

CHAPTER I

INTRODUCTION

1.1 Background of the Research

English is the unifying language and the national language. Therefore, English is mandatory to be taught in formal schools. One of the main components of language learning is related to language skills. These language skills include listening, speaking, reading, and writing skills. So far, learning language skills has only emphasized language skills. Have not developed an interest in language skills themselves, especially in reading skills. This resulted in Indonesian people having a low interest in reading. This is reinforced by Amiranti's writing (2017) that based on data from the United Nations Educational, Scientific, and Cultural Organization (UNESCO) the reading interest of Indonesian people is only 0.01%, which is certainly very low when compared to other countries. Najwa Sihab as Indonesia's Reading Ambassador stated in the Tirta daily, that within a year, European and American children can read 25-27% of books, in Japan children can read 15-18% of books.

The low reading interest of the Indonesian people is also very pronounced among university students, especially students in the English Education Study Program at the Universitas Maritim Raja Ali Haji Tanjungpinang. The low interest in reading can be indicated from the tasks done, especially in making papers. Most of the references used are from the

internet. The internet is a form of information technology development, it will make it easier for someone to find information, so that it can reduce students' interest in reading. This is reinforced by the results of Siswati's research (2010) which states that advanced information technology, such as the internet, will affect a decrease in student reading activity.

The low reading interest of students is also indicated by the lack of preference for evaluation questions in the form of long descriptions. In fact, many students do not understand the purpose of the questions, so they do not get maximum results. Not only that, the reading interest of students who are in the low category is indicated by the quality of the questions asked by students. The questions asked are usually not in-depth, not critical, and often the answers are already in the slides or material presented. This certainly shows that students do not prepare in advance the lecture material that will be studied by reading the various references provided.

Students need to read to be able to meet their needs, one of which is to fulfill their academic assignments. Reading itself is done through a series of processes of translating written symbols into sounds. This is as stated by Patiung (2016) reading is the introduction of symbols to construct language so as to get information, including entertainment. The symbols in question include letters, strings of letters, and punctuation marks. Reading is also inseparable from the activities in it. The activities that occur in the reading process are carried out in order to understand written language. A slightly different opinion was also expressed by Erfanpour (2013) that extensive

reading activities can have a positive impact on students' ability to understand reading texts, and can improve grammar and vocabulary skills (Habibollahi Aghdam & Behroozizad, 2018). Reading as a process includes complex and complicated activities as previously described. meanwhile, reading as a product refers to the results obtained from reading activities, for example understanding information, etc.

Students as agents of change, of course, must love to read. Reading will make students excel in all fields, as one of the visions of Muhadi Setiabudi University. This is because, from reading, students will get many benefits. According to Taufina (2016), the benefits of reading in everyday life are: 1) opening insights; 2) there are new thoughts; 3) increase intelligence in all fields; and 4) increasing independence in seeking knowledge. Students' interest in reading does not just grow, but there is a process that needs to be passed. In going through that process, of course there are many obstacles that must be overcome. Putri & Suyitno (2018) stated several obstacles in fostering student enjoyment in reading including physical, intellectual, interests and talents, habits, and learning load. Besides that, Siswati (2010) also revealed that the things that hinder students' interest in reading are the habit of playing online games and watching television.

Interest can be said as a tendency towards something. The tendency of students to read in general is influenced by internal and external factors. This is confirmed by Triatma (2016) there are two factors that influence reading interest, namely internal factors which include feelings, attention, and

motivation, while external factors consist of the role of the lecturer, environment, and facilities. Thus, without fulfilling these factors students' reading interest will not be able to develop properly. The aims of this research are: 1) to find out the internal and external factors that affect reading interest of students of the English Language Education Study Program at the Universitas Maritim Raja Ali Haji Tanjungpinang; 2) to find out the factors that affect students' reading interest from the perceptions of lecturers and librarians. Thus, this research really needs to be done because in fostering interest in reading students need to understand the factors that influence it.

1.2 Research Questions

Specifically the research questions posed in this study are as follows what factors were affecting sixth semester college students' reading motivation at Universitas Maritim Raja Ali Haji Tanjungpinang?

1.3 The Purpose of Research

In line with the statement of formulation of the problem stated above, the objectives of the study are to analyze factors affecting sixth semester college students' reading motivation at Universitas Maritim Raja Ali Haji Tanjungpinang.

1.4 The Significances of Research

The results of this research are expected to provide useful information for three people. they are:

1. For educational institutions

It is hoped that it can provide input for educational institutions in an effort to motivate and encourage students to love reading so that they can increase the intelligence of the nation's children in obtaining information.

2. The students

For researchers, it can provide opportunities for researchers to apply the knowledge gained in lectures and add knowledge and insight for writers about the factors that influence reading interest .

3. Further researchers

For future researchers, it is hoped that this can be used as a source of reference and comparison material regarding the factors that influence reading interest .

1.5 Operational Definition

There are two terms that need to define operationally in order to make a clear illustration about the research.

1. Motivation

The process by which a person's needs motivate them to carry out a series of actions that lead to the fulfillment of certain goals is known as motivation. Motivation is the source of the driving force that inspires

people to work tirelessly, collaborate effectively and integrate all their efforts towards fulfillment. A person's internal and external motivation to change his behavior is called motivation. Motivation is the willingness to make a lot of effort towards organizational goals if it can meet its own needs. The element of effort is intensity. A motivated person will work hard to achieve his goals. So indirectly student motivation becomes a force in reading and other learning activities. because the continuity of student reading activities is strongly influenced by student motivation.

2. Reading

Before entering elementary school, children must have the fundamental ability to read. Recognizing letters and words, making connections with sounds, and understanding are all part of beginner reading. An activity known as early reading or beginning reading places a greater emphasis on recognizing and uttering sound symbols in the form of simple letters, words, and sentences. In this study, initial reading ability is defined as the capacity of students to comprehend and recognize sentences in paragraphs, either implicitly or explicitly. This is due to the fact that college texts include scientific works that are no longer commonplace but are also commonplace in assignments.