading may vary, the primary purpose of reading is to understand the text. Reading is a thinking process. It allows the reader to use what he or she may already know, also called prior knowledge. During this processing of information, the reader uses strategies to understand what they are reading, uses themes to organize ideas, and uses textual clues to find the meanings of new words (Shandu, 2003).

Carnie (1990) states that reading is defined as getting information from the text and interpretation. In other words, reading is the ability to draw from the printed text and interpret the information appropriately. It is the ability to get information from the text.

When reading the texts, the students or the readers not only read, but they must have purpose for it. Reading purpose has been defined as the reasons behind an individual's act of reading. Thomas (2001) considered four general purposes behind reading, namely to be entertained, to understand life, to understand oneself, and to understand others.

From the purpose of reading, the readers can determine what types of reading interest that they have. According to Thomas (2001), reading interest refers to how excited an individual is to engage in reading some written material. It can also refer to an individual's perception of how stimulating or fulfilling reading material can potentially be. Based on the definition provided by Thomas (2001), reading interest revolves around an individual's attitude towards the process of reading, and towards different reading materials.

Learning media is a tool used by teachers as a media to deliver the material. The use of varied and appropriate learning media can overcome the passive attitude of the students. According to Arsyad (2011: 4) said learning media includes tools that physically used to deliver the content of the material, among other

books, tape recorders, cassettes, video camera, video recorder, film slides, photographs, pictures, graphics, televisions, and computers.

Media of reading is one important thing that can help students to be engaged with their reading interest. The concept of media is one that is used to refer to all media in which an idea or message can be transmitted. Today, however, the concept is commonly related with certain media, more specifically with newspapers or newspapers, television, radio, internet, graphic publications. The main purpose of the media is, precisely, to communicate, but according to their type of ideology can specialize in; inform, educate, transmit, entertain, form opinion, teach, monitor, etc.

There are so many reading media that can be gained by students as the reading sources such as books, magazine, newspapers, tabloid, bulletin, and many others like pamphlete, public announcements, and so on. For students, books seem as the most famous reading sources that they found in every situation of teaching and learning.

The objectives of this research are to know the students' reading interest in learning English, and to know the reading media that they use in learning English.

2. Methodology

The design of this research is descriptive qualitative. Descriptive data are usually collected through a questionnaire, survey, interviews, or observation. According to Maxwell (1996:17), the strengths of qualitative research derive primary from its inductive approach, its focus on specific situations or people, and its emphasis on words rather than numbers. Subjects of the research are all of the first and the thrid semester students of English Education Study Program of Muhammadiyah University of Bengkulu. Instruments of this research are digital camera, and questionnaire of students reading interest and reading medium in learning English. The items of reading interest are taken from www.whytoread (2017); and the items of reading medium are adopted from (Didactic Encyclopedia, 2017).

3. Results and Discussion

Results

After analyzing the data, the researcher found that there were different reading interests and reading media used by the students in learning English. The findings are presented in the tables and descriptions below.

a. Students' Reading Interest

1. The students Reading Interest of Class IA.

The result shows that from ten items of Reading Interest, there were two items that have highest percentage of strongly agree and agree level. They were: 1) reading develop verbal ability, and 2) reading increase focus and concentration with the percentages 92%. The second highest percentages were items about reading for: 1) Enjoying art and developing knowledge; and 2) Increasing imagination with the percentage 88%. The third were: 1) reading for Creating smarter readers; 2) Increasing memory ability; and 3) reading for creating character with 84%. The forth was reading for making readers become interested and attractive with 80%. The fifth was Reading for pleasure / entertainment with 72%. And the last was reading for reducing stress with 64%.

2. The students Reading Interest of Class IB

The result shows that in reading interest, the highest percentage of students' interest in reading was in the item of reading create smarter readers with 96.2%. The second were reading increase focus and concentration, and increase memory ability with 92.3%. The third position was reading increase imagination with 88.5%. The forth position was reading develops verbal ability with 86.2%. The fifth position was reading for enjoying art and developing knowledge with 84.6%. The sixth was reading make students interested and attractive with 80.7%. The seventh was reading for pleasure / entertainment with 69.2%. And the last was reading for reducing stress with 53.8%.

3. The students Reading Interest Learning English of Class IC

The result shows that in reading interest, the highest percentage of students' answers were: 1) reading develop verbal ability, 2) reading make smarter readers, and 3) reading

improves memory ability with 96.3%. The second highest was reading increases imagination with 92.6%. The third was reading increases focus and concentration with 92.3%. The forth was reading for enjoying art and develops knowledge with 88.8%. The fifth was reading makes readers become interested and attractive with 85.2%. The sixth was reading create characteristics with 81.4%. The seventh was reading for pleasure / entertainment with 74.1%. And the last was reading reduces stress with 63%.

4. The students Reading Interest in Learning English of Class IIIA

The result shows that in students' reading interest, the highest percentage was reading makes smarter readers with 100%. The second was reading for enjoying art and develop knowledge with 96%. The third was reading develop verbal ability, reading increases focus and concentration, reading increases imagination, and reading increase memory ability with 92%. The forth was reading makes readers become interested and attractive with 88%. The fifth was reading crates characteristics, and reading for pleasure and entertainment with 84%. The last was reading reduces stress with 76%.

5. The students Reading Interest in Learning English of Class IIIB

The result shows that in reading interest, the students are interested in reading because: 1) reading increases imagination with 95.6%, 2) reading develops verbal ability, increases focus and concentration, reading for enjoying art and develop knowledge, reading makes smarter readers, and reading creates characteristics with 91.3%, 3) reading makes readers become interested and attractive, increase memory ability with 86.9%, and 4) reading reduces stress, and reading for pleasure/ entertainment with 78.2%.

6. The students Reading Interest in Learning English of Class IIIC

The result shows that in line with the reading interest, the students were interested in reading because: 1) reading makes smarter readers with 96.4%, 2) reading increase focus and concentration with 92.8%, 3) reading increases memory ability with 89.3%, 4) reading develop verbal ability, reading for enjoying art and develop knowledge with 85.8%, 5) reading

makes readers interested and attractive, reading creates characteristics with 78.6%, 6) reading for pleasure / entertainment with 75%, 7) reading increases imagination with 72.9%, and 8) reading reduces stress.

7. The total percentage of students Reading Interest and Reading Media in Learning English of all Classes

From the result, it can be seen that from ten reading interest, the students mostly interested in reading because reading can create smarter readers with 94%. The second position was reading increases focus and concentration with 92.1%. Next, the third position was reading develops verbal ability with 90.6%. The forth position was reading increase memory ability with 90.1%. The fifth position was reading for enjoying and developing knowledge with 89.1%. The sixth position was reading increase imagination with 88.3%. The seventh, reading makes readers become interested and attractive with 83.2%. The eighth position was reading create characteristics of readers with 84.6%. The ninth position was reading for pleasure / entertainment with 74.8%. And the last was reading reduces stress with 66.5%.

b. Students' Reading Media

The students' reading media in learning English are presented in the description below.

1. Students' Reading Media in learning English of class IA

For reading media, the most reading media used by students of class IA in learning English was media internet with 92%. Then, textbook media, and video media with 88%. After that, media of electronic book with 80%. On the next position, comic and novel media with 64%. Then, media of magazine with 52%, and the last was the use of newspaper media with only 44%.

2. Students' Reading Media in learning English of class IB

In the part of reading media of class IB, the researcher found that the highest percentage of reading media used by the students in learning English was textbook media with 96.1%. The second were internet media, video media, and comic media with 92.3%. The third was novel media with 84.6%. The forth was electronic book media with 76.9%. The fifth was magazine

media with 65.3%. And the last was newspaper media with 53.8%.

3. Students' Reading Media in learning English of class IC

In line with reading media of class IC, the students used media in learning such as: the highest percentage was textbook media, internet media, and video media with 92.6%. The second was novel media with 85.2%. The third was comic media with 81.5. The forth was electronic media with 77.8%. The fifth was magazine media with 74.1%. The last was newspaper media with 63%.

4. Students' Reading Media in learning English of class IIIA

About the reading media of class IIIA, the media used by students in learning English are as follows. 1) internet media with 92%, 2) video media with 92%, 3) electronic book and novel media with 84%, 4) textbook media with 80%, 5) comic media with 72%, 6) magazine media with 64%, and 7) newspaper media with 52%.

5. Students' Reading Media in learning English of class IIIB

In line with the reading media of class IIIB, the students used media in learning English as follows. 1) Internet media with 100%, 2) video media and comic media with 95.7%, 3) textbook media, novel media with 87%, 4) magazine media with 82.6%, 5) electronic book media with 78.3%, and 5) newspaper media with 73.9%.

6. Students' Reading Media in learning English of class IIIC

Based on table, it can be seen that in reading media of all classes, the media that mostly used by students in learning English was internet media with 94.9%. The second position was video media with 91.9%. The third position was textbook media with 88.2%. The forth position was electronic book media with 80.5%. The fifth was comic media with 80.3%. The sixth was novel media with 80.3%. The seventh was magazine media with 68.8%. And the last was newspaper media with 59.7%.

Discussion

As found in the previous part of this chapter, it can be seen that the students mostly interested in reading because reading can create smarter readers. According to www.whytoread (2017), reading gives readers a chance to consume huge amount of research in a relatively shortamount of time. Anne E. Cunningham and Keith E. Stanovich's "What Reading Does for the Mind" also noted that heavy readers tend to display greater knowledge of how things work and who or what people were. Books at home have been strongly linked to academic achievement.

Related to reading increases focus and concentration, www.whytoread (2017) stated that unlike blog posts and news articles, sitting down with a book takes long periods of focus and concentration, which at first is hard to do. Being fully engaged in a book involves closing off the outside world and immersing yourself into the text, which over time will strengthen your attention span.

In line with reading develops verbal ability, although it doesn't always make you a better communicator, those who read tend to have a more varied range of words to express how they feel and to get their point across. This increases exponentially with the more volumes you consume, giving you a higher level of vocabulary to use in everyday life.

About the reading increase memory ability, Maryanne Wolf in www.whytoread (2017) explains that "Typically, when you read, you have more time to think. Reading gives you a unique pause button for comprehension and insight. By and large, with oral language "when you watch a film or listen to a tape, you don't press pause." The benefits of this increased activity keeps your memory sharp and your learning capacity nimble.

Related to reading for enjoying art and developing knowledge, a study done by the NEA explains that people who read for pleasure are many times more likely than those who do not to visit museums and attend concerts, and almost three times as likely to perform volunteer and charity work. Readers are active participants in the world around them, and that engagement is critical to individual and social well-being.

In line with the reading reduces stress that become the lowest interest of students, it can be assumed that by reading, the students cannot make their minds become relax when they read the reading materials.

Related to the media that mostly used by students in learning English was internet media. The invention and development of the Internet was the biggest discovery by mankind

in the 20th century. Today, the Internet is used by more than 50% of the world population. Its applications are found in every field, be it communication, knowledge, news, shopping, marketing, entertainment, education, etc. There are numerous advantages of the Internet in the field of education, like gaining information, news, historical data, communication, etc. The fast and relatively low-cost access is one of the major benefits of Internet to people and students all over the world, as getting an Internet connection is easy. Communication and information are the two basic uses of the Internet. Information available on websites can be updated or modified at any time and for any number of times, which helps in learning and better understanding.

4. Conclusion and Suggestions

Conclusion

After analyzing the data, the researcher would like to conclude that: 1) in line with the students reading interest in learning English, there are five highest reasons of students interest, they are: a) reading create smarter readers, b) reading increase focus and concentration, c) reading develop verbal ability, d) reading increase memory ability, and e) reading for enjoying art and developing knowledge; 2) in line with the reading media, there are also four highest media used by the students, they are: a) internet media, b) video youtube media, c) textbook media, and d) electronic book media.

Suggestions

The researcher would like to suggest that:

1. Students should have high reading interest in all reasons of learning English.
2. The students are also suggested to read English newspaper as the media in learning English more in order that they can increase their reading skill.

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